

Perceived Relationship Between Management of Teachers and their
Performance in Universal Primary Education Schools of Tororo
Municipality

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Declaration

I, SAMMY ODONGO, declare that this is my original work and has never been submitted before to any university or institution for any award.

Sign.....Date.....

Approval

This dissertation has my approval as the supervisor.

Sign.....Date.....

..

Dr. E. S. Kasenene
Supervisor

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Dedication

This dissertation is dedicated to my late Mum Hellen and my late Dad Stanley for their efforts in raising and encouraging me to be disciplined, hardworking and love education always.

TABLE OF CONTENTS

	Page
Declaration.....	ii
Approval.....	iii
Acknowledgements.....	iv
Dedication.....	v
Table of Contents.....	vi
List of Tables.....	ix
Abbreviations.....	xi
Abstract.....	xii
CHAPTER ONE: INTRODUCTION.....	1
Background.....	1
Statement of the Problem.....	4
Purpose.....	5
Objectives.....	5
Research Questions.....	6
Research Hypotheses.....	6
Scope.....	6
Significance.....	7
Summary of the chapter.....	7
CHAPTER TWO: REVIEW OF LITERATURE.....	8
Introduction.....	8
Theoretical Review.....	9
Conceptual Framework.....	10
Review of Literature.....	11

Literature Survey.....	13
Planning and Teachers' Performance.....	14
Directing and Teachers' Performance.....	18
Control and Teachers' Performance.....	19
Summary of Literature.....	23
CHAPTER THREE: METHODOLOGY.....	24
Introduction.....	24
Research Design.....	24
Study Population.....	24
Sample Size.....	25
Sample Selection.....	26
Instruments.....	27
Validity.....	29
Reliability.....	30
Procedure.....	29
Data Analysis.....	30
Summary of the chapter.....	31
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	32
Introduction.....	32
Objective One.....	32
Research Question One.....	40
Hypothesis One (H ₀₁):	43
Objective Two.....	52
Research Question Two.....	54
Hypothesis Two (H ₀₂):	56
Objective Three.....	61
Research Question Three.....	62
Hypothesis Three (H ₀₃):	65

Summary of the Chapter.....	71
CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	73
Introduction.....	73
Discussion.....	73
Planning and Performance of Teachers in UPE Schools of Tororo Municipality.....	73
Directing and Performance of Teachers in UPE Schools of Tororo Municipality.....	78
Control and Performance of Teachers in UPE Schools of Tororo Municipality.....	81
Conclusions.....	83
Recommendations.....	84
REFERENCES.....	86
APPENDICES.....	95
Appendix A: Questionnaire for Headteachers.....	95
Appendix B: Interview Guide for Headteachers.....	103
Appendix C: Questionnaire for Teachers.....	104
Appendix D: Computation of the Content Validity Indices.....	112
Appendix E: Computation of Reliability Coefficients.....	113
Appendix F: List of Primary Schools in Tororo Municipality.....	116
Appendix G: Introductory Letter for the Researcher to field	117

LIST OF TABLES

			Page
Table	3.1	Sample size distribution.....	26
Table	3.2	Headteachers and teachers by selected primary schools.....	27
Table	3.3	Headteachers and teachers by period spent in selected schools.....	28
Table	3.4	Content validity indices for research instruments.....	30
Table	3.5	Alpha coefficients of reliability for questionnaires.....	30
Table	4.1	Factor analysis results on planning in UPE schools of Tororo Municipality as perceived by headteachers and teachers	34
Table	4.2	Factor analysis results on the performance of teachers in UPE schools of Tororo Municipality as perceived by headteachers and teachers.....	37
Table	4.3	Factor analysis results on the contingencies in UPE schools of Tororo Municipality as perceived by headteachers and teachers ...	39
Table	4.4	Relationship between planning and performance of teachers in UPE schools of Tororo Municipality.....	41
Table	4.5	Prediction of teachers' performance by planning conducted in UPE schools of Tororo Municipality.....	43
Table	4.6	Mean Responses on planning as conducted in UPE schools of Tororo Municipality.....	45
Table	4.7	Mean Responses on the performance of teachers in UPE schools of Tororo Municipality.....	49
Table	4.8	Mean Responses on the contingencies introduced by UPE in primary schools of Tororo Municipality.....	50
Table	4.9	Factor analysis results on directing in UPE schools of Tororo Municipality as perceived by headteachers and teachers	53
Table	4.10	Relationship between directing and performance of teachers in UPE schools of Tororo Municipality.....	55
Table	4.11	Prediction of teachers' performance by directing conducted in UPE schools of Tororo Municipality.....	57

Table 4.12	Mean Responses on directing as conducted in UPE schools of Tororo Municipality.....	59
Table 4.13	Factor analysis results on control in UPE schools of Tororo Municipality as perceived by headteachers and teachers	61
Table 4.14	Relationship between control and performance of teachers in UPE schools of Tororo Municipality.....	63
Table 4.15	Prediction of teachers' performance by control conducted in UPE schools of Tororo Municipality.....	65
Table 4.16	Mean Responses on control as conducted in UPE schools of Tororo Municipality.....	68
Table 4.17	Effect of Teacher Management on Teachers' Performance in UPE Schools of Tororo Municipality.....	70

Abbreviations

EFA:	Education for All
MDGs:	Millennium Development Goals
MoES:	Ministry of Education and Sports
PLE:	Primary Leaving Examinations
UBOS:	Uganda Bureau of Statistics
UNEB:	Uganda National Examinations Board
UN:	United Nations
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UPE:	Universal Primary Education

Abstract

The study sought to examine the relationship between management and the performance of primary school teachers of Tororo Municipality. The objectives of the study were; to establish the relationship between planning for and performance of teachers in UPE schools of Tororo Municipality, to analyze the relationship between directing and performance of teachers in UPE schools of Tororo Municipality, and to examine the relationship between control and performance of teachers in UPE schools of Tororo Municipality. The study employed a descriptive cross sectional survey as its research design. Data were collected using semi-structured questionnaires administered to a sample of 62 respondents who included seven purposively selected headteachers and 55 teachers selected using convenience sampling. Headteachers were also interviewed. The collected data were analysed using both qualitative and quantitative methods of analysis aided by the SPSS program. The applied quantitative methods included factor analysis, descriptive analysis and the correlation and regression methods of analysis.

Findings of the study showed that the three hypotheses of the study were rejected in favour of their alternatives. The relationships between planning for, directing, control of teachers and their performance in UPE schools of Tororo Municipality were positive and significantly predictive. Each of these management functions was, however, ineffectively conducted, implying that they explained why teachers performed ineffectively. The study was concluded by observing that planning for, directing and control of teachers were each essential to achieving the desired teacher performance. Their ineffectiveness was because they were constrained by the contingencies introduced by UPE, which included the changed funding and pupil promotion policies and excessive enrolment. The most constrained aspects of the functions included budgeting, setting of manageable class sizes, headteachers' directing influence, and concurrent and detective control over teachers. The study recommended that government should increase funding in order to enable headteachers improve planning, mainly budgeting for teachers. It should also expand UPE school physical infrastructure to enable headteachers to deal with excessive enrolments by setting manageable class sizes. Headteachers should improve how they influence and conduct concurrent and detective control of teachers by motivating and ensuring that pupils are taught all lessons and evaluated every month.

Chapter One

Introduction

1.1 Background

This section contains four systematically linked perspectives, which include the historical, conceptual, theoretical, and contextual perspectives of the study. The conceptual perspective provides the definitions of the dependent and independent variables of the study. The theoretical perspective provides a theory that underpinned the study. The historical perspective gives a historical overview of the key variables of the study and the contextual perspective presents the circumstances based on which the problem of the study was developed. This section also shows the statement of the problem, purpose, objectives, research questions, hypothesis, scope and significant of the study.

1.1.1 *Historical Perspective*

Universal Primary Education (UPE) was introduced in Uganda in 1997 not only to express government commitment to achieving the goals of the Education For All (EFA) programme (Kahuku, 2008) but to also fulfil government constitutional obligation as per article 34 (2-3) of the 1995 Uganda Constitution. UPE brought new contingencies in the management of teachers in schools. These contingencies included excessive pupil enrolments, changes in the funding that management needed to facilitate teachers to perform their work, and changes in the way management pursued educational quality assurance in primary schools (Kahuku, 2008; Wendo & Ocwich, 2004). Due to the introduction of UPE, pupil enrolment size burgeoned from a paltry 2.7 million in 1996 to 11.5 million in 2007 and to 15 million in 2009 (Uganda Bureau of Statistics, 2010). Government abolished all forms of parents' funding towards their children enrolled in UPE schools, especially in rural areas, thereby declaring itself the main funding source (Bitamazire, 2006). Government also adopted a new pupil promotion policy. All UPE pupils were required to be promoted to the next class, irrespective of their academic grades (Bitamazire, 2005). It also announced that it was to solely determine and facilitate the conditions of service of UPE teachers, thereby meeting their entire remuneration.

Imperative to note is that although all the aforementioned contingencies continue to characterize UPE schools, their effect on teacher management and performance remains to be established. What is clear is that most the teachers in UPE schools in Uganda have failed to perform as expected, especially in terms of prior preparation, regular reporting for duty, punctuality, teaching, classroom control, and pupil evaluation (Kankunda, 2009; Kabagambe, 2011), leading to poor pupil performance, especially in Primary Leaving Examinations (PLE) (Uganda National Examinations Board, 2009).

1.1.2 *Conceptual Perspective*

The independent variable in this study was the management of teachers or teacher management in short. Generally, this management involves planning for, organizing, coordinating, directing, and control of teachers in a manner that enables them to perform their work effectively, thereby enabling their school to realize its goals as expected (Barrett, 2003a; Barrett, 2003b; Clark & Colling, 2005; Ogunsaju, 2006). In this study, the management of teachers was conceptualized based on three of the aforementioned functions. That is, planning for, directing, and control of teachers for purposes of enabling them to perform effectively. This conceptualization was based on the fact that all the abovementioned functions are important in the management of teachers, but those that are critical to enabling teachers to perform as expected are planning, directing, and control (Larry, 2005; Garg & Rastogi, 2006).

The dependent variable of the study was teacher performance. This performance is differently defined, with some authors taking the outcome perspective, thereby viewing it as a concept that refers to the ultimate achievements, ends or results realized by a teacher from teaching, classroom control, pupil evaluation, nurturing of desired pupil behaviour and other assigned duties (Okurut, 2001; Psacharapolous, 2002). The key ends include the academic and non-academic grades achieved by pupils as well as the non-educational achievements realized by school stakeholders such as the owners, government and the community at large (Peveryly, 2006). Other authors view teacher performance using the process perspective, thereby defining it as a measure of how teachers conduct their work-prior preparation, school time management, classroom

teaching and control, pupil evaluation, and nurturing of desired pupil behaviour (UNESCO, 2000, 2003; World Bank, 2002; Yonghong & Chongde, 2006).

This study adopted the outcome perspective to locate part of the evidence for the research problem based on grades attained by pupils from examinations such as those administered by the Uganda National examinations Board (UNEB). The process perspective was used to locate the other part of the research problem and to operationalize teacher performance as a variable measured in terms of teaching, pupil evaluation and nurturing of behaviour desired of pupils.

1.1.3 Theoretical Perspective

This study was guided by the contingency management theory. The theory was pioneered by Fielder (1967) after observing that there was no one best way to manage. Effective management depended on the prevailing circumstances. Fielder (1967) noted that although the then existing theories underpinned people management functionally, they had not addressed the situations within which management operated. He therefore postulated the contingency theory to cover this gap. This theory was adopted in this study because it presents a holistic approach to the management of employees such as teachers. Indeed, its rationale integrates all the characteristics of the classical, neoclassical and modern schools of thought, and applies them to the prevailing situation in a manner that facilitates achievement of effective performance out of the people being managed (Gomez-Mejia et al., 2008; Pool & Pool, 2007; Olson & Carol, 2003).

Application of the contingency management theory, thus, enables management to deal effectively with contingencies intervening along its way to attaining desired performance out of subordinates (Palmberg & Garvare, 2006; Kasenene, 2003). The theory was appropriate for this study because the introduction of UPE brought about various contingencies with which management had to deal in order to plan for, direct and control teachers to perform as effectively as expected. The contingencies were in form of changes in pupil enrolment, funding policy, and pupil promotion as elaborated in the historical background presented in the next section.

1.1.4 *Contextual Perspective*

The study was conducted in UPE schools in Tororo Municipality, which is found in Tororo District. Generally, performance of most of the teachers in these is below expectation. The teachers are poor at school time management; they do not come to school regularly and are not punctual. They do not demonstrate expected classroom control and teaching, nor do they nurture desired pupil's behavior and conduct pupil evaluation as desired (Report of the Inspector of Schools in Tororo Municipality, 2009). As a result, the performance obtained by pupils from exams administered by the Uganda National Examinations Board (UNEB) is poor. According to UNEB (2003), out of the 456,679 pupils who sat for Primary Leaving Examinations (PLE) in 2003, only 39.5% passed. Out of the 458,997 pupils who sat for PLE in 2004, only 40.5% passed (UNEB, 2004). The trend has continued to show that most of the UPE pupils fail their PLE. The failure rate was 57.5% in 2007, 57.7% in 2008 and 56.4% in 2009 (UNEB, 2007, 2008, 2009). Such high failure rates have not spared pupils in UPE schools of Tororo Municipality.

Tororo Municipality has 11 primary schools with a pupil enrolment size of 6,397, a total number of teachers of 168 and eleven headteachers (UBOS, 2009). Nine (9) of the schools are UPE schools having a pupil population of 5,754, a total of 112 teachers and nine headteachers (Tororo Municipality Education Office, 2009). All the schools witness high rates of teacher absenteeism, inadequate classroom control, laxity in nurturing desired pupil's behavior, ineffectual teaching and pupil evaluation (Report of the Inspector of Schools in Tororo Municipality, 2009), and high failure rates from PLE administered by UNEB (UNEB, 2007, 2008, 2009). This implies that most of the teachers in these schools register poor performance. However, how the performance is explained by the internal management of the schools remains to be established.

1.2 Statement of the Problem

For any school, teacher management is aimed at facilitating teachers to achieve desired performance in terms of prior preparation, regular reporting for duty, punctuality, teaching, classroom control, and nurturing desired pupil's behavior, pupil evaluation and

grades scored by pupils (Kankunda, 2009; Kabagambe, 2011). However, this aim has not been attained in all the UPE schools in Uganda generally and those in Tororo Municipality in particular. Most of the teachers in UPE schools demonstrate inadequate prior preparation, absenteeism (irregular reporting for duty), inadequate classroom control, and ineffectual teaching and laxity in pupil evaluation, all of which have led to poor pupil performance. For instance, the PLE results released by UNEB for the years 2003-2009 indicate that on average, 57.4% of the pupils in UPE schools in Tororo Municipality failed. If this scenario is left to continue unabated, the future of UPE schools is at stake. The scenario is bound to discourage parents to send their children to UPE schools, thereby denying children from impoverished backgrounds a chance to freely realise their right to basic education. It was therefore imperative address the cause of this situation by investigating how teacher management (planning, directing and control) related to teacher performance amidst the contingencies introduced by the UPE programme.

1.3 Purpose

The purpose of this study was to examine the perceived relationship between teacher management (planning, directing and control) and performance in primary schools of Tororo Municipality amidst the contingencies (changed funding policy, a changed pupil promotion policy and excessive enrolment) introduced by UPE programme.

1.4 Objectives

The objectives of the study were:

- 1) To establish the relationship between planning for and performance of teachers in UPE schools of Tororo Municipality.
- 2) To analyze the relationship between directing and performance of teachers in UPE schools of Tororo Municipality.
- 3) To examine the relationship between control and performance of teachers in UPE schools of Tororo Municipality.

1.5 Research Questions

The study was intended to answer the following questions:

- 1) What is the relationship between planning for and performance of teachers in UPE schools of Tororo Municipality?
- 2) What is the relationship between directing and performance of teachers in UPE schools of Tororo Municipality?
- 3) What is the relationship between control and performance of teachers in UPE schools of Tororo Municipality?

1.6 Research Hypotheses

The following were the hypotheses verified in the study:

- 1) There is a predictive relationship between planning for and performance of teachers in UPE schools of Tororo Municipality.
- 2) There is a predictive relationship between directing and performance of teachers in UPE schools of Tororo Municipality.
- 3) There is a predictive relationship between control and performance of teachers in UPE schools of Tororo Municipality.

1.7 Scope

Geographically, the study was conducted in Tororo Municipality in eastern Uganda. This Municipality was selected because it was one of Uganda's geopolitical jurisdictions which witness poor teachers' performance in UPE schools. The content scope of the study was confined on examining the relationship between the planning, directing and control of teachers by headteachers in UPE schools and teachers' performance amidst the contingencies introduced by UPE. In terms of time scope, the study was carried out in 2009.

1.8 Significance

Findings of the study may be of benefit in the following ways:

1. The Ministry of Education and Sports (MOES) can use the findings of the study to understand how excessive size of pupil enrolment, a changed funding policy and a changed academic policy affects teacher management and performance in UPE schools in Tororo Municipality. This can help MOES to take appropriate action.
2. Key stakeholders such as headteachers, parents and teachers can use the study to air out and/or appreciate the problems, inadequacies and weaknesses witnessed in teacher management and performance as a result of excessive size of pupil enrolment, changed funding policy and changed academic promotion policy in UPE schools. This can help in efforts geared towards improving this management
3. Academics and researchers can also use the study as a basis for further research.

1.9 Summary of Chapter One

This chapter started with the background to the study, which discussed the overall rationale and conceptualization of the study. It then presented the statement of the problem arising from the contextualization of the study. The purpose and objectives of the study were also presented based on the statement of the problem. The chapter further developed the research questions and hypotheses based on the objectives of the study. It further provided the scope and significance of the study. In so doing, the chapter has set the platform for the subsequent chapters presented forthwith.

Chapter Two

Literature Review

2.0 Introduction

This chapter is divided into three sections. Section one contains the theoretical review. Sections two consist of the conceptual framework and section three on related literature, respectively.

2.1 Theoretical Review

A number of theories have been developed to underpin the concept and practice of management (Kasenene, 2003; Scott, 1987), particularly people management (Wreder, Gustavsson & Klefsjo, 2008; Kotter & Cohen, 2009; Ursell, 2009; Craig, 2009; Pool & Pool, 2007; Barrett, 2003b; Gomez-Mejia, Balkin & Cardy, 2008). These include: the scientific management theory developed by Taylor (1947), the bureaucratic management theory developed by Weber (1947), the administrative theory postulated by Fayol (1949), the systems management theory, and the contingency management theory pioneered by Fielder (1967). Each of these theories has specific tenets that set it apart from others. However, tenets of some theories overlap into other theories, thereby making them more applicable in practice. Against this backdrop, the theory that underpinned the conceptualization of this study most appropriately was Fielder's (1967) contingency theory.

According to Ursell (2009), Fielder's (1967) contingency theory advances a view that there is no one best way for a leader to manage people, and because of this, leaders must vary their styles depending on the prevailing situation. As such, realizing that managers need to be sensitive to the situational demands bearing upon their ability to manage is one of the best ways of achieving effective leadership and people management (Wreder *et al.*, 2008). In fact, the theory, according to McNamara (2008), claims that the best way to manage people (such as teachers in UPE schools in Tororo Municipality) is to understand and manipulate the surrounding circumstances in a manner that enables them to attain desired results being managed. According to Kayors (2009), the contingency

theory postulates that a particular mode of people management may lead to effective performance in one situation but lead to disastrous effects in another situation. The theory, therefore, stresses the view that the best way to plan, direct and control people (teachers in particular) and their performance is to understand and beneficially manipulate the circumstances which dictate how they perform (Barrett, 2003; Gomez-Mejia *et al.*, 2008).

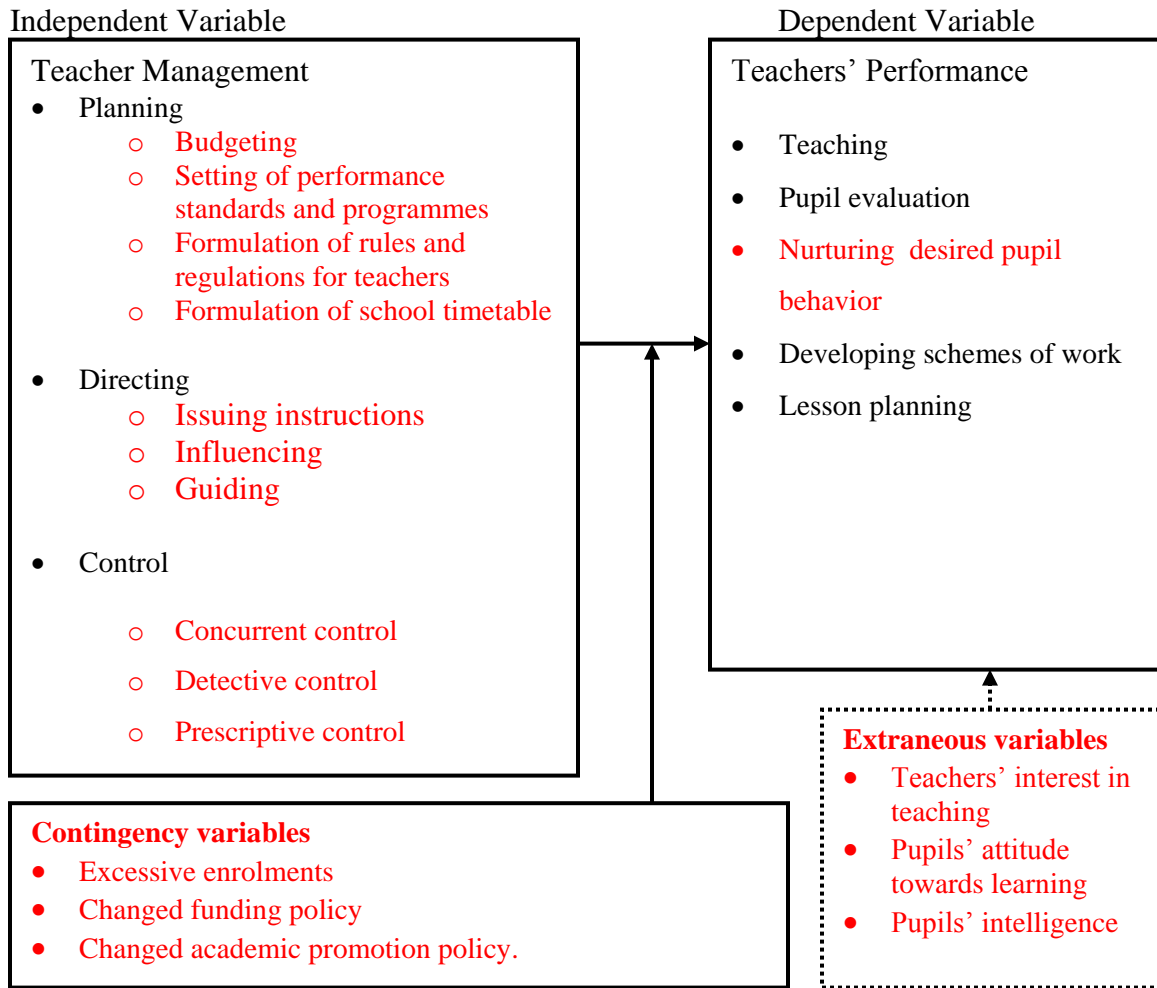
According to Clark and Colling (2005), Fielder's (1967) contingency theory is criticized for being highly outward looking. It puts a lot of emphasis on managing according to the dictates of the prevailing circumstances but not according to a leader's ability (Craig, 2009). This ignores the inherent management ability of a leader or manager. Notwithstanding this criticism, the contingency theory is objective in its approach to management. Indeed, by positing that successful management depends on how best a leader responds and/or maneuvers the dynamic circumstances surrounding what is being managed (Kasenene, 2003), this theory brings on board the idea that the nature of the situations characterizing what is being managed (for instance, teachers and their performance) has an effect on the extent of management success (Haines, 2004). This is vital for this study.

Since the introduction of UPE, management in primary schools was subjected to contingencies such as excessive enrolments, changed funding policy and change academic promotion policy in primary schools. Such are the contingencies whose effects on management need attention. This attention was given through this study using the following conceptual framework.

2.2 Conceptual Framework

The study was conceptualized as shown in Figure 1.

Figure 1: Teacher Management and Performance amidst UPE Introduced Contingencies



Source: Developed based on Fielder's (1967) Contingency theory adapted from Kasenene (2003)

The conceptual framework or model in Figure 1 indicates that the study was conceptualized following the rationale of Fielder's (1967) contingency theory. In the model, teacher management was conceived as the independent variable measured in terms of three of functions, namely: planning, directing and control (Barrett, 2003; Gomez-Mejia, Balkin & Cardy, 2008). Research has shown that the management of teachers is at the core of determining their performance in schools (Estevan, 2005; Larry, 2005). Therefore, teachers' performance was conceptualised as the dependent variable

measured in terms of school time management, prior preparation (developing schemes of work and lesson planning), teaching, pupil evaluation, and nurturing desired pupil's behavior (Fontana, 1995; Ryans, 1960; Ukeje, Akabugo & Ndu, 1992; Yonghong & Chongde, 2006; Kankunda, 2009; Kabagambe, 2011).

The conceptual model indicates further that in UPE schools, teacher management does not determine teachers' performance smoothly. As the rationale of Fielder's (1967) contingency theory postulates, there are contingencies that this management meets along the way. The contingency variables identified in the model were those introduced by UPE. They included excessive pupil enrolment, changed funding policy and changed pupil promotion policy (Bitamazire, 2005; Kahuku, 2008). These variables intervene in teacher management along its way to ensuring that desired teacher performance is achieved. This is why they appear in middle of the independent and dependent variables shown in the model. Their effects were in fact also investigated, bearing in mind that the study was essentially about how management affected teachers' performance amidst the contingencies introduced by UPE.

Lastly, it was recognized in the conceptual model that there were variables that were not necessarily management-related but affected teachers' performance. These were conceptualized as extraneous variables. They included teachers' interest in teaching, pupils' attitude towards learning, and pupils' intelligence amongst others. Although these variables are in essence part and parcel of the contingencies that affect teachers' performance, their effects were held constant because they are not unique to UPE schools alone. The study concentrated on the contingencies identified in the model because they were the only ones that had been introduced by UPE and therefore unique to UPE schools alone.

2.3 Related Literature

In this section, attempt was made to survey and review literature relevant to the study. The literature was cited from relevant scholarly sources such as journals, reviews, dissertations, online manuscripts, papers, and textbooks where necessary. Literature survey is included to show that this theme covered in this study is not unique. There are studies that have already been conducted about it, although conceptualization,

geographical context and research approach may be different. The review of literature focuses on the variables of the study and their relationships as derived from the objectives of the study as shown in the following sub-sections.

2.3.1 The management of teachers and teachers' performance; In particular, Kahuku (2008) conducted a study on the managerial challenges of increased enrolments in primary schools. Her study was purely descriptive and therefore, did not link the challenges to teachers' performance. In addition, the study was carried out in Kabale but not Tororo Municipality.

Kankunda (2009) carried out a study on the effectiveness of teachers in UPE schools. Her study was nonetheless, about how this effectiveness was affected by the mentoring of teachers by the coordinating centre tutors, not school managers. Moreover, it was conducted in Bushenyi district, not in Tororo Municipality.

Katongole (2009) conducted a study on effectiveness of teachers in UPE schools in Bushenyi district. However, the purpose of the study was about how this effectiveness was affected by leadership management training of the headteachers of the schools

Kamuhangire (2010) studied about the perceptions of parents and pupils regarding teachers' performance in UPE schools, but his concern was about the social benefits of this performance not about how it related to the management of the teachers in these schools. Besides, Kamuhangire's (2010) study was conducted in Isingiro County, Isingiro District but not in Tororo Municipality.

Kawere (2010) conducted a study about teachers' performance in UPE schools. His approach, however, considered this performance as a measure of the schools' academic performance. Moreover, his interest was in how the performance was influenced by community participation, but not in how it was affected by teacher management as this study's main theme was. Besides, Kawere's (2010) study was conducted in Buhimba Sub County in Hoima District, but not in Tororo Municipality.

Kabagambe (2011) conducted a study on the teaching performance in UPE schools. This study was however, about how the role of coordinating centre tutors had impacted on this performance. Clearly, the study did not link teaching performance to the

management of teachers. Moreover, it was conducted in Masindi district, but not Tororo Municipality.

In general, the foregoing literature survey indicates that a number of studies have been conducted about teacher management or teachers' performance in UPE schools in Uganda. However, the studies conducted so far have not focused on the relationship between this management and performance, especially in the context of how the management affects such performance amidst the contingencies introduced by UPE. This is the gap that this study was intended to address.

2.3.2 Planning and Teachers' Performance; Generally, planning for employees has been defined in a number of ways. According to Dublin (1998, 2002), it is the process concerned with the formulation of courses of action to be taken in order to achieve desired ends through employees. Bradford (2000) looked at it as a process involving the figuring out of what needs to be done for the employees and coming up with how it should be done in order to realize intended goals through the employees. Employee planning is also defined as a process involving the setting of goals and objectives through employees; the activities through which the set goals and objectives are to be achieved; the policies and procedures to follow when employees are carrying out the activities; the regulations to guide how they perform; the standards for measuring performance; and the resources needed to facilitate the employees as they conduct the activities to attain of set goals and objectives (Barrett, 2003; Craig, 2009; Gomez-Mejia, Balkin & Cardy, 2008; Kotter & Cohen, 2002; Palmberg & Garvare, 2006; Pool & Pool, 2007). Generally, planning for employees is accomplished in form of formulating policies, activity programmes, and resource budgets needed by the employees to perform their work as expected (Buskin, 2006; Wieners, 1993).

The foregoing definitions can be criticized by being generalized to all employees. They therefore need to be contextualized to teachers. Moreover, they are silent about the contingencies that tend to affect the conducting of the planning process. In addition, the definitions do not link planning to performance. These are gaps that justified the conduct of this study in order to fill them. The study attempted to address the gaps by specifically analyzing how such contingencies as excessive pupil enrolment, changed funding policy

and changed pupil promotion policy affected planning and eventual performance of teachers in UPE schools, particularly those in Tororo Municipality.

The idea that planning for employees is affected by contingencies was underscored by Allison & Kaye (2005) when they observed that planning that ignores the contingencies that surround or characterize the people being planned for is no good planning. These scholars added that if this planning is to be effective, it has to put into account all the critical factors that affect employees as they execute their work. However, despite making these observations, these scholars fell short of showing the effects of the contingencies on the performance of the employees being planned for. Their approach was strategic in nature and also too general, covering all non-profit making organizations. Although some schools (such as UPE schools) are some of such organizations, they were not mentioned. In addition, these scholars' work did not mention any specific contingencies (such as excessive pupil enrolment, changed funding policy and change pupil promotion policy that characterize most of the UPE schools in Uganda generally and in Tororo Municipality in particular). This is why this study was necessary to cover the specific case for schools with particular emphasis on UPE schools in Tororo Municipality. It is imperative to note that despite the criticisms raised against Allison & Kaye's (2005) work, it is beneficially informative to this study because it suggests that planning for employees is realistic and can lead to desired performance only when it considers the surrounding contingencies. This was also emphasized in the scholarly work of Musaaazi (2005), which dealt with planning in educational settings and institutions.

Musaaazi's (2005) work described various contingencies that planning in schools should put into account. It covered contingencies such as the influence of parents; available school infrastructure; size of pupil enrolment; the school governing board; and role of national education planning authorities. Musaaazi's (2005) work also described the link between planning carried out in schools and teachers' performance though indirectly. It showed that in schools, planning involves preparing for four sub systems, namely: the production, the supportive, the management, and the maintenance system. This scholar maintains that for each system to perform as effectively as desired, planning has to come up with clear goals and specific objectives that the system is expected to achieve, thereby enabling the school to attain its overall goals and objectives as effectively as desired.

Musaazi (2005) observed further that the planning for the production system involves coming up with school activity programmes that detail what needs to be done in order to achieve the set school goals and objectives. It particularly involves formulation of school academic and non-academic programmes as well as school timetables. Similar observations were made in the work of Beard (1988), Ddungu (2005), Katz (2000), and Matthews (2000).

In particular, Matthews (2000) noted that coming up with the school timetable is perhaps the most important functional role of school-level planning because execution of any school activity depends on whether the activity is included on the school timetable or not. It is a well planned school timetable that guides teachers about what to do and when to do it, especially as far as classroom teaching is concerned. This is because the school timetable schedules and sequences all school activities regarding teaching. It shows all the lessons, which lesson is taught by which teacher and when it is expected to be taught (Katz, 2000). The planned school timetable is therefore a very central determinant of teachers' effective performance in every school (Renchler, 2000).

In essence, the preceding observations focus on planning for teachers' performance. This is because teachers are the main implementers of the programmes planned under the production system of a school (Johnson, 1985). The scheduling and timetabling of this system's activities is therefore synonymous with showing what teachers are expected to do and when to do so. This effectively implies that the performance that teachers achieve in relation to the planned school timetable is all about how they respond to the lessons assigned to them by the timetable (Brown, 2005). Practically, this involves how teachers not only come up with the relevant schemes of work and lesson plans but also manage school time as they implement their planned lessons through classroom teaching (Mulford, Lawrie & Kendall, 2004). Clearly, there is a link between planning for teacher performance and how teachers perform. However, none of the preceding scholars clarifies the link with respect to UPE schools in Tororo Municipality.

Even studies conducted on the performance of teachers in UPE schools have not paid attention to how this performance is explained by the planning of the schools' timetables. They however show that in Uganda, this performance leaves a lot to be

desired. The rate of teacher absenteeism is high (Katongole, 2009). Even when teachers come to school, they take “French Leaves” to teach in other schools as a way of making ends meet but this effectively implies that they dodge some lessons (Nantongo, 2005). They also do not mark all the classroom and homework given to pupils and are not always available to attend to students who have questions to ask so as to gain a better understanding of the concepts and or other challenges that they come across in the process of learning; the teachers are also reluctant to inculcate and nurture behaviour desired of pupils (Mariam, 2006). These studies attribute such teachers’ performance tendencies to socio-academic interaction (Nantongo, 2005), teacher mentoring (Katongole, 2009) and headteachers’ leadership styles (Mariam, 2006). Clearly, none of the cited scholars attributes the performance to planning as this study was intended.

In addition, research has shown that the manner in which a school timetable is planned affects how teachers respond to it in terms of teaching the prescribed lessons (Holmes & Alastair, 1988). However, not much has been covered about how such planning is affected by contingencies. Research has only shown that a well planned school timetable is able to give teachers some breathing space. The tendency of requiring teachers to teach one lesson immediately after the other only serves to cause rushing and weariness both of which have an adverse effect on teacher’s performance. A good school timetable gives enough time gap between a particular teacher’s lessons so that he or she can move from one class to another, give classroom exercises and be able to mark it, and attend to pupils’ questions adequately (Mulford *et al.*, 2004). According to Brown (2005), a school timetable is able to motivate teachers to teach as desired only when it is planned in consultation with them. Unfortunately, many school administrators come up with school timetables without consulting teachers (Holmes & Alastair, 1988; Honingh & Oort, 2009). A critical look at these observations reveals that although there is a link between planning of a school timetable to teachers’ performance, they do not show the effects of contingencies on the planning of the timetable and eventual teachers’ performance. This is what this study addressed based on UPE schools in Tororo Municipality.

Other scholars such as Kahuku (2008) conducted research on the contingencies preferring to refer to them as school-based administrative challenges of UPE schools.

Although this scholar was exhaustive on the contingencies identifying them as excessive pupil enrolments that resulted into extra-large class sizes, inadequate instructional facilitation, and teacher demoralization as a result of handling the excessive class sizes, she did not go far to explain how these contingencies affected planning in the schools. Kahuku's (2008) study highlighted formulation of school budget plans as another important role of planning in schools. She observed that this role involves that coming up with a budget of resources required to implement the planned academic and non-academic programmes, thereby facilitating the achievement of set school goals and objectives. Earlier work by Ukeje *et al* (1992) and Ddungu (2005) had also indicated that budget planning is an important aspect of school-based planning. The work was however on how budget planning is needed to facilitate school administration and leadership but not how it is affected by contingencies and how this affects the performance eventually achieved by teachers.

2.3.3 Directing and Teachers' Performance; Directing is variously defined. According to Brown (2005), it is a management function that includes building an effective work climate and creating opportunity for motivation, supervising, scheduling, and disciplining. Mulford *et al.* (2004) viewed it as a management function involving demonstration of what to do illustratively, getting involved in conducting an activity, or imposing a desired direction on subordinates. Directing is also delineated as one of the management functions that focuses on guiding and influencing the activities and perception of subordinates in a manner that evokes and invokes subordinates to perform as desired (Ahuja, 1998). Directing can be carried out through persuasion, showing example, by argument, or through issuing instruction (Ahuja, 1998). Adams (1990) approached directing as the same thing as leading, describing it as a management function that involves a manager acting as a leader through communicating to subordinates what is expected of them, motivating them interpersonally with a motive of persuading them to carry out their tasks, and making sure that they are actively focused on working to achieve set organizational goals.

According to Adair (1998), directing tends to be confused with the supervisory element of control but there is a difference between the two functions. Whereas directing

focuses on the bigger picture of performance, focusing all subordinates on a common goal and objective, supervision tends to focus on minor details of subordinate work (Adair, 1998). This explains why elaborate organizations have overall managing directors (like headteachers in case of schools) and unit supervisors (like heads of departments or teachers on duty in case of schools). Directing plays a very central role in ensuring that overall performance is achieved (Adair, 1998; Chapman, 2004; Dublin, 2002; Gomez-Mejia, Balkin & Cardy, 2008; Kotter & Cohen, 2009; Kayors, 2009; Olson & Carol, 2003).

The preceding observations consider directing as an important function of management that ensures that overall performance is achieved through guiding, influencing and instructing subordinates to perform assigned tasks, duties, responsibilities and activities as desired. However, they are silent about the contingencies encountered when carrying out this function. They specially do not cover the case of how directing affects teachers' performance in UPE schools of Tororo Municipality amidst such contingencies as excessive enrolments, changed funding policy, and changed academic promotion policy for pupils in these schools. Even scholars such as Kahuku (2008), Le Wang (2007), and Martellaro and Edington (1983) who have conducted studies on some contingencies such as excessive pupil enrolment, have fallen short of showing how the contingencies affect directing and in turn, teachers' performance.

2.3.4 Teacher Control and Teachers' Performance; Control is one of the management functions. In fact, Fayol (1949) viewed management as a profession of control, arguing that whatever management does consists of ensuring and verifying whether everything occurs in conformity with the plan adopted, the instructions issued, and principles established. Fayol (1949) observed further that control involves checking errors and taking corrective action so that deviation from standards are minimized and stated objectives are achieved in desired manner. Fayol's (1949) view underpins the classical conception of control. The view indicates that control involves ensuring that desired performance is achieved through measurement of what is done and correction of performance errors or deviations from devised plans (Holmes & Alastair, 1988).

Unfortunately, by taking management is a profession of control, Fayol's (1949) view of control suggests that planning and other functions of management are all control functions, which is essentially not the case. In addition, it does not recognize that control could be affected by contingencies. Further, despite underpinning the fact that control is a very essential and vital function of management practice, it restricts control to only providing remedial action whenever errors were detected. This does not cover the totality of what control does as a management function. It particularly does not recognize that the plans used to correct errors are part and parcel of the control process.

Indeed, the neoclassical conceptualization of control indicates that this function involves foreseeing the likely causes of deviation from desired performance and putting in place a system for avoiding or preventing them (March & Herbert, 1958). This school of thought views control as a management function involving setting standards, measuring actual performance and taking corrective action (Holdaway, 1990). While measurement involves checking current performance against pre-determined standards contained in the plans, taking corrective action involves putting in place remedies for ensuring adequate progress and satisfactory performance (Odhiambo, 2008). Unfortunately, this school is also silent about the contingencies encountered while conducting the control process.

Discontented with the neoclassical conceptualization of control, the modern school of thought came up with yet another way of looking at control. This school of thought advanced a view that control as an active process involving making sure that work is conducted in accordance with either the plan which has been adopted; the orders which have been given; or the principles which have been laid down (Anthony, 1970). The intention of this kind of control is to prevent mistakes or their recurrence by guiding subordinates how to do what to do (Holdaway, 1990). It therefore ensures that work is carried out in a correct manner (Odhiambo, 2008).

Mockler (1970) developed the modern view further and came up with a more elaborate understanding of managerial control. Mockler (1970) observed that control can be viewed as a systematic effort by management to come up with performance standards and to use the standards to establish extent or level of performance by comparing what has been done or achieved to predetermined standards, plans, or objectives. This is

intended not only to establish whether or not the achieved performance is in line with these standards but also to take any remedial action required to see that human and other resources are used in the most effective and efficient way (Dennison,1990; Eilon, 1979).

The foregoing observations indicate that planning and control are closely linked but they are the same as Fayol (1949) believed. Actually, the literature reviewed earlier indicated that planning is a process of determining objectives and the programmes and procedures or methods for achieving the objectives. This is not the same thing as control, which focuses on ensuring not only that the process of attaining the planned objectives is regulated and supervised but also that the attained performance is measured and compared with the planned performance using the set performance standards. In addition, the observations ignore the contingencies encountered during control; and are too general to underpin the specific case of control as carried out in UPE schools amidst contingencies such as excessive pupil enrolments, changed funding and academic promotion policies.

The observations, however, suggest that control is a forward looking continuous management process that involves regulation, supervision, monitoring, evaluation and restraining subordinates in such a way that they behave and carry out their activities in the manner sanctioned as appropriate to the purpose of ensuring that planned activities are carried as desired. It is against this backdrop that control has been observed as a management process that takes place prescriptively, concurrently and in a detective manner (Chin-Yaw, Phyra & Keomony, 2007; Kasenene, 2003; Keirungi, 2005).

Prescriptive control involves setting values, laws, rules, norms and polices that govern and guide behavior, performance standards (Measurement criteria), practices and activities of organizational members (Kasenene, 2003; Keirungi, 2005; Tam Wai-Ming, 2008). In schools, prescriptive control is carried out in much the same way. School management sets values, laws, rules, norms and polices that govern and guide behavior, performance standards (Measurement criteria), practices and activities of teachers (Radiah & Abd Rauf, 2009). These scholars do not point out any specific indicators of each of these attributes.

Fortunately, Brown (2005) observed that the predetermined activities for teachers include both the teaching and non-teaching activities such as formulating of schemes of

work, lesson planning, classroom teaching, and pupil evaluation. Others are non-teaching activities and they include helping pupils to develop their non-academic talents in games and sports, music, dance and drama, and general discipline acceptable in society (Mulford *et al.*, 2004). The predetermined performance standards tend to include: the number of lessons taught per day or per week, reporting time, and time spent teaching (Odhiambo, 2008; Perillo, 2006).

Other indicators of performance standards include: the number of tests administered to pupils within a specified period of time, which may be on a weekly, bi-weekly, monthly term basis (Zame, Warren & Trinetia Respress, 2008). Research has shown that even the setting of regulations and guidelines governing teachers' performance is part and parcel of prescriptive control (Anderson, 2000; Muyimbwa, 2004). These are the control activities whose realization as desired was not clear, especially in the light of the contingencies introduced by UPE in primary schools of Tororo Municipality. This is why this study was necessary.

Concurrent control has been delineated as the form of control that involves continuous or regular close supervision, monitoring and inspection of organizational members to check on what are doing and how they are doing it, with a view of establishing that they are doing the right thing at the right time, correcting them where they go wrong, encouraging them when they demonstrate laziness or laxity, and reprimanding them when they deviate from planned performance effectiveness and efficiency (Dennison, 1990; Ogunsaju, 2006).

In schools, concurrent control is carried out by headteachers (or teachers) on duty. It involves asking pupils about whether or not their teachers are teaching regularly and in an understandable manner, ongoing appraisal of teachers' teaching classroom control techniques, and scrutinizing pupils' work as given by teachers (Hoon Bae, 2007; Perillo, 2006; Piggot-Irvine, 2000). It also includes supervision of teachers, which involves checking closely to ensure that teachers are teaching and carrying out all duties assigned to them according to the observed school timetable (Keirungi, 2006; Pak Tee & Chan, 2008). Concurrent control also involves monitoring of teachers by walking around the school, moving from one classroom to another, to check whether teachers are doing what they are supposed to do and doing it right (Lenz, 1998).

Concurrent control also focuses on ensuring that teachers are provided with facilities necessary to enable them to teach as planned (Mei-yung & Fung, 2005; Mei-yung, Xinhong & Hon-yan, 2005; Pak Tee & Chan, 2008). However, as to how such control practices are carried out amidst excessive enrolment, changed funding policy and pupils' academic promotion policy remains to be established. Although research has identified all the fore-cited control practices and emphasized that their proper conduct results into desired subordinate performance, it has not shown this connection in relation to Uganda's UPE schools and those in Tororo Municipality in particular. There was thus need for this study to establish this connection empirically.

Detective control focuses on evaluation to establish whether the planned performance has been achieved or not (Ogunsaju, 2006; Keirungi, 2007). In schools, detective control may be carried out directly through teacher assessments or indirectly through pupils' evaluation of their teachers (Anderson & Hunk, 1994; Johnson, 1985). In either case, it involves carrying out appraisals of teachers' performance in terms of teaching, pupil evaluation and observance of teachers' code of conduct or ethics (Honigh & Oort, 2009). The evaluation involves a comparison of actual with planned teacher performance regarding number of lessons taught, number of tests administered to pupils and marked, pupils' performance, attendance record, and assessments (Perillo, 2006). This control is conducted to establish teacher strengths and weaknesses so as to establish the remedial action necessary to deal with the weaknesses and improve performance is desired (Waithanji Ngware, Kuria Wamukuru & Onyango Odebero, 2006). Detective control involves comparing actual performance with standards; analyzing deviations; and correcting deviations by addressing their causes (Bingham, Haubrich & Sammis, 2005; Celep & Buket, 2005). It helps to establish value addition per teacher and hence; payment hinged upon performance (Piggot-Irvine, 2000).

In general, the preceding review show control as process that operates free of any contingencies. This is not always the case. In addition, they do not cover the specific control activities carried out to ensure that teachers' performance is achieved as planned in UPE schools. They are however relevant because they show that once control is well exercised; it leads to realization of desired teachers' performance. Control can thus be questioned when the performance of teachers in UPE schools is below expectation.

2.3.5 Summary of Literature

Generally, literature indicates that when management is well conducted in terms of planning for, directing and control of employees, it is bound to result into desired employee performance. The literature is, however, not exhaustive in terms of how these management functions affect the performance of teachers in UPE schools of Tororo Municipality amidst contingencies such as excessive pupil enrolments, changed funding policy and changed promotion policy. This study was therefore needed to address this gap in the existing body of knowledge.

Chapter Three

Methodology

3.0 Introduction

This chapter focuses on how the study was conducted. The chapter covers the adopted research design, study population, sample size and selection, research instruments, their validity and reliability testing, data collection procedure, and the methods and techniques used to analyze the data.

3.1 Research Design

The study was conducted as a descriptive cross-section survey involving both the qualitative and quantitative approaches. This research design was used because it permits collection of first-hand data from different categories of respondents and at one point in time (Amin, 2005). It also permits the use of not only questionnaires or interviews to collect data but also qualitative and quantitative techniques to analyze the collected data (Sekaran, 2000). It was therefore adopted because it fitted very well the manner in which the study was carried out. The data was collected using both questionnaires and interview guides. It was collected as first hand data from different categories of respondents who included headteachers and teachers. Each of these aspects is described in details in the subsequent sections that follow.

3.2 Study Population

The population of the study comprised school head-teachers and teachers of UPE primary schools of Tororo Municipality. According to the 2007 Abstract of the Uganda Bureau of Statistics (UBOS), this Municipality has nine (9) of these schools are UPE schools with 112 teachers, and 9 headteachers. The size of the population of the study was therefore 121 (112 + 9) potential respondents.

3.3 Sample Size

The actual size of the sample was 62 respondents, but it fell below the expected sample size of 95 due to failure of some respondents to return their questionnaires. The expected sample size was determined based on based on Krejcie and Morgan's (1970) Sample Determination Table cited in Amin (2005: 454). This table indicates that for population size of 121, the minimum representative sample of such should be 95. The sample size was distributed as summarized in Table 3.1.

Table 3.1: Sample Size Distribution

Respondents	Population size	Expected Size	Actual Size	% Outturn = $\frac{\text{Actual}}{\text{Expected}} \times 100\%$
Headteachers	9	9	7	100.0%
Teachers	112	86	55	63.9%
Total	121	95	62	76.9%

Note: Expected sample size was determined using Krejcie and Morgan's (1970) Sample Determination Table

The percentage outturn in Table 3.1 indicates that the response turn up of headteachers was 100% and that of teachers was 63.9%. This implies that while the actual number of headteachers was as expected, that of teachers was less than the expected. This resulted into having 62 out of the 93 expected respondents, leading to a total response outturn of 76.9%.

3.4 Sampling Strategy

The sample was selected as follows:

3.4.1 Selection of Schools: A list of all the nine UPE schools was compiled using records from the Education office of Tororo Municipality. This list was used as a sampling frame. Seven schools were selected from the list using simple random sampling. This sampling technique was used to give an equal chance to each school to be selected to take part in the study, thereby avoiding biases resulting from selection (Seigle, 2004). The selection process involved writing the name of each school on a piece of paper, collecting all the paper pieces in a bag, and shuffling them. One piece of paper was then drawn from the bag without replacement. The school whose name appeared on the drawn paper was selected. The process was repeated until the seven schools were

selected. The schools were selected to act as sources of respondents whose selection was as follows:

3.4.2 Selection of Headteachers: These respondents were selected using purposive sampling. This sampling technique was applied because it permits selection of only those respondents considered to be key informants in a study (Amin, 2005; Seigle, 2004). The headteachers were therefore selected as key informants of the study.

3.4.3 Selection of Teachers: Teachers were selected using convenience sampling. This technique was used because it permits selection of respondents according to their accessibility and availability (American Statistical Association, 1999; Amin, 2005). It was therefore applied to select those teachers who were available and accessible at their respective schools at the time of data collection. Teachers were selected to provide data on the management of their performance after the introduction of UPE.

In general, the above sampling techniques helped select respondents with care so as to ensure that the selected sample was representative of the study population described earlier. Those selected were distributed according to schools as shown in Table 3.2.

Table 3.2: Headteachers and teachers by selected primary schools

Primary school	Respondents				Total	
	Headteacher		Teacher		Count	%
	Count	%	Count	%		
Oguti	1	14.3	6	10.9	7	11.3
Aturukuku	1	14.3	9	16.4	10	16.1
Rock View	1	14.3	8	14.5	9	14.5
Elgon view	1	14.3	7	12.7	8	13.0
Tororo College	1	14.3	8	14.5	9	14.5
Tororo Police Children	1	14.3	9	16.4	10	16.1
Industrial view	1	14.3	8	14.5	9	14.5
Total	7	100.0	55	100.0	62	100.0
At P = 0.05, df = 7, $\chi^2_{cv} = 2.70 > \chi^2_{obs} = 1.631$						

Generally, Table 3.2 indicates that at the 5% level of significant ($p = 0.05$) with seven degrees of freedom ($df = 7$), the critical chi square value ($\chi^2_{cv} = 2.70$) was far greater than the observed chi square value ($\chi^2_{obs} = 1.631$). This implies that there was no significant difference in the number of respondents selected from each school. Therefore, there were no significant biases in findings resulting from the number of selected

respondents. As far period spent in a school was concerned, care was taken to select respondents who had taken a relatively long time as shown in Table 3.3.

Table 3.3: Headteachers and teachers by period spent in selected schools

Period (Years)	Respondents				Total		Mean	Std.
	Headteacher		Teacher		Count	%		
	Count	%	Count	%				
1-5	0	0.0	2	3.6	2	3.3		
6-10	2	28.6	36	65.5	38	61.2		
11+	5	71.4	17	30.9	22	35.5		
Total	7	100.0	55	100.0	62	100.0	2.90	0.740

A careful scrutiny of the frequency distribution in Table 3.3 reveals that out of the total of 62 respondents, only 2 (3.3%) had spent between one and five years in their schools and that these were all pupils. This implies that the majority of the respondents (96.7%) had spent over five years in their respective schools. A period of over five years is more than enough for any normal teacher or headteacher to be acquainted with what goes on in their school. Therefore, the majority of the selected teachers and headteachers provided the data from an informed point of view. The mean of the distribution (Mean = 2.90) was close to '3' a code for the interval '6-10 years' and the standard deviation (Std. = 0.740) was small. This implies that there no much dispersion in the sample. Respondents did not deviate much from each in showing that they had spent at least six years in their respective schools. The data was collected using research instruments described in the next section.

3.5 Instruments

Data was collected using the following research instruments:

3.5.1 Semi Structured Questionnaires: These were designed according to the objectives of the study. Each category of respondents had a questionnaire designed for it. The questionnaires consisted of both close-ended and open-ended questions (Meyer, 2003). A semi-structured type of questionnaire was preferred because all the targeted categories of respondents were literate enough to read and write. Clearly teachers and headteachers could read and write. While close-ended questions were intended to obtain

respondents' opinions using predetermined answer options, open-ended questions were intended to obtain respondents' opinions on the themes of the study, which could not be easily predetermined (Sakaran, 2000).

3.5.2 Interview Guide: This instrument was designed according to the objectives of the study. It was designed for headteachers so that they could provide more information about themes of the study in an unlimited manner (Amin, 2005). The interviews were used in addition to the questionnaires in order to further probe into the nature of the variables by giving headteachers sufficient opportunity to describe how their ability to handle teacher management and performance was constrained by the UPE contingencies.

3.6 Data Quality Methods

3.6.1 Validity. The content validity method adopted from Kothari (2005) was used to test and establish the validity of the items in both the designed questionnaires and interview guide. Five people who were deemed knowledgeable about the themes of the study were asked to rate each item in the designed instruments as either relevant or irrelevant. Thereafter, content validity indices (CVI) were computed for each instrument using the following formula:

$$CVI = R \div (R + IR)$$

Where *CVI* is the content validity index

R represents the number of items rated as relevant

IR represents the number of items rated as irrelevant

From the above formula, the computed content validity indices are shown in Table 3.4.

Table 3.4: Content Validity Indices for Research Instruments

Research Instrument	Content Validity Index
Questionnaire for headteachers	0.929
Questionnaire for teachers	0.944
Questionnaire for pupils	0.900
Interview Guide for headteachers	0.769

Note: See Appendix 5 for details

The content validity indices in Table 3.4 were all greater than 0.5. This implies that the instruments were highly valid. They were therefore ready for data collection.

3.6.2 *Reliability*. A pilot study was carried out involving administering each of the designed questionnaires to five people not included in the study. The five people were asked to answer each item in each instrument. This was intended to establish whether the respondents answered consistently. Accordingly, the reliability of the questionnaires was established using Cronbach Alpha Coefficient method of internal consistency adopted from Amin (2005) as follows:

$$\alpha = \frac{K}{K - 1} \left[1 - \frac{\sum SD_i^2}{SD_T^2} \right]$$

Where: α = coefficient of reliability

K = size of the pilot sample

SD_i^2 = variances of within the items

Σ = summation sign

SD_T^2 = overall variance for all items.

From the above formula, the computed coefficients of reliability are shown in Table 3.3.

Table 3.5: Alpha coefficients of Reliability for Questionnaires

Research Instrument	Alpha coefficient
Questionnaire for headteachers	0.875
Questionnaire for teachers	0.875

Note: See Appendix 6 for details

The coefficients of reliability shown in Table 3.5 were all greater than 0.5. This implies that the instruments were highly reliable and ready for data collection.

3.7 Procedure

An introductory letter was obtained from the Dean, School of Education, and by to enhance self-introduction to the selected respondents. The letter was used to convince the respondents that the purpose of data collection was purely academic. Efforts were

also made to seek permission, cooperation and willingness of respondents to fill in their respective research instruments. Respondent headteachers and teachers were allowed a period of two days to cater for their work schedules. After data collection, all the filled in instruments were collected for data analysis.

3.9 Data Analysis

Data was analyzed using both qualitative and quantitative approaches as follows:

3.9.1 Qualitative Techniques: Content analysis techniques that included transcribing, describing, editing and the interpretative technique were applied to analyze all open-ended interview responses. The techniques were used to develop meaning out of the responses, edit where necessary, and incorporate them directly into the text according to the context of the study.

3.9.2 Quantitative Techniques: All close-ended responses were also coded and entered into the SPSS programme. After entering the data, the specific SPSS methods used to generate the required results included the descriptive, factor analysis, correlation, regression and the t-test. Descriptive analysis was applied to generate frequency and cross-tabulated distributions regarding the relevant characteristics of the study present earlier in this chapter. It was also used to describe the nature of the variables of the study as perceived by respondents. The t-test was used to establish how headteachers and teachers differed in their description of the study's variables on average. This test was used because it was appropriate to measure differences in the average perception of the variables by these two independent categories of respondents.

Correlation analysis was used to answer the research questions because it was appropriate to establishing the relationships between the variables of the study (Amin, 2005). Linear regression analysis was used to verify the hypotheses of the study while multivariate regression analysis was used to establish how teacher management and all its significant measures affected teachers' performance and all its indicators. According to Kothari (2005), factor analysis helps to reduce data by extracting a few measures (principle components) of the variables out of the responses given by respondents to the various questionnaire items. This reduction was actually needed to confirm the measures

of the variables of the study as shown in the conceptual framework of the study so as to answer the research questions and verify the hypotheses of the study based on the confirmed measures.

3.10 Summary of the Chapter

This chapter provides a description and discussion of the research design, the study population, the sample size and the methods used to select the sample and to collect and analyze the data. The chapter also covers the research instruments used to collect the data and how their validity and reliability were established. It also describes the procedure of data collection.

Chapter Four

Data Presentation, Analysis and Interpretation

4.1 Introduction

This chapter, attempt is made to present and interpret the findings. The presentation is systematic and follows the objectives of the study. Care is taken to present the findings in a triangulated manner following the techniques of analysis used to analyze the data. For each objective, factor analysis results are presented first; results in response to the research are then presented. The findings from hypothesis verification are then presented. Findings from the Z-test analysis are presented last.

4.2 Objective One: To Establish the Relationship Between Planning for and Performance of Teachers in upper schools of Tororo Municipality

This objective was approached by formulating a research question and hypothesis out of it. Questionnaires containing various items measuring each of the indicators of planning for and performance of teachers in UPE schools were then designed and administered to headteachers and teachers. Headteachers were also interviewed. All responses to the administered questionnaire items were then factor analyzed as explained in part (b) of Section 3.10 last section of Chapter Three. As a reminder, factor analysis was applied to confirm the indicators of each variable of the study as depicted in the conceptual framework presented in Figure 1.1. Accordingly, results from factor analysis results are presented before answering the research question and testing the hypothesis associated with this objective. As far as planning was concerned, the results from factor analysis are presented in Table 4.1.

Table 4.1: Factor analysis results on planning for Teachers in UPE schools of Tororo Municipality as perceived by headteachers and teachers

Ref: Items in section B of Appendix 1, 3, 4	Principle Components			
	Formulation of teachers' timetable	Setting performance Standards and programmes	Budgeting	Formulating rules & regulations
Formulating a timetable for monthly evaluation of pupils' academic performance	.899			
Drawing up a timetable for teachers' non-academic duties per term is easy	.897			
Timetable for teachers' non-teaching duties is formulated every term	.831			
It is easy to formulate a timetable for weekly evaluation of pupils' performance	.818			
It is easy to formulate a timetable for evaluating pupils' performance per term	.784			
Formulating a timetable for all lessons in UPE schools is easy	.748			
The timetable for all lessons is formulated every term	.683			
There is a timetable for evaluating pupils through weekly tests	.597			
There is a timetable for evaluating pupils through monthly tests	.544			
There is a timetable for evaluating pupils through end of term examinations	.538			
There is a school timetable for all lessons that pupils are supposed to learn every term	.499			
There is a school timetable for pupils' non-academic activities every term	.456			
There is a timetable for evaluating pupils through weekly tests	.444			
There is a timetable for evaluating pupils through monthly tests	.333			
There is a timetable for evaluating pupils through end of term examinations	.148			
Designing a grouping of pupils into standard class sizes (40-50 pupils per class)		.791		
It is easy to set performance standards for teachers in UPE schools		.783		
It is easy to formulate a programme for evaluating UPE teachers' performance		.761		
It is easy to come up with class sizes that teachers can effectively teach		.713		
It is easy to draw a programme for following up teachers' performance		.666		
The number of pupils in your class is too big for the classroom		.632		
Headteacher sets performance standards for every teacher		.599		
It is easy to come up with a group pupils according to their grasping ability		.577		
Headteacher formulates a programme used for evaluating teachers' performance		.533		
Headteacher designs a programme for following up teachers' performance		.511		
Class sizes in the school are easy for teachers to teach effectively		.497		
Pupils are properly grouped according to their grasping ability		.312		
There is a set pass mark for every subject of study		.263		
Pupils are properly grouped according to their level of understanding		.158		
Budgeting for all teaching aids required to facilitate teachers in a UPE school.			.739	
It is easy to budget for teachers' breakfast in a UPE school			.709	
It is easy to budget for teachers' lunch in a UPE school			.665	
Headteacher budgets for all the teaching aids required to facilitate teachers			.555	
Headteacher ensures that teachers' breakfast is budgeted for			.521	
Headteacher ensures that teachers' lunch is budgeted for			.324	
Teachers have all the teaching aids required to facilitate them when teaching			.289	
Teachers are provided with breakfast			.265	
Teacher are provided with lunch			.211	
School has rules and regulations set to govern teachers' performance				.649
It is easy to set regulations governing teachers' performance of assigned school duties				.601
The school has rules and regulations set to govern pupils' behavior at school				.222
Eigen values	11.44	9.33	7.312	4.07
% Variance explained	46.03	23.94	19.44	7.41

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Table 4.1 shows that four principle components were extracted from the responses to the questionnaires items administered to headteachers and teachers about planning in UPE schools of Tororo Municipality. The components were identified as: formulation of teachers' timetable, setting of performance standards and programmes for teachers, budgeting for and formulation of rules and regulations to govern teachers' work behaviour. The Eigen values indicate how significant and reliable each of these components was in measuring planning for teachers in these schools. The percentage variance explained reveals that each component contributed to variation in this planning. Now all the Eigen values in Table 4.1 were considerably greater than one-the minimum threshold acceptable to determine a component as a reliable measure of a variable. This implies that all the components were reliable measures of planning for teachers in UPE schools. This confirms that the variables shown in the conceptual framework of the study were reliable measures of planning for teachers in UPE schools of Tororo Municipality.

A comparative look at the Eigen values and explained variance indicates those corresponding to formulation of school timetable (Eigen value = 11.44, Variance = 46.03%) were the largest. This implies that formulation of school timetable was the most reliable measure of planning for the teachers in these schools. Using the same interpretative logic, this component was followed by the setting of performance standards and programmes for teachers (Eigen value = 9.33, Variance = 23.94%), and then by budgeting for these school employees (Eigen value = 7.312, Variance = 19.44%). Formulation of school rules and regulations was perceivably the least reliable measure (Eigen value = 4.07, variance = 7.41%). These findings suggest that planning for teachers in UPE schools of Tororo Municipality put more emphasis on formulating school timetables, followed by setting of performance standards and programmes, then by budgeting. Formulation of rules and regulations was the least emphasized planning practice.

The correlations or factor loadings in Table 4.1 show how responses to each item contributed to the identified principle components. They therefore show that most of the headteachers and teachers considered formulating a timetable for monthly evaluation of pupils' academic performance as the best indicator of formulating timetable for teachers (Factor Loading =.899). Similarly, most of these respondents showed that designing a

grouping of pupils into standard class sizes (40-50 pupils per class) was the best indicator of setting performance standards and programmes (Factor Loading = 0.791). They also indicated that budgeting for all teaching aids required to facilitate teachers was the best indicator of school budgeting (Factor Loading = 0.739); and that a school having rules and regulations set to govern teachers' performance was the best indicator of formulation of school rules and regulations (Factor Loading = 0.649).

Generally, the foregoing results suggest that planning for teachers in UPE schools of Tororo Municipality would be satisfactory to respondents if:

- a) Formulation of a school's timetable emphasized the designing of teachers' timetable for monthly evaluation of pupils' academic performance;
- b) Setting of performance standards and programmes focused more on designing a grouping of pupils into standard class sizes (40-50 pupils per class);
- c) Budgeting for teachers put more emphasis on budgeting for all teaching aids required to facilitate teachers and
- d) Formulation of school rules and regulations accentuated the setting of rules and regulations governing teachers' performance.

As far as the performance of teachers was concerned, results obtained from factor analysis are presented in Table 4.2.

Table 4.2 : Factor analysis results on the performance of teachers in UPE schools of Tororo Municipality as perceived by headteachers and teachers

	Principle Components		
	Pupil evaluation	Teaching	Nurturing desired pupil's behaviour
Ref: Items in section F of Appendix 1, 3, and section D of appendix 4			
Teachers mark classroom work given to pupils	.984		
Teachers mark pupils' homework	.912		
Teachers give pupils classroom work	.899		
Teachers give to pupils homework	.855		
Teachers give pupils weekly tests	.813		
Teachers give pupils monthly tests	.766		
Teachers give pupils end of term examinations	.733		
Teachers mark pupils' weekly tests	.711		
Teachers mark pupils' monthly tests	.555		
Teachers mark pupils' end of term examinations	.345		
Teachers teach all the lessons without dodging any		.878	
Teachers go to class with prepared notes		.837	
Teachers give corrections of the classroom work given to pupils		.771	
Teachers come to class with prepared notes		.763	
Teachers give corrections of the homework given to pupils		.741	
Teachers give corrections of the tests given to pupils		.433	
Teachers give corrections of the examinations given to pupils		.222	
Teachers on duty ensure that pupils do what they should do as per the school timetable			.548
Teachers ensure that pupils observe school regulations			.456
Eigen values	13.11	11.22	6.322
% Variance explained	56.11	17.91	11.11

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Table 4.2 shows that three principle components were extracted from the responses to the items administered to headteachers and teachers to establish their perception of the performance of teachers in UPE schools of Tororo Municipality. The components were identified as: pupil evaluation, teaching, and nurturing of behaviour desired of pupils. Using the same interpretative logic applied to findings in Table 4.1, the Eigen values and the explained percentage of variance in 4.2 indicate that each component was a reliable measure of teachers' performance, with pupil evaluation being the most reliable (Eigen value = 13.11, Variance = 56.11%). This was followed by teaching (Eigen value = 11.22, Variance = 17.91%). Nurturing desired pupil's behavior was the least important measure of the performance of teachers in UPE schools of Tororo Municipality (Eigen value = 6.322, Variance = 11.11%). These findings confirm only

three of the measures of teachers' performance shown in the conceptual framework in Figure 1.1. Consequently, these three measures were the only indicators considered in the subsequent analysis. The remaining unreliable measures shown in the conceptual framework (school time management, developing schemes of work, and lesson planning) were ignored.

Factor loadings in Table 4.2 show that most of the headteachers and teachers considered teachers marking classroom work given to pupils as the best indicator of pupil evaluation (Factor Loading = 0.984). They also showed that teachers teaching all the lessons without dodging any was the best indicator of teaching (Factor Loading = 0.878). They further indicated teachers on duty ensuring that pupils did what they should do as per the school timetable was the best indicator of nurturing desired behavior in pupils (Factor Loading = 0.548). In general, the foregoing results suggested that the performance of teachers in UPE schools of Tororo Municipality would be satisfactory to respondents if:

- a) Pupil evaluation involved teachers marking classroom work given to pupils;
- b) Teaching involved teachers giving instruction without dodging any lesson;
- c) Nurturing the desired behavior in pupils involved teachers on duty ensuring that pupils did what they were expected to do as per the school timetable.

Regarding the contingencies introduced by UPE, factor analysis results are summarized in Table 4.3

Table 4.3: Factor analysis results on the contingencies in UPE schools of Tororo Municipality as perceived by headteachers and teachers

	Principle Components		
	Changed Pupil promotion policy	Changed Funding policy	Excessive enrolment
Ref: Items in section E of Appendix 1, 3, and 4			
Headteacher ensures that teachers teach as expected even when it is by policy that all pupils have to pass to the next class irrespective of their academic performance	.955		
It is easy to encourage teachers to achieve desired pupils' performance through weekly tests, even if they must pass to the next class irrespective of scored marks	.919		
All pupils, even the last ones in class are promoted to the next class	.826		
It is easy to instruct teachers to set standard end of term exams, even when the policy requires passing every pupil to the next class irrespective of the scored marks	.663		
It is easy to instruct teachers to complete the syllabus despite the policy's requirement of passing every pupil to the next class irrespective of their academic grades	.511		
It is easy to encourage teachers to achieve desired pupils' performance through monthly tests, even if they must pass to the next class irrespective of scored marks	.331		
Government provides funds needed to avail teachers with all the teaching aids required to teach effectively are realized		.855	
Government provides funds needed to provide teachers with breakfast		.845	
Government provides funds needed to provide teachers with lunch		.578	
Government provides all learning aids that teachers expect pupils to have		.437	
The number of pupils in the school is so big that it overstretches any headteachers' managerial ability			.584
The number of pupils per class is too big for teachers to teach effectively			.512
The number of pupils in the school is too big for any headteacher to plan for effectively			.399
Eigen values	15.01	10.03	6.002
% Variance explained	40.44	34.24	23.11

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Table 4.3 indicates that three principle components were extracted from the responses to the items administered to headteachers and teachers to establish their perception of the contingencies introduced by UPE in primary schools of Tororo Municipality. The components were identified as: changed pupil promotion policy, changed funding policy and excessive enrolment. The Eigen values were all greater than

one, implying that the components were reliable indicators of the contingencies brought about by UPE. The changed pupil promotion policy was the most reliable indicator of the contingencies (Eigen value = 15.01, Variance = 40.44%). This was followed by the changed funding policy (Eigen value = 10.03, Variance = 34.24%), and then by excessive enrolment (Eigen value = 6.002, Variance = 23.11%). These findings confirm that all the measures identified in the conceptual framework were reliable indicators of the contingencies introduced by the UPE programme.

Factor loadings in Table 4.3 show that to most of the respondents, ensuring that teachers taught as expected even when it was by policy that all pupils had to pass to the next class irrespective of their academic performance, was the best measure of the changed promotion policy as a contingency (Factor Loading = 0.955). Most of the respondents also showed that the best indicator of the changed funding policy as a contingency was realizing all funds needed from government to avail teachers with all the teaching aids required to teach effectively (Factor Loading = 0.855). They further indicated the best indicator of excessive enrolment was the number of pupils per class being too big for teachers to teach effectively (Factor Loading = 0.584).

Generally therefore, these results show that as a contingency:

- a) The changed pupil promotion policy would have no adverse effect if teachers taught as expected;
- b) The changed funding policy would have no adverse effect if all funds needed from government to avail teachers with all the teaching aids required to teach effectively were realized;
- c) Excessive enrolment would have no adverse effect if number of pupils per class being was not too big for teachers to teach effectively.

After carrying out data reduction using factor analysis as presented above, the following research question was answered.

4.2.1 Research Question One: What is the relationship between planning and performance of teachers in UPE schools of Tororo Municipality?

This relationship was investigated and established using correlation analysis. In particular, bivariate analysis was conducted using the Pearson correlation method. Results are shown in Table 4.4.

Table 4.4: Relationship between planning and performance of teachers in UPE schools of Tororo Municipality

Variables ^a		Planning	Setting teachers' performance standards and programmes	Budgeting	Formulating teachers' rules and regulations	Pupil evaluation	Teaching	Nurturing desired pupil's behavior	Changed pupil promotion policy	Changed funding policy	Excessive enrolment	Teachers' performance
Planning	r	1										
	N	150										
Setting teachers' performance standards and programmes	r	.977**	1									
	Sig.	.000										
	N	62	62									
Budgeting	r	.964**	.664**	1								
	Sig.	.000	.000									
	N	62	62	62								
Formulating teachers' rules and regulations	r	.922**	.559**	.770**	1							
	Sig.	.000	.000	.000								
	N	150	150	150	150							
Pupil evaluation	r	-.882**	-.497**	-.709**	.864**	1						
	Sig.	.000	.000	.000	.000							
	N	62	62	62	62	62						
Teaching	r	.795**	-.529**	-.684**	.820**	-.792**	1					
	Sig.	.000	.000	.000	.000	.000						
	N	62	62	62	62	62	62					
Nurturing desired pupil's behavior	r	.566**	.800**	.655**	.596**	.552**	.670**	1				
	Sig.	.000	.000	.000	.000	.000	.000					
	N	62	62	62	62	62	62	62				
Changed pupil promotion policy	r	-.704**	-.643**	.652**	.581**	-.552**	-.642**	-.741**	1			
	Sig.	.000	.000	.000	.000	.000	.000	.000				
	N	62	62	62	62	62	62	62	62			
Changed funding policy	r	-.885**	.579**	-.723**	.575**	-.555**	-.604**	.665**	.733**	1		
	Sig.	.000	.000	.000	.000	.000	.000	.000	.000			
	N	62	62	62	62	62	62	62	62	62		
Excessive enrolment	r	-.636**	-.572**	-.744**	.677**	-.640**	-.712**	-.691**	.700**	-.673**	1	
	Sig.	.000	.000	.000	.000	.000	.000	.000	.000	.000		
	N	62	62	62	62	62	62	62	62	62	62	
Teachers' performance	r	.804**	.791**	-.592**	.502**	.958**	.965**	.981**	-.629**	-.607**	-.565**	1
	Sig.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	62	62	62	62	62	62	62	62	62	62	62

** . Correlation is significant at the 0.01 level (2-tailed).

a. Note that the correlations between planning and its indicators, and between teachers' performance and its indicators are very high because the indicators are inherent measures of each global variable

Table 4.4 indicates that the Pearson correlation coefficient ($r = 0.804$) between planning for and the performance of teachers was positive and significant at the 1% level of significance ($\text{Sig.} = 0.00 < 0.01$, $N = 62$). This implies that there was a significant and positive relationship between planning and teachers' performance in UPE schools in Tororo Municipality. Therefore, planning for teachers influenced their performance in a significantly positive manner. Looking at the individual measures, planning related in a significant and positive way with teaching ($r = 0.795$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$) and nurturing desired pupil behavior ($r = 0.566$, $\text{Sig.} = 0.00 < 0.01$) but it related negatively with pupil evaluation ($r = -0.882$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$). This implies that the indicators of teachers' performance that were influenced by the planning for the teachers in a positively significant manner were teaching and the nurturing of desired pupil behavior. It influenced pupil evaluation in significantly negative way.

Applying similar interpretative logic, Table 4.4 indicates that teachers' performance related positively and significantly with the setting of teachers' performance standards and programmes ($r = 0.791$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$) and formulation of teachers' rules and regulations ($r = 0.502$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$). However, it related with budgeting in a negatively significant way ($r = 0.592$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$). This suggests that the setting of teachers' performance standards and programmes and of teachers' rules and regulations influenced the performance of the teachers in UPE schools of Tororo Municipality in a significantly positive way. Budgeting influenced this performance in a significantly negative manner. Further, results in Table 4.4 show that the contingencies influenced both planning for teachers and their performance in a significantly negative way, with the changed funding policy influencing this planning most adversely ($r = -0.885$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$) and the changed pupil promotion policy influencing teachers' performance mostly significantly ($r = -0.629$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$). These findings are discussed in the next chapter.

Having established a significant relationship between planning and teachers' performance, further analysis was carried out to establish whether the relationship was predictive or not. This involved the testing of the following hypothesis using linear regression analysis.

4.2.2 H₀₁: There is no predictive relationship between planning and teachers' performance in UPE schools of Tororo Municipality.

Results obtained are summarized in Table 4.5.

Table 4.5: Prediction of teachers' performance by planning conducted in UPE schools of Tororo Municipality

Independent variable: Planning and contingency variables	Standardized coefficients				Dependent variable: Teachers' performance
	Std Error	Beta	t	Sig.	
(Constant)	.024		-.505	.614	R-Square = 0.647 Adjusted R-Square = 0.640 F-value = 148.812 Sig. = 0.000 < 0.01
Setting performance standards and programmes	.044	0.641	16.285	.000	
Budgeting	.042	-0.257	-4.402	.001	
Formulating school rules and regulations	.035	0.032	1.099	.504	
Changed pupil promotion policy	.035	-0.312	-5.358	.000	
Changed funding policy	.032	-0.419	-8.538	.000	
Excessive enrolment	.035	-0.132	-4.941	.001	

Results in Table 4.5 indicate that all the standard errors were very small. This implies that the linear regression method was largely appropriate to estimating the model. In addition, the results show that in the presence of the contingencies (changed funding policy, changed pupil promotion policy, and excessive enrolment), planning for teachers in UPE schools of Tororo Municipality predicted 64% of their performance in a linearly significant way (Adjusted R² = 0.640, F = 148.812, Sig. = 0.00 < 0.01). H₀₁ was hence rejected in favour of its alternative. Therefore, the relationship between planning for teachers and their performance was predictive. This verifies the first research hypothesis of the study and it implies that how teachers in UPE schools of Tororo Municipality performed their duties was significantly determined by how the planning for them was conducted under the influences of the contingencies of changed pupil promotion and funding policies and excessive enrolments introduced by UPE.

The Beta coefficients (Beta) in Table 4.5 show that the effects of all the contingencies were significant but negative. This implies that the contingencies constrained the planning for the teachers and eventually, their performance. In particular, the changed funding policy constrained this planning, thereby adversely affecting teachers' performance by 41.9% (Beta = -0.429, t = -8.538, Sig. = 0.00 < 0.01). The changed pupil promotion policy impacted on this planning negatively, leading to constraining teachers' performance by 31.2% (Beta = -0.312, t = -5.358, Sig. = 0.00 < 0.01). Excessive enrolment constrained such planning to the extent that it consequently

affected the performance of teachers in Tororo Municipality by an adverse and significant 13.2% (Beta = -0.132, $t = -4.91$, Sig. = 0.001 < 0.01).

Looking at the particular planning practices, findings in Table 4.5 indicate that setting performance standards and programmes was the only planning practice that predicted teachers' performance by a significant and positive 64.1% (Beta = 0.641, $t = 3.099$, Sig. = 0.002 < 0.01). Although the formulation of school rules and regulations predicted 3.2% of teachers' performance in a positive manner, its prediction was rendered insignificant (Beta = 0.032, $t = 1.099$, Sig. = 0.504 > 0.01) by the negative effects of the contingencies. Budgeting was the most adversely affected planning practice and its significant prediction of 25.7% of teachers' performance turned out to be negative (Beta = -0.257, $t = -4.402$, Sig. = 0.001). This was confirmed in the interviews administered to headteachers. Asked whether they found the planning of their respective schools easy, all of them responded in a resoundingly negative manner. When they were asked what they found most challenging in the planning for their schools, one of them replied: "Budgeting for the school is not easy under the UPE funding policy. The amount of funds released by government is far too inadequate compared to the budget that deserves the school population. When budgeting, we consider that some funds will be contributed by parents; but the policy restricts this source and parents are also very uncooperative hence budgeting cannot be effective".

Another headteacher had this to say: "The UPE funding policy cannot support effective budgeting for the school. We are restricted, our hands are tied. We only have to wait for what the government releases and use that to run the school. Budgeting is nothing but estimating your expenditure and finding ways of raising the money to finance it. With UPE, the only source is government which is ever underfunding schools so why budget at all"? The foregoing findings indicate clearly that budgeting was adversely affected by particularly the changed funding policy of UPE.

In general, results in Table 4.5 established planning as a significant determinant of the performance of teachers in UPE schools of Tororo Municipality. Planning was however significantly constrained by the negative effects of the changed funding policy, changed pupil promotion policy and excessive enrolments introduced by UPE. Findings indicate that as a result of the constraining effects of the contingencies, setting

performance standards and programmes was the only planning practice that predicted teachers' performance in a significantly positive manner. The effect of formulation of school rules and regulations was positive on teachers' performance but it was rendered insignificant by the negative influences of the contingencies. Budgeting was the most constrained planning practice and this made it the largest negative predictor of teachers' performance. Having established how planning affected of performance teachers in Tororo Municipality in the presence of contingencies introduced by UPE, descriptive analysis was carried out to establish how respondents perceived each of these variables. Regarding planning for the teachers, results obtained are shown in Table 4.6.

Table 4.6: Mean Responses on planning as conducted in UPE schools of Tororo Municipality

	Mean Responses			df	T	Sig.
	Headteachers (n = 7)	Teachers (n = 55)	Total (N = 62)			
Ref: Items in section B of Appendix 1, 3, 4						
Formulating/formulated timetable that caters for all lessons that teachers/pupils are supposed teach/learn in each term	4.88	4.27	4.53	1	1.079	.430
Formulating/formulated timetable for teachers'/pupils' non-academic duties/activities for each term in a UPE school	4.78	4.67	4.77	1	1.779	.123
Setting/set performance standards/pass mark for each teacher/pupil in UPE schools	2.32	1.79	2.04	1	1.262	.441
Setting/set regulations governing teachers'/pupils' performance of assigned duties/school activities	4.24	4.23	4.20	1	1.246	.438
Budgeting for /providing all teaching aids required to facilitate teachers who teach in a UPE school.	1.88	2.38	2.35	1	0.493	.550
Budgeting for/providing breakfast for teachers	2.26	2.48	2.32	1	0.473	.561
Budgeting for/providing lunch for teachers in a UPE school	2.17	2.09	2.05	1	0.123	.655
Formulating/formulated programme for evaluating teachers' teaching performance	4.22	4.05	4.12	1	1.505	.330
Drawing/drawn up programme for following up teachers' performance of assigned duties	4.12	3.45	3.67	1	0.378	.570
Coming up with /having class sizes that are not too big or that teachers can effectively manage while carrying out classroom teaching	1.04	1.19	1.22	1	0.505	.702
Coming up with/having a grouping of pupils into streams that make it easy for teachers to teach according to the pupils' grasping ability/level of understanding	1.80	1.82	2.19	1	0.378	.563
Coming up with/grouping pupils into streams that ease teaching according to recommended class sizes (40-50 pupils per class)	1.91	1.86	1.73	1	1.443	.184
Formulating/formulated timetable for evaluating pupils' academic performance on a weekly basis	1.84	1.98	2.09	1	1.275	.399
Formulating/formulated timetable for evaluating pupils' academic performance on a monthly basis	1.93	2.33	2.02	1	1.374	.210
Formulating/formulated timetable for evaluating pupils' academic performance on an end of term basis	4.04	4.19	4.09	1	1.505	.330
Overall perception of planning	2.32	2.01	2.31	1	0.378	.570

**Significant at the 0.01 level of significance, Abbreviations: n-Number of respondents in a category, N-Total number of respondents, df-degrees of freedom, P-Level of Significance, T-T-value.

Table 4.6 summarizes the way respondents perceived the planning for teachers in UPE schools of Tororo Municipality on average. The differences in respondents' mean perception are indicated by the T-value. When T is not zero, it shows a difference, which is considered significant if the corresponding level of significance (Sig.) is equal to or less than the conventional 0.01 or 0.05 level of significance. The values under each respondent category are the mean response values. They show how respondents in each category perceived this planning on average. They were generated from the codes used to transform the Likert responses into numerical values. A mean response value equal or close to '1' represents 'Strongly Disagree', one equal or close to '2' stands for 'Disagree'. These two responses imply that the form of planning embedded in the item was ineffectively carried out in UPE schools of Tororo Municipality. The mean value equal or close to '3' corresponds to 'Not Sure' and it implies that respondents were uncertain about the form of planning embedded in the item. The mean value equal or close to '4' represents 'Agree' while the value equal or close to '5' corresponds to 'Strongly Agree'. These two values imply the form of planning embedded in the item was carried out effectively, more so if the value is equal or close to '5'.

Based on the above interpretative logic, the levels of significance summarized in Table 4.6 indicate that all the T-values were not significant at any conventional level of significance. For instance, the level of significance corresponding to the overall perception of planning for the teachers indicates that the T-value was not significant ($T = 0.378$, $\text{Sig.} = 0.570 > 0.05$). This implies that on average, headteachers and teachers did not significantly differ in their perception of how the planning for teachers was conducted in UPE schools of Tororo Municipality. The overall mean values indicate that both headteachers (Mean = 2.32) and teachers (Mean = 2.01) disagreed to the effectiveness of this planning. That is why the total mean response (Mean = 2.31) corresponds to 'disagreeing', which implies that this planning was indeed ineffective on the whole.

Notwithstanding the overall average perception, a close scrutiny of the total mean response pattern reveals that headteachers, teachers and pupils did not differ in perceiving the planning for teachers as effective in the following:

- a) Formulating school timetables showing lessons teachers are supposed to teach and pupils to learn consequently (Mean = 4.53, T = 1.079, Sig. = 0.430 > 0.01)
- b) Formulating school timetable showing teachers' and pupils' non-academic activities (Mean = 4.77, T = 1.779, Sig. = 0.123 > 0.01);
- c) Formulating timetables for evaluating pupils' academic performance through end of term examinations (Mean = 4.09, T = 1.505, Sig. = 0.330 > 0.01)
- d) Setting regulations governing teachers' performance of assigned duties and pupils' behavior (Mean = 4.20, T = 1.246, Sig. = 0.438 > 0.01)
- e) Formulating programme for evaluating teachers' teaching performance (Mean = 4.12, T = 1.505, Sig. = 0.330 > 0.01).

The respondents also did not also differ in perceiving the remaining forms of planning as ineffective. To illustrate, headteachers, and teachers did not differ in showing that the following forms of planning for the teachers were ineffective:

- a) Coming up with class sizes that teachers can effectively manage while carrying out classroom teaching (Mean = 1.22, T = 0.505, Sig. = 0.702);
- b) Coming up with a grouping of pupils into streams that make it easy for teachers to teach according to recommended class sizes (40-50 pupils per class) (Mean = 1.73, T = 1.43, Sig. = 0.184 > 0.01).
- c) Setting/set performance standards/pass mark for each teacher/pupil in UPE schools (Mean = 2.04, T = 1.262, Sig. = 0.441 > 0.01)
- d) Formulating a timetable for evaluating pupils' academic performance on a weekly basis (Mean = 2.09, T = 1.275, Sig. = 0.399)
- e) Formulating a timetable for evaluating pupils' academic performance on a monthly basis (Mean = 2.02, T = 1.374, Sig. = 0.210)

Generally therefore, results in Table 4.6 show while some planning practices were effectively carried out, others were ineffectively conducted. This was further corroborated in the interviews held with the headteachers. When they were asked to describe how they found planning for teachers in their school, one of the headteachers had this to say:

This planning is not entirely difficult, especially when we are dealing with the internal aspects of it. It is not difficult to ensure that the timetable that teachers have to follow when teaching is formulated. With my approval, the director of studies handles this kind of planning very well. Even the formulation of rules and regulations that teachers should observe as guidelines to how they should conduct themselves is easy. Developing work programmes and setting performance standards for teachers is also easy. The most difficult part of this planning is budgeting. In reality, teachers need much more facilitation to effectively do their work compared to what the funds sent by government can do for them. Teachers need enough teaching aids, breakfast and lunch, but the money received from government cannot us to do this.

Another headteacher replied:

Budgeting for teachers' welfare is the most challenging part of planning for teachers in UPE schools. Imagine, the government abolished any form of financial support from parents. We used to budget for PTA allowance for teachers so as to top up their meager monthly salary of only 120,000/= which government gives to each teacher. This is no longer possible today. The funds released by government are too meager to even enable us provide breakfast and lunch to teachers. It is rated at 300/= per pupil per term and this is just peanuts. We survive by God's grace as far as teachers' welfare and general conditions of service are concerned.

The above findings indicate that financial planning for teachers' welfare and conditions of service was the most difficult part of planning for teachers in UPE schools of Tororo Municipality.

As far as teachers' performance was concerned, the headteachers and teachers selected to participate in the study described it as presented in Table 4.7.

Table 4.7: Mean Responses on Teachers' performance in UPE schools of Tororo Municipality

Ref: Items in section F of Appendix 1, 3, and section D of Appendix 4	Mean Responses			df	T	Sig.
	Headteachers (n = 7)	Teachers (n = 55)	Total (N = 62)			
Teachers teach all the lessons without dodging any	1.66	2.05	2.11	1	0.009	.889
Teachers go/come to class with prepared notes	3.78	4.88	4.44	1	0.011	.765
Teachers on duty ensure that pupils do what they are expected to do as per the school timetable	3.90	4.88	3.88	1	1.443	.184
Teachers ensure that pupils observe school regulations	4.31	4.97	4.17	1	1.378	.211
Teachers give pupils classroom work	4.36	4.05	4.24	1	1.333	.311
Teachers give to pupils homework	4.66	4.85	4.71	1	1.321	.341
Teachers give pupils weekly tests	1.78	1.88	1.54	1	1.378	.211
Teachers give pupils monthly tests	1.90	1.88	1.58	1	1.443	.184
Teachers give pupils end of term examinations	4.31	3.97	4.17	1	1.442	.187
Teachers mark classroom work given to pupils	1.56	1.55	1.54	1	1.002	.622
Teachers mark pupils' homework	1.66	1.05	1.83	1	1.654	.176
Teachers mark pupils' weekly tests	1.78	1.88	1.52	1	2.001	.091
Teachers mark pupils' monthly tests	1.90	2.88	1.58	1	1.453	.183
Teachers mark pupils' end of term examinations	2.36	1.05	2.24	1	1.153	.556
Teachers give correct classroom work given to pupils	1.66	2.05	2.11	1	1.223	.583
Teachers correct homework given to pupils	1.78	2.48	1.54	1	1.600	.181
Teachers give corrections of the tests given to pupils	1.90	1.59	2.22	1	1.443	.186
Teachers give corrections to exams given to pupils	1.31	1.97	1.17	1	1.753	.143
Overall perception of teachers' performance	1.26	2.26	2.24	1	4.374**	.000

**Significant at the 0.01 level of significance, Abbreviations: n-Number of respondents in a category, N-Total number of respondents, df-degrees of freedom, P-Level of Significance, T-T-value.

Table 4.7 indicates that the F-value corresponding to the overall perception of teachers' performance by all categories of respondents was significant at the 1% level of significance ($F = 42.374$, $\text{Sig.} = 0.00 < 0.01$). This implies that on average, headteachers and teachers differed significantly in their perception of the performance of teachers in UPE schools of Tororo Municipality. The overall mean values indicate however that difference was only in terms of intensity of disagreeing. Indeed, whereas teachers (Mean = 2.26) merely disagreed, headteachers strongly disagreed (Mean = 2.26). Therefore, both categories of respondents showed that teachers did not teach effectively. This is further confirmed by the total mean response (Mean = 2.24), which indicates that respondents disagreed, thereby showing that teachers' performance was generally ineffective. In fact, the mean response pattern indicates that headteachers and teachers did not differ in perceiving teachers' performance as ineffective in teaching all the lessons

and administering weekly and monthly tests. Even when teachers performed effectively in giving classroom and home work as well as end of term examinations, they performed ineffectively with regard to marking the work and giving necessary corrections. Regarding contingencies, results obtained from the t-test of responses are shown in Table 4.8.

Table 4.8: Mean Responses on the contingencies introduced by UPE in primary schools of Tororo Municipality

	Mean Responses			df	T	Sig.
	Headteachers (n = 7)	Teachers (n = 55)	Total (N = 62)			
Ref: Items in section E of Appendix 1, 3 and 4						
Number of pupils in the school is <i>not</i> so big that it overstretches any headteachers' managerial ability	1.78	1.88	1.52	1	2.101	.097
The number of pupils per class is <i>not</i> too big for teachers to teach effectively	1.90	1.88	1.88	1	1.553	.183
The number of pupils in the school is <i>not</i> too big for any headteacher to plan effectively	1.36	1.05	1.24	1	1.453	.196
Ensuring that teachers teach as expected even when it is by policy that all pupils have to pass to the next class irrespective of their academic performance	3.66	3.95	3.51	1	1.213	.483
Encouraging teachers to achieve desired pupils' academic performance through weekly tests, even if the policy requires passing them to the next class irrespective of the scored marks	3.78	4.48	3.74	1	1.611	.181
Instructing teachers to set standard end of term examinations, even if policy requires passing every pupil to the next class irrespective of scored marks	3.90	1.09	2.422	1	5.443**	.000
Instructing teachers to complete the school syllabus despite the policy's requirement of passing every pupil to the next class irrespective of their academic grades	4.31	3.97	4.17	1	1.851	.143
Government provides all funds needed to avail teachers with all the teaching aids required to teach effectively	1.90	1.88	1.87	1	1.213	.184
Government provides funds needed to provide teachers with breakfast	1.31	1.97	2.17	1	11.442**	.000
Government provides funds needed to provide teachers with lunch	1.11	1.21	1.54	1	11.002**	.000
Government provides all learning aids that teachers expect pupils to have	1.21	1.15	1.13	1	1.454	.186
Overall perception of contingencies	1.56	1.65	1.54	1	1.374	.196

**Significant at the 0.01 level of significance, Abbreviations: n-Number of respondents in a category, N-Total number of respondents, df-degrees of freedom, P-Level of Significance, F-F-value, n/a-not applicable

Table 4.8 indicates that the T-value corresponding to the overall perception of contingencies by all the categories of respondents was not significant even at the 5% level of significance ($T = 1.374$, $\text{Sig.} = 0.196 > 0.05$). This implies that on average, headteachers and teachers did not significantly differ in their perception of the contingencies introduced by UPE in primary schools of Tororo Municipality. The overall mean values show that headteachers (Mean = 1.56) and teachers (Mean = 1.65) disagreed, thereby showing that the contingencies constrained the realization of satisfactory performance of the teachers in UPE schools of Tororo Municipality.

Notwithstanding the overall perception, a critical scrutiny of Table 4.8 suggests that in spite of the policy requiring all pupils to be passed to the next class irrespective of the scored grades, headteachers made an effort to encourage teachers' effectiveness in:

- a) Completion of school syllabus;
- b) Achieving desired academic performance of pupils through weekly tests and
- c) Teaching

Therefore, the changed pupil promotion policy did not constrain teachers' performance as much as the changed funding policy and excessive enrolment did.

Overall, results in Table 4.4 and Table 4.5 established that there was a predictive relationship between planning and the performance of teachers in UPE schools of Tororo Municipality, with planning predicting a significant 64% of this performance. H_{01} was therefore rejected in favour of its alternative. The predictive power of the relationship was however significantly constrained by the contingencies introduced by UPE, with the changed funding policy limiting it by 41.9%; the changed pupil promotion policy by 31.2% and excessive enrolment by 13.2%.

As a result of the contingencies' constraining effects, setting of performance standards and programmes was the only planning practice that predicted teachers' performance by a significant and positive 64.1%. Formulation of school rules and regulations predicted the performance by a positive 3.2% but this was rendered insignificant by the negative influences of the contingencies. Budgeting was the planning practice most adversely constrained by the contingencies. Consequently, the budgeting practice limited realization of desired teachers' performance by 25.7%. The perceptions of respondent headteachers, teachers and pupils also showed that most of the planning

and teacher performance practices were rendered ineffective by the contingencies. The detailed implications of these results are discussed in chapter five. Attention in the next section is devoted to presenting findings obtained in respect of the second objective of the study.

4.3 Objective Two: To Analyze the Relationship Between Directing And Performance of Teachers in Upper Schools of Tororo Municipality

The analysis techniques used to respond to this objective were similar to those used to approach the first objective of the study. Therefore, the analysis procedure followed need not be re-explained here. It should be noted that pupils were not considered here because they were not expected to reliably assess how headteachers directed teachers. To note also is that findings already presented under objective one but are relevant for this objective are not presented again. They are only referred to when need arises. Factor analysis results obtained in respect of directing are presented in Table 4.9.

Table 4.9: Factor analysis results on directing in UPE schools of Tororo Municipality as perceived by headteachers and teachers

	Principle Components		
	Issuing instructions	Influencing	Guiding
Ref: Items in Section C of Appendix 1 and 3			
Instructing teachers to give corrections to all exercises and tests administered to pupils so that pupils understand where they could have gone wrong	.971		
Telling teachers to group pupils into streams that make it easy for teachers to teach according to pupils' grasping ability	.948		
Instructing teachers to group pupils into streams that reduce pupils into the recommended class sizes of 40-50 pupils per classroom	.816		
Instructing teachers to mark all testing exercises administered to pupils during classroom lessons	.777		
Instructing teachers to mark all testing exercising administered to pupils as homework	.712		
Instructing teachers to mark all exams administered to pupils at the end of every term	.709		
Ensuring that teachers administer weekly evaluation of pupils' academic performance	.504		
Ensuring that teachers administer monthly evaluation of pupils' academic performance	.437		
Ensuring that teachers administer end of term evaluation of pupils' academic performance			
Persuading teachers to carry out their assigned teaching duties		.825	
Persuading teachers to carry out their assigned non-teaching duties		.815	
Influencing all teachers to observe the regulations set to govern their duty performance		.663	
Encouraging all teachers to ensure that they are teaching according to the set performance standards		.444	
Guiding every teacher on matters regarding how to teach as effectively as desired			.859
Guiding teachers about making schemes of work expected from each of them			.700
Guiding teachers in matters to do with preparing lessons before teaching			.672
Leading teachers through implementation of the formulated school timetable			.499
Eigen values	17.22	6.63	6.21
% Variance explained	50.55	24.24	23.11

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Table 4.9 indicates that three principle components were extracted from the responses to the items administered to headteachers and teachers about directing carried out in UPE schools of Tororo Municipality. The components were identified as: issuing instructions, influencing, and guiding. The Eigen values were all greater than one implying that the components were reliable measures of the directing of teachers in these schools. The same values and the percentage of variance explained indicate that issuing of instructions was the most significant measure of this directing (Eigen value = 17.22,

Variance = 50.55%). It was followed by influencing (Eigen value = 6.63, Variance = 24.24%), and then by guiding (Eigen value = 6.002, Variance = 23.11%).

Factor loadings in Table 4.9 show that most of the headteachers and teachers showed that instructing teachers to give corrections to all exercises and tests administered to pupils so that pupils understood where they could have gone wrong was the best indicator of issuing instructions (Factor Loading = 0.971). Most respondents also showed that the best indicator of influencing was persuading teachers to carry out their assigned teaching duties (Factor Loading = 0.825). They further indicated the best indicator of guiding was to guide every teacher on matters regarding how to teach as effectively as desired (Factor Loading = 0.859). Generally, these results show that directing would be effective if:

- a) Instructing focused more on giving directives to teachers to correct all exercises and tests administered to pupils so that pupils understand where they could have gone wrong;
- b) Influencing emphasized persuading teachers to carry out their assigned teaching duties and;
- c) Guiding emphasized guiding every teacher on matters regarding how to teach as effectively as desired

After data reduction to identify independent measures of directing as presented in Table 4.9, the following research question was answered.

4.3.1 Research Question Two: What is the relationship between directing and performance of teachers in UPE schools of Tororo Municipality?

This relationship was established using bivariate analysis based on the Pearson correlation method. The measures of teachers' performance used to establish the correlation were presented in Table 4.2. The used measures of contingencies were presented in Table 4.3. Results from correlation analysis are shown in Table 4.10.

Table 4.10: Relationship between directing and performance of teachers in UPE schools of Tororo Municipality

Variables		Directing	Issuing instructions	Influencing	Guiding	Pupil promotion policy	Funding policy	Excessive enrolment	Pupil evaluation	Teaching	Nurturing desired pupil's behavior	Teachers' performance
Directing	r N ^a	1 62										
Issuing instructions	r Sig. (2-tailed) N ^a	.967** .000 62	1 62									
Influencing	r Sig. (2-tailed) N ^a	.940** .000 62	.815** .000 62	1 62								
Guiding	r Sig. (2-tailed) N ^a	.950** .000 62	.972** .000 62	.789** .000 62	1 62							
Pupil promotion policy	r Sig. (2-tailed) N ^a	-.680** .000 62	.525** .000 62	.526** .000 62	.540** .000 62	1 62						
Funding policy	r Sig. (2-tailed) N ^a	-.660** .000 62	.495** .000 62	-.475** .000 62	.506** .000 62	.733** .000 62	1 62					
Excessive enrolment	r Sig. (2-tailed) N ^a	-.613** .000 62	.601** .000 62	-.583** .000 62	.582** .000 62	.700** .000 62	-.673** .000 62	1 62				
Pupil evaluation	r Sig. (2-tailed) N ^a	-.462** .000 62	.637** .000 62	.600** .000 62	.616** .000 62	.552** .000 62	.555** .000 62	-.640** .000 62	1 62			
Teaching	r Sig. (2-tailed) N ^a	.573** .000 62	.719** .000 62	.695** .000 62	.697** .000 62	.642** .000 62	.604** .000 62	-.712** .000 62	-.792** .000 62	1 62		
Nurturing desired pupil's behavior	r Sig. (2-tailed) N ^a	.838** .000 62	.556** .000 62	.563** .000 62	.538** .000 62	.741** .000 62	.665** .000 62	-.691** .000 62	.552** .000 62	.670** .000 62	1 62	
Teachers' performance	r Sig. (2-tailed) N ^a	.875** .000 62	.554** .000 62	.521** .000 62	.535** .000 62	-.629** .000 62	-.607** .000 62	-.565** .000 62	.958** .000 62	.965** .000 62	.981** .000 62	1 62

** . Correlation is significant at the 0.01 level (2-tailed).

a. N = 62 because pupils were not considered as far as directing was concerned

Table 4.10 show that the Pearson correlation coefficient ($r = 0.875$) between directing and the performance of teachers was positive and significant at the 1% level of significance ($\text{Sig.} = 0.000 < 0.01$, $N = 62$). This implies that the relationship between directing and the performance of teachers in UPE schools in Tororo Municipality was

significant and positive. Thus, directing influenced teachers' performance in a significantly positive way. Looking at the individual indicators of teachers' performance, directing related significantly and positively with teaching ($r = 0.573$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$) and nurturing desired pupil behavior ($r = 0.838$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$). It however, related negatively and significantly but weakly with pupil evaluation ($r = -0.462$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$). Thus, the indicators of teachers' performance that directing influenced in a positively significant manner were teaching and nurturing of desired pupil behavior. Pupil evaluation was influenced in a significantly negative but weak way.

Table 4.10 indicates further that teachers' performance related positively and significantly with all the forms of directing. This implies that directing influenced this performance in a significantly positive manner. Furthermore, both directing and teachers' performance related with all the contingencies in a significantly negative way. This implies that the contingencies influenced the relationship between directing and teachers' performance in a significantly adverse way. The changed pupil promotion policy influenced directing most adversely ($r = -0.680$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$) and was closely followed by the changed funding policy ($r = -0.660$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$). Teachers' performance was influenced in a similar manner. The implications of these findings are discussed in the next chapter.

After establishing a significant relationship between directing and teachers' performance, further analysis was conducted to establish whether the relationship was predictive or not. This involved testing the following hypothesis using linear regression analysis.

4.3.2 H_{02} : There is no predictive relationship between directing and teachers' performance in UPE schools of Tororo Municipality.

Results obtained are summarized in Table 4.11.

Table 4.11: Prediction of teachers' performance by directing conducted in UPE schools of Tororo Municipality

Independent variable: Directing and contingency variables	Standardized coefficients				Dependent variable: Teachers' performance
	Std Error	Beta	t	Sig.	
(Constant)	.035		5.674	.000	R-Square = 0.500 Adjusted R-Square = 0.493 F-value = 74.721 Sig. = 0.00 < 0.01
Influencing	.031	.461	13.407	.000	
Issuing instructions	.050	.048	0.966	.334	
Guiding	.026	.276	2.197	.029	
Excessive enrolment	.056	-.301	-5.359	.000	
Pupil promotion policy	.048	-.224	-4.678	.000	
Funding policy	.054	-.032	-.587	.557	

Table 4.11 indicates that all the standard errors were very small. This implies that the linear regression method was appropriate to estimating the model. The model shows that in the presence of the contingencies (changed funding policy, changed pupil promotion policy, and excessive enrolment), directing predicted 49.3% of the performance of teachers in UPE schools of Tororo Municipality in a linearly significant way (Adjusted $R^2 = 0.493$, $F = 74.721$, $\text{Sig.} = 0.00 < 0.01$). H_{02} was therefore rejected in favour of its alternative. This means that the relationship between directing and teachers' performance was predictive. This implies that the performance of teachers in UPE schools of Tororo Municipality was significantly determined by how they were directed amidst the changed pupil promotion and funding policies and excessive enrolments introduced by UPE.

The Beta coefficients (Beta) in Table 4.11 show that all the contingencies had negative effects on the prediction of teachers' performance by directing, with excessive enrolment accounting for the most significant and adverse effect amounting to 30.1% (Beta = -0.301, $t = -14.276$, $\text{Sig.} = 0.00 < 0.01$), followed by the changed pupil promotion policy whose adverse effect was a significant 22.4% (Beta = -0.224, $t = -4.678$, $\text{Sig.} = 0.00 < 0.01$). Despite these significantly adverse effects, 'influencing' predicting teachers' performance by a significant and positive 46.1% (Beta = 0.461, $t = 13.407$, $\text{Sig.} = 0.000 < 0.01$) followed by 'guiding' whose prediction was a significant 27.6% (Beta = 0.276, $t = 2.197$, $\text{Sig.} = 0.029 < 0.05$). The prediction of issuing instructions was not significant despite being positive. Surprisingly, when headteachers were asked whether

they found it easy to effectively direct teachers' activities in a UPE schools, one of them responded affirmatively, arguing that:

Directing teachers' activities does not depend on whether a school is in UPE or not. All it requires to tell them what they are supposed to do. Giving instructions cannot be difficult even when pupil numbers are high.

However, another headteacher responded negatively arguing that:

Although directing teachers is not really difficult, what makes it difficult is whether they are doing what you are directing them to do. Realizing your directives effectively is a challenge in UPE schools because teachers are too few compared to the pupil numbers. You may instruct a teacher to teach six lessons per day and he/she ends up teaching only four because of exhaustion caused by the big class sizes.

Another headteacher who felt that it was not easy to effectively direct teachers' activities in a UPE school had this to say:

Almost all teachers in UPE schools are demoralized. Their level of motivation is at its lowest. How do you expect such teachers to respond as you would want them to do? What happens is you play your role as a headteacher but little is achieved. Most teachers do not respond to instructions as expected and this makes directing them rather difficult.

The above results suggest that most headteachers were directing teachers through issuing instructions but their instructions did not translate into what they wanted teachers to do.

In general, results in Table 4.11 indicate that directing was a significant determinant of the performance of teachers in UPE schools of Tororo Municipality. Directing was however constrained by the negative effect of the changed funding policy, changed pupil promotion policy and in a significant way by excessive enrolments introduced by UPE. As a result of the constraining effects of the contingencies, influencing and guiding were the only forms of directing that predicted teachers' performance in a significantly positive manner. Teachers' performance was positively predicted by 'issuing of instructions' and 'guiding' but the predictions were not significant because of the negative influences of the contingencies in general and excessive enrolment in particular. These results suggest therefore that in the midst of the

contingencies, if headteachers had used influence or guiding more than issuing instructions, the effect on teachers' performance would have been significantly positive.

After establishing how directing predicted the performance of teachers in Tororo Municipality in the presence of contingencies introduced by UPE, a Z-test was conducted to establish whether headteachers and teachers differed in their average perception of directing carried out in UPE schools of Tororo Municipality. It is important to note that results regarding perception of teachers' performance and the contingencies were presented earlier and need not be presented again. The z-test results obtained about directing are shown in Table 4.12.

Table 4.12: Mean Responses on directing as conducted in UPE schools of Tororo Municipality

Ref: Items in section F of Appendix 1, 3, and section D of Appendix 4	Mean Responses			df	T	Sig.
	Headteachers (n = 7)	Teachers (n = 55)	Total (N = 62)			
Leading teachers effectively through the implementation of the formulated school timetable for teachers in a UPE school	3.66	2.15	2.41	1	11.119**	.000
Guiding every teacher on how to teach effectively	3.78	1.88	2.44	1	12.091**	.000
Encouraging all teachers to ensure that they teach according to the set performance standards	3.99	3.88	3.88	1	1.446	.194
Influencing all teachers to observe the regulations set to govern the performance of their duties	4.31	1.97	2.17	1	9.378**	.000
Guiding all teachers to prepare schemes of work expected from of them	4.06	2.05	2.24	1	8.331**	.000
Guiding teachers in matters to do with planning for lessons before teaching	4.11	2.35	2.41	1	11.321**	.000
Persuading teachers to carry out their assigned teaching duties	2.28	1.88	1.84	1	1.374	.211
Persuading teachers to carry out their assigned non-teaching duties	1.90	1.83	1.88	1	1.643	.174
Directing teachers to group pupils into streams that make it easy for teachers to teach according to pupils' grasping ability	4.31	3.97	4.17	1	1.402	.197
Directing teachers to group pupils into streams that reduce pupils into the recommended class sizes of 40-50 pupils per classroom	1.56	1.55	1.54	1	1.112	.552
Directing teachers to administer weekly evaluation of pupils' academic performance	1.66	1.15	1.73	1	1.658	.175
Instructing teachers to administer monthly evaluation of pupils' academic performance	1.78	1.81	1.72	1	2.331	.095
Directing teachers to administer end of term evaluation of pupils' academic performance	4.90	4.88	4.58	1	0.453	.111
Instructing teachers to mark all testing exercising administered to pupils during classroom lessons	2.36	1.05	2.24	1	1.154	.550
Instructing teachers to mark all testing exercising administered to pupils as homework	1.66	2.15	2.11	1	1.221	.513
Instructing teachers to mark all end of term exams administered to pupils	4.78	4.48	4.54	1	0.600	.781
Instructing teachers to correct all exercises and tests administered to pupils that pupils understand where they could have gone wrong	1.30	1.29	1.22	1	1.444	.186
Overall perception of directing	3.66	2.45	2.44	1	66.214**	.000

**Significant at the 0.01 level of significance, Abbreviations: n-Number of respondents in a category, N-Total number of respondents, df-degrees of freedom, P-Level of Significance, F-F-value.

Findings in Table 4.12 indicate that the T-value corresponding to the overall perception of directing by the headteachers and teachers was significant at the 1% level of significance ($T = 66.214$, $\text{Sig.} = 0.000 < 0.01$). This implies that on average, headteachers significantly differed from teachers in their perception of directing carried out in UPE schools of Tororo Municipality. The overall mean values show that whereas headteachers (Mean = 3.66) agreed and therefore showed that they directed teachers effectively, the teachers (Mean = 2.45) disagreed, thereby showing that directing was not effective. The total mean response (Mean = 2.44) indicates that directing was generally perceivably ineffective. Notwithstanding the general perception, the response pattern indicates that where headteachers and teachers differed significantly, headteachers showed that they effectively carried out the practices of directing but teachers opposed it. Where these respondents did not differ significantly, both showed that either the directing practices were effectively carried out or ineffectively conducted.

By and large, results in Table 4.10 and Table 4.11 ascertained that the relationship between directing and the performance of teachers in UPE schools of Tororo Municipality was significant, positive and predictive. Directing predicted a significant 49.3% of this performance. H_{02} was therefore rejected in favour of its alternative. The predictive strength of the relationship was significantly constrained by the contingencies, with excessive enrolment adversely affecting it by a significant 30.1%. In addition, notwithstanding the negative effects of the contingencies, influence and guiding predicted teachers' performance by a positively significant 46.1% and 27.6%, respectively.

Although issuing of instructions predicted teachers' performance in positive manner, the prediction was insignificant. Findings in Table 4.12 indicate that on average, the overall perception of headteachers and teachers revealed that directing was ineffectively conducted in the schools. This perception was consistent with the views obtained from headteachers' interviews. However, notwithstanding the general perception, the response pattern in Table 4.12 indicates that although most of the directing practices were ineffective, there were some that were effectively carried out. The implications of these results are discussed in the next chapter. In the next section, attempt is made to present findings obtained with respect to the third objective of the study.

4.4 Objective Three: To Examine The Relationship Between Control and Performance of Teachers in Upper Schools of Tororo Municipality

This objective was approached in the same way as the one used to respond to the previous two objectives. Factor analysis results regarding control are summarized in Table 4.13.

Table 4.13: Factor analysis results on Control in UPE schools of Tororo Municipality as perceived by headteachers, teachers and pupils

	Principle Components		
	Concurrent control	Detective control	Prescriptive control
Ref: Items in Section C of Appendix 1 and 3			
Regularly supervising all teachers to ensure that they are teaching according to set performance standards	.937		
Ensuring that teachers administer all the planned weekly tests to pupils	.931		
Ensuring that teachers administer all the planned monthly tests to pupils	.925		
Ensuring that teachers administer all the planned end of term exams to pupils	.915		
Ensuring that all the teachers mark all the weekly tests administered to pupils	.763		
Ensuring that all the teachers mark all the monthly tests administered to pupils	.644		
Ensuring that teachers mark all end-of-term examinations administered to pupils	.559		
Walking around for purposes of ensuring that every teacher is carrying out their assigned duties	.472		
Monitoring all teachers to ensure that they are teaching as per school timetable		.876	
Evaluate the teaching performance of all teachers		.757	
Correcting mistakes of teachers whose teaching performance is below expectation		.622	
Inspecting all the teachers for purposes of ensuring that they are carrying out their assigned teaching duties		.519	
Inspecting all the teachers for purposes of ensuring that they are carrying out their assigned non-teaching duties		.371	
Ensuring that all teachers prepare for lessons before carrying out classroom teaching			.648
Ensuring that all teachers observe set school regulations			.602
Reprimanding teachers who dodge classroom teaching of some assigned lessons			.514
Applying set rules to punish teachers who do not carry out their non-teaching duties			.421
Eigen values	14.55	5.44	4.88
% Variance explained	52.57	26.11	19.19

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Table 4.13 indicates that three principle components were extracted from the responses to the items administered to headteachers, teachers and pupils about control conducted in UPE schools of Tororo Municipality. The components were identified as: concurrent control, detective control, and prescriptive control. The Eigen values and the percentage of variance explained show that each of the components was a reliable

measure of control of teachers in these schools. Concurrent control explained much of this control (Eigen value = 14.55, Variance = 52.57%). It was followed by detective control (Eigen value = 5.44, Variance = 26.11%), and then by guiding (Eigen value = 4.88, Variance = 19.19%).

Factor loadings in Table 4.13 show that most of the headteachers, teachers and pupils showed that regular supervision of all teachers to ensure that they are teaching according to set performance standards was the best measure of concurrent control (Factor Loading = 0.937). To most respondents the best indicator of detective control was monitoring all teachers to ensure that they are teaching as per school timetable (Factor Loading = 0.876). They further showed that the best indicator of prescriptive control was to ensure that all teachers prepare for lessons before carrying out classroom teaching (Factor Loading = 0.648). Generally, these results show that control would be effective if: (a) Prescriptive control involved ensuring that all teachers prepare for lessons before carrying out classroom teaching; (b) Concurrent control put more emphasis on regular supervision of all teachers to ensure that they are teaching according to set performance standards; (c) Detective control emphasized the monitoring of all teachers to ensure that they are teaching as per school timetable. After data reduction to identify the independent measures of the control variables as presented in Table 4.13, the following research question was answered.

4.4.1 Research Question Three: What is the relationship between control and performance of teachers in UPE schools of Tororo Municipality?

This relationship was established using bivariate analysis involving the Pearson correlation method. The measures of teachers' performance used to establish the correlation were presented in Table 4.2. The used measures of contingencies were presented in Table 4.3. Results from correlation analysis are shown in Table 4.14.

Table 4.14: Relationship between control and performance of teachers in UPE schools of Tororo Municipality

Variables		Control	Prescriptive control	Concurrent control	Detective control	Pupil promotion policy	Funding policy	Excessive enrolment	Pupil evaluation	Teaching	Nurturing desired pupil's behavior	Teachers' performance
Control	r N	1 150										
Prescriptive control	r Sig. (2-tailed) N	.973** .000 62	1 62									
Concurrent control	r Sig. (2-tailed) N	.971** .000 62	-.855** .000 62	1 62								
Detective control	r Sig. (2-tailed) N	.955** .000 62	.531** .000 62	-.666** .000 62	1 62							
Pupil promotion policy	r Sig. (2-tailed) N	.657** .000 62	.649** .000 62	-.597** .000 62	-.847** .000 62	1 62						
Funding policy	r Sig. (2-tailed) N	.636** .000 62	.628** .000 62	.540** .000 62	-.497** .000 62	.733** .000 62	1 62					
Excessive enrolment	r Sig. (2-tailed) N	-.591** .000 62	.584** .000 62	-.535** .000 62	-.606** .000 62	.700** .000 62	.673** .000 62	1 62				
Pupil evaluation	r Sig. (2-tailed) N	-.463** .000 62	.438** .000 62	-.432** .000 62	.623** .000 62	-.552** .000 62	-.555** .000 62	-.640** .000 62	1 62			
Teaching	r Sig. (2-tailed) N	.472** .000 62	.546** .000 62	-.535** .000 62	-.703** .000 62	-.642** .000 62	-.604** .000 62	-.712** .000 62	.792** .000 62	1 62		
Nurturing desired pupil's behavior	r Sig. (2-tailed) N	.813** .000 62	.805** .000 62	.746** .000 62	.566** .000 62	-.741** .000 62	.665** .000 62	-.691** .000 62	.552** .000 62	.670** .000 62	1 62	
Teachers' performance	r Sig. (2-tailed) N	.705** .000 62	.753** .000 62	.465** .000 62	-.443** .000 62	-.629** .000 62	-.607** .000 62	-.565** .000 62	.958** .000 62	.965** .000 62	.981** .000 62	1 62

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.14 shows that the Pearson correlation coefficient ($r = 0.705$) between control and the performance of teachers was positive and significant at the 1% level of significance ($\text{Sig.} = 0.00 < 0.01$, $N = 62$). This implies that the relationship between control and the performance of teachers in UPE schools in Tororo Municipality was significantly positive. Therefore, control influenced teachers' performance in a significantly positive way. A careful glance at the results in Table 4.14 reveals that control related significantly and positively with each individual measure of teachers' performance. However, while it related very strongly with the nurturing of desired pupil behavior ($r = 0.813$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$), its relationship with teaching ($r = 0.473$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$) was weak despite being positive and significant; and that with pupil evaluation ($r = -0.463$, $\text{Sig.} = 0.00 < 0.01$, $N = 62$) was also weak and negative. Thus, the only indicator of teachers' performance that control influenced in a strongly positive manner was nurturing of desired pupil behavior.

Table 4.14 indicates further that teachers' performance related significantly with all the forms of control. However, while its relationships with prescriptive control ($r = 0.753$, $\text{Sig.} = 0.00 < 0.01$) and concurrent control ($r = 0.465$, $\text{Sig.} = 0.00 < 0.01$) were positive, that with prescriptive control was strong yet that with concurrent control was weak despite its significance. In addition, the relationship between teachers' performance and detective control ($r = -0.443$, $\text{Sig.} = 0.00 < 0.01$) was negative and weak despite its significance. These results suggest that while teachers' performance was positively influenced by prescriptive and concurrent control, with concurrent control posing stronger influence, it was negatively but weakly influenced by detective control.

A further look at Table 4.14 reveals that both control and teachers' performance related with all the contingencies in a significantly negative way. This implies that the contingencies influenced the relationship between control and teachers' performance in a significantly adverse manner. The influence of the changed pupil promotion policy was the most adverse on control in general ($r = -0.657$, $\text{Sig.} = 0.00 < 0.01$) and on detective control in particular ($r = -0.847$, $\text{Sig.} = 0.00 < 0.01$). Teachers' performance was influenced in a similar manner. The implications of these results are discussed later.

After establishing a significant relationship between control and teachers' performance, further analysis was conducted to establish the predictability of the relationship by testing the following hypothesis using linear regression analysis.

4.4.2 H₀₃: There is no predictive relationship between control and teachers' performance in UPE schools of Tororo Municipality

Results obtained are summarized in Table 4.15.

Table 4.15: Prediction of teachers' performance by control conducted in UPE schools of Tororo Municipality

Independent variable: Control and contingency variables	Standardized coefficients				Dependent variable: Teachers' performance
	Std Error	Beta	t	Sig.	
(Constant)	.013		-1.270	.205	R-Square = 0.739
Detective control	.026	.580	19.2771	.000	Adjusted R-Square = 0.728
Concurrent control	.031	.033	.667	.096	F-value = 984.029
Prescriptive control	.026	.038	1.704	.077	Sig. = 0.00 < 0.01
Pupil promotion policy	.016	-.321	-12.589	.000	
Excessive enrolment	.020	-.390	-15.131	.000	
Funding policy	.019	-.013	-1.645	.010	

Table 4.15 indicates that all the standard errors were very small. Therefore, the linear regression method was appropriate to estimating the model. The model shows that in the presence of the contingencies (changed funding policy, changed pupil promotion policy, and excessive enrolment), control predicted 72.8% of the performance of teachers in UPE schools of Tororo Municipality in a linearly significant way (Adjusted R² = 0.728, F = 984.029, Sig. = 0.000 < 0.01). H₀₃ was therefore rejected in favour of its alternative. This means that the relationship between control and teachers' performance was predictive. Therefore, the performance of teachers in UPE schools of Tororo Municipality was significantly determined by how they were controlled amidst the changed pupil promotion and funding policies and excessive enrolments.

The Beta coefficients (Beta) in Table 4.15 show that even though all the contingencies had negative effects on how control predicted teachers' performance, only

two of them had significant effects. These included excessive enrolment that negatively affected this performance by 58% was (Beta = -0.580, $t = -19.277$, Sig. = 0.00 < 0.01) and the changed pupil promotion policy whose adverse effect was 32.1% (Beta = 0.321, $t = -12.589$, Sig. = 0.00 < 0.01). Notwithstanding these negative effects, detective control predicted teachers' performance by 58% (Beta = 0.580, $t = 19.277$, Sig. = 0.00 < 0.01). Although prescriptive and concurrent control predicted teachers' performance in positive manner, the prediction was rendered insignificant by the constraining effects of the contingencies.

In general, results in Table 4.15 indicate that control was a significant predictor of the performance of teachers in UPE schools of Tororo Municipality. Control was, however, significantly constrained by the negative effects of excessive enrolments and the changed pupil promotion policy adopted after the introduction of UPE. As a result of the adverse effects of the contingencies, detective control was the only significant predictor of teachers' performance. The predictions of prescriptive and concurrent control were insignificant despite their positive orientation. Unfortunately, it was discovered from interviews administered to headteachers that they emphasized prescriptive and concurrent control more than detective control. Asked whether they found it easy to effectively control teachers' activities in a UPE school, one of the headteachers answered affirmatively explaining himself as follows:

Control is not difficult because the school has rules, regulations and guidelines in place. These help to control what teachers are expected to do. Besides, I supervise what teachers do. My presence is felt. No teacher can dodge when he/she knows that I am around.

Another headteacher who admitted that it was not easy to control teachers argued that:

Although I use rules and regulations governing teachers' work to ensure that teachers abide accordingly, and even if I carry out supervision around the school, this normally yields little success. Teachers can listen but after one or two days, they revert to un-seriousness. They complain a lot about exhaustion caused to them by the large class sizes, which are actually visible to everyone, including me, the headteacher, class control is not easy.

Another headteacher noted that it was difficult to control teachers' activities arguing that:

You see, I am also a teacher and I know how straining it is to teach over-sized classes. We try our best but we are also stretched. You imagine a teacher in a class of 200 pupils. When he comes out and tells you, "I am tired", "I hungry", "I can give pupils exercises but I cannot mark and still get time to prepare or even teach the next class." We are also human beings, professional teachers. We therefore find it difficult to implement some forms of control over teachers' activities in UPE schools. Besides, the school is terribly understaffed. One teacher has so many pupils to handle. Government needs to come to our rescue if we are to control and get teachers down to effective work.

Clearly, the foregoing results show that headteachers depend on prescriptive and concurrent control more than detective control. This was confirmed by the t-test that helped establish how headteachers and teachers described, on average, the forms of control as carried out in their schools. Findings are shown in Table 4.16.

Table 4.16: Mean Responses on control as conducted in UPE schools of Tororo Municipality

Ref: Items in section D of Appendix 1, 3 and section C of 4	Mean Responses		Total (N = 62)	df	T	Sig.
	Headteachers (n = 7)	Teachers (n = 55)				
Monitoring all teachers to ensure that they are teaching as per school timetable	4.78	1.88	2.42	1	12.106**	.000
Ensuring that all teachers observe set school rules	3.90	3.88	3.86	1	1.555	.183
Regularly supervising all teachers to ensure that they are teaching according to set performance standards	4.02	2.05	2.05	1	14.882**	.000
Conducting teacher evaluation on teaching performance	1.33	1.01	1.02	1	1.098	.349
Correcting the mistakes of teachers whose teaching performance is found to be below expectation	3.67	1.52	2.43	1	11.097**	.000
Ensuring that all teachers prepare for lessons before carrying out classroom teaching	4.02	3.66	3.77	1	1.441	.199
Reprimanding teachers who dodge classroom teaching some of the assigned lessons	4.67	3.66	3.99	1	1.690	.177
Applying set rules and regulations to punish teachers who do not carry out their non-teaching duties	4.21	3.55	3.67	1	1.511	.191
Ensuring that teachers administer weekly tests to pupils	1.36	1.05	1.24	1	1.453	.190
Ensuring that teachers administer monthly tests to pupils	1.66	1.95	1.71	1	1.113	.583
Ensuring that teachers administer end of term exams to pupils	4.78	4.88	4.74	1	1.611	.181
Ensuring that all the teachers mark weekly tests administered to pupils	1.90	1.09	1.62	1	1.443	.193
Ensuring that all the teachers mark all the monthly tests administered to pupils	1.31	1.17	1.17	1	1.851	.141
Ensuring that all the teachers mark all end-of-term examinations administered to pupils	4.90	4.88	4.87	1	1.213	.281
Inspecting all teachers for purposes of ensuring that they are carrying out their assigned teaching duties	4.31	1.97	2.17	1	31.442**	.000
Inspecting all the teachers for purposes of ensuring that they are carrying out their assigned non-teaching duties	4.11	1.21	2.34	1	11.322**	.000
Walking around to establish whether and how teachers are conducting assigned duties	4.21	4.15	4.13	1	1.414	.201
Overall perception of control	3.56	2.35	2.34	1	15.374**	.000

**Significant at the 0.01 level of significance, Abbreviations: n-Number of respondents in a category, N-Total number of respondents, df-degrees of freedom, P-Level of Significance, F-F-value, n/a-not applicable

Note: where the categories of respondents are two, the value is Z_p . Otherwise, it is an F-value

Table 4.16 indicate that the F-value corresponding to the overall perception of control by the three respondent categories was significant at the 1% level of significance (T = 15.374, Sig. = 0.00 < 0.01). This implies that on average, respondent categories significantly differed in their perception of control carried out in UPE schools of Tororo Municipality. The overall mean values show that whereas headteachers (Mean = 3.56)

agreed and therefore showed that they carried out control effectively, the teachers (Mean = 2.35) and pupils (Mean = 2.37) disagreed, thereby showing that control was not carried out effectively. The total mean response (Mean = 2.34) indicates that the perception of control was biased towards ineffectiveness.

Notwithstanding the general perception of control, the response pattern indicates that where headteachers, teachers and pupils differed significantly, headteachers showed that they effectively carried out the control practices, especially those of a prescriptive and concurrent nature. However, the teachers disagreed and pupils expressed uncertainty about the conduct of the practices. Where respondent categories did not differ significantly, they either showed that the control practices were effectively carried out or ineffectively conducted. For instance, while all respondent categories strongly agreed and therefore showed that ensuring that teachers administered and marked all the planned end of term exams was effectively carried, they strongly disagreed thereby showing that making sure that teachers administered and marked all the planned weekly tests was ineffectively carried.

On the whole, results in Table 4.14 and Table 4.15 established that the relationship between control and the performance of teachers in UPE schools of Tororo Municipality was significant, positive and predictive. Control predicted a significant 83.9% of this performance. H_{03} was therefore rejected in favour of its alternative. The predictive power of the relationship was however significantly constrained by the contingencies introduced by UPE, with the changed pupil promotion policy adversely affecting it by a significant 39%. In addition, despite the negative effects of the contingencies, detective control predicted teachers' performance by a significant 58%. Although prescriptive and concurrent control predicted teachers' performance positively, their respective predictions were rendered insignificant by the constraining effects of the contingencies. Findings in Table 4.16 indicate that on average, the respondents' overall perception of control was that it was generally ineffectively conducted in UPE schools of Tororo Municipality. In spite of the general perception, the response pattern in Table 4.16 suggests that while some control practices were effectively carried out, others, particularly of a detective nature were ineffectively conducted. The implications of these results are discussed in the next chapter.

4.5 Multivariate Regression Model Showing the Effect of Teacher Management on Teachers' Performance in Upper Schools of Tororo Municipality

The overall model showing how the management of teachers affected their performance amidst the contingencies introduced by UPE in primary schools of Tororo Municipality is summarized in Table 4.17

Table 4.17: Effect of Teacher Management on Teachers' Performance in UPE Schools of Tororo Municipality

Variables	Constant	Pupil evaluation	Teaching	Nurturing desired pupil's behaviour	Teachers' performance			
		Beta	Beta	Beta	R-Square	Adjusted R-Square	F	Sig.
Planning	11.568	.202	.303	.163	.399	.393	11.221	.000
Budgeting	13.097	.210	.310	.320	.355	.311	9.112	.000
Setting performance standards & programmes	3.098	.173	.134	.164	.114	.108	3.115	.001
Formulation of rules and regulations	1.817	.075	.058	.047	.031	.007	0.755	.530
Formulation of school timetable	15.111	.191	.331	.371	.307	.298	5.087	.000
Directing	9.119	.130	.301	.112	.370	.366	8.087	.000
Issuing instructions	11.013	.309	.312	.366	.389	.381	9.922	.000
Influencing	1.999	.113	.031	.031	.109	.107	0.332	.660
Guiding	1.009	.086	.101	.097	.066	.051	1.987	.061
Control	18.999	.133	.471	.331	.459	.457	9.332	.000
Concurrent control	3.313	.199	.211	.188	.129	.127	5.100	.011
Detective control	17.111	.113	.131	.517	.439	.438	17.371	.000
Prescriptive control	18.999	.133	.331	.531	.409	.407	9.332	.000
Changed pupil promotion policy	9.978	-.101	-.331	-.360	.277	.268	4.087	.000
Excessive enrolment	11.153	-.108	-.338	-.377	.397	.391	13.087	.000
Changed funding policy	17.871	-.117	-.319	-.211	.499	.498	9.087	.000
Teacher management	17.111	.313	.517	.333	.479	.468	18.379	.000

The Adjusted R-Square values in Table 4.17 and the corresponding F-values and levels of significance indicate that the management of teachers affected their performance by a significant 46.8% (Adjusted R-Square = .468, F = 18.379, Sig. = .00 < .01). Similarly, when all the functions of teacher management are considered together, planning for teachers affected their performance by a positive and significant 39.3% (Adjusted R-Square = .393, F = 11.221, Sig. = .00 < .01); its most significant effect was

30.3% and was on teaching (Beta = .303). Directing teachers affected their performance by a positive and significant 36.6% (Adjusted R-Square = .366, F = 8.087, Sig. = .00 < .01); and the most significant effect of 30.1% was again on teaching (Beta = .301). Control affected this performance by a positive and significant 45.7% (Adjusted R-Square = .457, F = 9.332, Sig. = .00 < .01) and its most significant effect of 47.1% was still on teaching (Beta = .471). These findings suggest that while all the functions of teacher management affected the performance that teachers in UPE schools realized, the most significant effect was made by how the teachers were controlled and this effect was on how teachers taught. A careful look at the magnitudes of the effects above indicates that they were each less than 0.5, which is the minimum value acceptable for strong effects. Accordingly, the effects were weak and therefore point to the need to strengthen them.

Further scrutiny of the findings in Table 4.17 reveals that the Betas corresponding to the contingency variables (changed promotion policy, changed funding policy and excessive enrolment) and indicators of teachers' performance (pupil evaluation, teaching and nurturing of pupils' desired behaviour) were all negative. For instance, the Beta corresponding to the changed funding policy and teaching was -.331. This implies that each of the contingencies constrained management efforts to plan for, direct and control teachers to perform (teach, evaluate pupils and nurture their desired behaviour). Moreover, the adjusted R-square values corresponding to the contingencies were significant, implying that the contingencies constrained this management in a significant manner. For instance, the changed funding policy constrained this management by 49.8% (Adjusted R-Square = .498, F = 9.087, sig. = 0.00 < 0.01).

4.6 Summary of Findings

Findings show that the relationships between the planning for, directing and control of teachers and their performance were significant and positive. By these relationships, the planning for teachers alone affected their performance by 64%, directing by 49.3% and control by 72.8%. When all the three function were considered together, the net effect of planning for teachers on their performance was 39.3%; that of directing was 36.6% while that of control was 47.1%. Consequently, the net effect of the entire management of

teachers on their performance was 46.8%. This effect was weak because it was constrained by the contingencies introduced by UPE. Indeed, the changed pupil promotion policy constrained by 26.8%, the changed funding policy constrained it by 49.8% while excessive pupil enrolment hampered it by 39.1%.

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter focuses on the discussion of findings presented in earlier chapter four. Attempt was also made to draw conclusions as well as recommendations after presenting the discussion.

5.1 Discussion

In this section, attempt is made to discuss the implications of the findings. The section is organized according to the objectives of the study. In the course of the discussion, attempt is made to relate the findings with the existing literature, depending on the derived implications.

5.1.1 Planning and performance of teachers in UPE schools of Tororo Municipality

The first objective of the study was to establish the relationship between planning for and the performance of teachers in UPE schools of Tororo Municipality. Following the first research question of the study, results in Table 4.4 this relationship was established as considerably positive. When the first hypothesis of the study (H_{01}) was tested as summarized in and Table 4.5, it was discovered that as a single function, planning for teachers predicted their performance by a significant 64%. H_{01} was therefore rejected in favour of its alternative. This showed that holding all other teacher management functions constant, the performance of teachers in UPE schools of Tororo Municipality largely depended on how their planning was carried out. Even when other management functions (directing and control) were included in the multivariate regression model, planning for the teachers predicted a significant 39.3% of their performance (Table 4.17). Results therefore support the observations made by Musaaazi (2005), Beard (1988), Ddungu (2005), Katz (2000) and Matthews (2000). Each of these scholars noted that the performance of teachers and of a school in general depends so much on how the planning function is carried out in the school.

The positive relationship established between planning for teachers and their performance implies that both varied in the same direction. In other words, effective planning for the teachers led to their effective performance and vice-versa. Unfortunately, respondents' general perception revealed that the planning for teachers, which was carried on in UPE schools of Tororo Municipality was ineffective (Table 4.6). Being perceivably ineffective implies that this planning was one of the factors that explained the ineffective performance of teachers in these schools by 64% alone or 39.3% when considered together with other teacher management functions.

The reported ineffectiveness of planning implies that the planning that management carried out for the teachers in UPE schools in Tororo Municipality failed to translate into expected results. It was found to be significantly related to the contingencies (the changed pupil promotion policy, excessive enrolment and the changed funding policy) that had been introduced by UPE (Table 4.4). This implies that the contingencies contributed significantly to the ineffectiveness of planning conducted in UPE schools. Results therefore, support the observations made by Allison and Kaye (2005), Kahuku (2008) and Musaaazi (2005) that a number of contingencies tend to constrain management in schools generally and the conduct of its planning function in particular. It was further established that the predictive strength of teachers' performance by planning was significantly constrained by these contingencies, more so by the changed funding policy (Table 4.5). In fact, budgeting for the teachers' welfare and general conditions of work was the planning practice most critically constrained by the changed funding policy. Indeed, the interviews held with headteachers revealed that management effectively laid down the programmes and timetables that teachers were to follow in order to perform their work as desired, but government funding of the budgets designed to facilitate the implementation of these programmes and timetables was never realized as expected. This was unfortunate since according to Ukeje *et al* (1992) and Ddungu (2005), effective budgeting is important to effective implementation of teachers' programmes in any school.

Even the results in Table 4.4 indicate that budgeting related mostly significantly but negatively with the changed funding policy. In addition, results in Table 4.5 established the changed funding policy as the one that constrained planning in UPE

schools in the most critical manner. The ineffective budgeting was therefore, clearly explained by the changed funding policy introduced by UPE. This is consistent with the findings of Kahuku (2008) that showed that changes in funding brought many negative challenges to management in UPE schools, particularly in the area of budgeting. Indeed, as Liesbet and Baudienville (2010) and Sylva (2003) observed, the changed funding policy made government the only source of funding of UPE schools, including those in Tororo Municipality. In effect, the changed funding policy meant abolition of some sources of funding (school fees from parents) which, according to Kahuku (2008), had been contributing quite considerably to the effectiveness of school budgets. Clearly, abolishing school fees had to adversely affect the effectiveness of budgeting in the schools, more so because government reportedly failed to make good of its funding, even when it had reduced its financial obligations to UPE by not committing to funding teachers' breakfast and lunch (Table 4.6). With constrained budgeting (especially by the changed funding policy), little could be achieved in terms of facilitating teachers to teach as desired.

Budgeting for teachers was not the only ineffective aspect of planning for teachers in UPE schools of Tororo Municipality. There were other ineffective planning practices. Results in Table 4.6 indicate that these planning practices included coming up with class sizes that teachers could effectively manage while carrying out classroom teaching, coming up with a grouping of pupils into streams that make it easy for teachers to teach according to recommended class sizes (40-50 pupils per class), and setting of performance standards. Other reportedly ineffective planning practices included formulating a timetable for evaluating pupils' academic performance on a weekly and monthly basis. Being ineffective implies that each of these practices could not translate into teachers executing their work as desired. The constraining effects of the contingencies introduced by UPE were therefore more adverse on the conduct of these planning practices.

Results in Table 4.4 indicate that excessive enrolment and the changed pupil promotion policy related significantly but negatively with the setting of performance standards and programmes. Findings in Table 4.5 indicate that both excessive enrolment and the changed pupil promotion policy significantly the prediction of teachers'

performance by planning. This implies that these two constraints adversely affected the effectiveness of setting performance standards for teachers in UPE schools. In particular, the changed promotion policy affected the setting of teachers' performance standards and programmes in a significantly adverse way. In fact, there was no way headteachers would continue insisting on setting particular performance standards when, according to Bitamazire (2005), Kahuku (2008), UNESCO (2003) and World Bank (2002), the UPE pupil promotion policy required all pupils to be promoted to the next class irrespective of the grades scored. With constrained setting of performance standards and programmes (especially by the changed promotion policy), not much could be achieved in terms of pursuing the desired quality of academic performance. It is difficult to evaluate pupils on a weekly and/or monthly basis when there is no funding to facilitate the exercise. It is also pointless to subject pupils to weekly and/or monthly evaluation tests when it is glaringly clear that the tests cannot act as motivators of pupil performance. Based on the new promotion policy, all the pupils had to be promoted in spite of the grades or scores they got. It is therefore not surprising that UPE schools continued to perform poorly as far as PLE results released by UNEB were concerned.

In addition, the constraining effect of excessive enrolments made it very difficult for headteachers to come up with a grouping of pupils into streams that would make it easy for teachers to teach according to the pupils' grasping ability/level of understanding. This effect also hampered effectiveness in planning geared towards coming up with a grouping of pupils into streams that would result into recommended class sizes (40-50 pupils per class), thereby making it easy for teachers to teach as effectively as expected. In fact, the work of Kahuku (2008), Le Wang (2007) and Louise (2006) showed that excessive enrolment could not permit effectiveness in any of these planning practices; for the massive increase in pupil population overwhelmed the physical capacity of almost all primary schools that embraced the UPE programme.

Thus far, the discussion suggests that the contingencies introduced by UPE constrained the planning for teachers entirely. This, however, was not the case. Results indicate that there are some planning practices that were not constrained and therefore remained effectively conducted in UPE schools of Tororo Municipality. These practices included the formulation of programmes and timetables that teachers needed to teach and

evaluate pupils, especially through the end of term examinations. Other planning practices that were perceivably conducted effectively included the formulation of programmes for evaluating teachers and the setting of rules and regulations governing teachers' performance of assigned duties, including nurturing of pupils' behavior. These practices concur with those identified by Kahuku (2008) as part and parcel of effective planning for teachers in schools. A critical look at these practices suggests that the planning for teachers' academic and non-academic work continued to be effective notwithstanding the adverse effects of the contingencies introduced by UPE. This shows that the contingencies did not bring a significant impact on how headteachers planned for instruction in UPE schools.

Unfortunately, most of the abovementioned planning practices did not predict teachers' performance in a significant manner. It was those that were constrained (budgeting and setting of performance standards and programmes) that came out as the most significant predictors of this performance (Table 4.5). Being constrained implies that the practices could not be effectively carried out. Consequently, their effect on teachers' performance (teaching, evaluation and nurturing of pupils) was weak. This is why the performance of the schools was poor.

However, continuing to have poor performing UPE schools is not in the best interest of Tororo Municipality and Uganda's education system in general. Something has to be done in order to improve the performance of these schools. If nothing is done, the quality of Uganda's education system is doomed. Fortunately, what needs to be done is reflected in the results of this study. It points to the need to not only minimize the constraining effects of the contingencies introduced by UPE but also improve both planning, on the one hand, and teachers' performance in UPE schools on the other. From results in Table 4.3, minimization of the constraining effects of the changed pupil promotion policy can be realized by ensuring that teachers teach as effectively as expected. The adverse effects of the changed funding policy can be minimized by ensuring that government releases all funds needed to avail teachers with all the teaching aids required to teach effectively. The limiting effects of excessive enrolment can be eliminated by putting in place recommended pupil class sizes. How each of these strategies can be implemented and effectively realized will be recommended later.

It suffices to note that there is need to improve the planning for teachers in UPE schools so that it is effective. Results in Table 4.1 indicate that desired improvement can be realized if efforts are devoted to ensuring that (a) the formulation of a school's timetable emphasizes the designing of a school timetable that stresses monthly evaluation of pupils' academic performance; (b) the setting of performance standards and programmes focuses more on designing a grouping of pupils into standard class sizes (40-50 pupils per class); (c) budgeting for a school put more emphasis on coming up with a financial plan that caters for all teaching aids required to facilitate teachers; and (d) formulation of school rules and regulations accentuates the setting of rules and regulations governing teachers' performance. The positive and significant relationship established between this planning and teachers' performance implies that once it is improved, the performance will also improve. Table 4.2 indicates that care needs to be taken in order to plan in a manner that translates into significant improvements in (a) pupil evaluation by marking classroom work given to pupils; (b) teaching by giving instruction without dodging any lesson; and nurturing desired behavior in pupils.

In conclusion, results indicate that the relationship between planning for teachers in UPE schools of Tororo Municipality and their performance was highly positive and predictive. This led to rejection of the first hypothesis of the study. Planning predicted a significant 64% of teachers' performance. The prediction was however significantly constrained by the contingencies introduced by UPE, which included the changed funding and pupil promotion policies, and excessive enrolment. This was because the constraining effects made the conduct of planning perceivably ineffective in general terms, in the areas of budgeting and setting of performance standards and programmes in particular. Some of its practices, especially those to do with formulation of school rules and regulations were effectively carried out.

5.1.2 Directing and Performance of Teachers in Upper Schools of Tororo Municipality

The second objective of the study was to analyze the relationship between directing and the performance of teachers in UPE schools of Tororo Municipality. This relationship was examined based on the second research question of the study. From the findings presented in Table 4.10, the relationship was discovered as significant and

positive. Following this discovery, further analysis that involved the testing of the second hypothesis of the study (H_{02}) led to its rejection (Table 4.11), implying that the relationship was predictive. Indeed, directing predicted a significant 49.3% of teachers' performance. Therefore, holding all other teacher management functions (planning and control) constant, directing explained nearly half of the performance of teachers in UPE schools of Tororo Municipality. With other functions considered, it accounted for 36.6% of this performance through its forms of guiding, influencing and giving instructions. Results therefore concurred with the observations made by Adair (1998), Chapman (2004) and Dublin (2002) that the directing function of managing employees (in this case teachers) determines their performance through providing overall guidance, influence and instructions.

Directing was found to be related to teachers' performance in a significantly positive manner (Table 4.10). This implies that directing and the performance of the teachers changed in the same direction. Effective directing had to therefore, lead to effective performance of teachers and vice-versa. This is in line with the observations made by Gomez-Mejia *et al.* (2008) and Kotter and Cohen (2009). These scholars had noted that as a management function, effective directing translates into effective employee performance. Unfortunately, from findings in Table 4.12, the overall perception of headteachers and teachers revealed that directing was ineffectively conducted in UPE schools of Tororo Municipality. This implies that the schools did not realize the expected results as far as headteachers' directing of teachers was concerned. This was further confirmed in the interviews administered to the headteachers. In view of the findings that both directing and teachers' performance were changing in the same direction, it follows that this performance had to be ineffective. It is thus not surprising that UPE schools in Tororo Municipality registered poor performance as evidenced by the PLE results released by UNEB (2000-2009).

Scrutiny was made to ascertain why directing was generally perceived as ineffective in UPE schools of Tororo Municipality. As summarized in Table 4.11, it was discovered that the extent to which this function predicted teachers' performance was adversely constrained by all the contingencies introduced by UPE, but more critically by excessive enrolment. Further analysis showed that the constraining effects of the

contingencies were so severe on directing that when it was investigated together with other management functions (planning and control), its predictive strength was reduced to less significant levels, especially by excessive enrolment (Table 4.17). This suggests that school managers' ability to direct the performance of teachers was particularly hampered by excessive enrolments. Efforts to improve directing in UPE schools must therefore put more emphasis on how to deal with the negative effects of excessive enrolments. What needs to be done in order to effectively deal with these effects will be recommended later.

Important to note is that notwithstanding the negative effects of the contingencies that made directing generally ineffective, some practices of this management function predicted teachers' performance in a significantly positive manner. These practices included influencing and guiding teachers about how to teach effectively (Table 4.11). The positive prediction of these two practices implies that if they had been emphasized in pursuit of desired performance of teachers, the ends would have been better. Unfortunately, influencing and guiding were the very practices that were perceivably not emphasized as headteachers directed teachers. Results in Table 4.12 indicate that instead of influencing and guiding teachers, headteachers were issuing of instructions. This was inconsistent with what scholars such as Adair (1998), Kayors (2009), Olson and Carol (2003) observed about effective directing. These scholars observed that directing is effective when it is carried out through a combination of guiding, influencing and instructing subordinates. The headteachers in UPE schools used only one of the three practices (issuing instructions) which, moreover, did not have any significant impact on teachers' performance (Table 4.11). Clearly, results show that instead of concentrating on issuing instructions, which does not impact on teachers' performance in a significantly positive way, there is need for the headteachers in UPE schools to reinforce this practice with the other two-influencing and guiding.

In general, results indicate that the relationship between directing and the performance of teachers in UPE schools of Tororo Municipality was positive and significant, with directing predicting a significant 49.3% of the performance. This led to the rejection of H_{02} in favour of its alternative. Unfortunately, directing was critically constrained by the funding policy, pupil promotion policy, but more so by excessive enrolment that it perceivably ineffective. This was aggravated by the fact that desired

teachers' performance was pursued not by influencing and guiding teachers, which would have yielded positively significant results, but by issuing instructions that did not have any significant impact on the performance.

5.1.3 Control and Performance of Teachers in Upper Schools of Tororo Municipality

The third objective of the study was to examine the relationship between control and the performance of teachers in UPE schools of Tororo Municipality. According to results in Table 4.14 and Table 4.15, this relationship was established as positive significant, with control as a single teacher management function predicting a significant 72.8% of the performance (Table 4.15) and 47.1% when combined with other functions of planning and directing (Table 4.17). H_{03} was therefore rejected in favour of its alternative. This implies that the manner in which teachers performed in UPE schools depended on how they were controlled. The results are therefore consistent with the observations made by Fayol's (1949) and Holmes and Alastair (1988) each of whom was a classical scholar who believed that through measuring what is done and correcting performance errors or deviations from expectation, control determines how employees (in this case, teachers) perform. The findings are also in line with the observations made by Anderson (2000), Chin-Yaw *et al.* (2007), Keirungi (2005), Radiah and Abd Rauf (2009), Odhiambo (2008), Perillo (2006), Tam Wai-Ming (2008), and Zame *et al.* (2008) that the performance achieved by subordinates depends in a large measure on how the control function is carried out in an organization.

In addition to showing consistence with the existing literature, findings revealed that the manner in which control was carried out in UPE schools in Tororo Municipality was perceivably ineffective (Table 4.16). In the light of the established positive relationship, this suggests that control was one of the factors that explained the ineffective performance of teachers and subsequently, the poor performance achieved by UPE schools, particularly from PLE results released by UNEB (2004-2009). Diagnostic attempts were made to establish what caused the conduct of the control function to be generally ineffective in UPE schools of Tororo Municipality. It was discovered that the ineffectiveness was significantly explained by the constraining effects of all the contingencies introduced by UPE, and more so by excessive enrolment and the changed

pupil promotion policy (Table 4.15). This implies that control was rendered ineffective not only by the large numbers of pupils but also by the promotion policy.

A critical look at the results presented in Table 4.16 reveals that perceivably, the most critically constrained control practices were essentially those to do with detective control. Indeed, most of the practices that were reportedly not well carried out in UPE schools were to do with ensuring that pupils' and teachers' performance was evaluated as desired. Excessive enrolments made it difficult to administer weekly and monthly tests to pupils and mark and correct administered classroom and home work. One of the reasons was reportedly implied as the fact that pupil numbers per class overwhelmed any efforts to evaluate the pupils effectively. Another reason was that evaluating pupils on a weekly and/or monthly basis had funding implications. The exercise required stationary and meeting the expense of teachers involved in evaluation but this was rendered difficult by the stringent government funding policy.

Consequently, it was difficult to evaluate teachers' performance in an effective way. Indeed, as Johnson (1985) aptly argued, one of the best ways of control the performance of teachers is to evaluate them through the performance (achievements) of pupils. In circumstances where pupil performance is difficult to evaluate, little can be achieved as far as teachers' performance is concerned. These results essentially show that detective control was the most ineffective in UPE schools. Unfortunately, this was the type of control that came out as a significant predictor of teachers' performance (Table 4.15). Despite the constraining effects of the contingencies, it predicted teachers' performance by a significant 58%. In contrast, the prediction of prescriptive and concurrent control was insignificant (Table 4.15). Evidently, results concur with the observation made by Keirungi (2005) and Ogunsaju (2006) that when detective control is ineffective, it is difficult to realize good school performance. Findings also support the argument raised by Honingh and Oort (2009), Bingham *et al* (2005), Celep and Buket (2005), and Waithanji Ngware *et al* (2006) that even when concurrent and prescriptive control are effective, planned performance may be difficult to realize when detective control is ineffective. In fact, despite the fact that most of the prescriptive control practices were effectively carried out and that many of the concurrent control practices

effective (Table 4.16), the performance of the teachers was generally ineffective (Table 4.7).

On the whole, results led to the rejection of H_{03} because the relationship between control and the performance of teachers in UPE schools of Tororo Municipality was established as positive and significant, with control predicting 72.8% of the performance. The predictive power of the relationship was however significantly constrained by the contingencies introduced by UPE, more so by excessive enrolment and the changed pupil promotion policy. Detective control was the best predictor of this performance, but it was the most ineffectively conducted type of control. It thus largely explained why teachers' performance remained ineffective, leading to poor performance of UPE schools.

In summary, findings show that the relationships between the planning for, directing and control of teachers and their performance were significant and positive. The relationships were predictive with planning for teachers alone affecting their performance by 64%, directing by 49.3% and control by 72.8%. When all the three function were considered together, the net effect of planning for teachers on their performance was 39.3%; that of directing was 36.6% while that of control was 47.1%. Consequently, the net effect of the entire management of teachers on their performance was 46.8%. This effect was weak because it was constrained by the contingencies introduced by UPE. Indeed, the changed pupil promotion policy constrained by 26.8%, the changed funding policy constrained it by 49.8% while excessive pupil enrolment hampered it by 39.1%.

5.2 Conclusions

5.2.1 Regarding objective one of the study, the rejection of the first hypothesis (H_{01}) coupled with the relationship by which planning for teachers in UPE schools of Tororo Municipality predicted 64% of their performance implies that this planning continues to be a significant determinant of these teachers' performance. It therefore needs to be effective if the performance of teachers is to remain desirable. Consequently, any contingencies such as the changed funding policy and excessive enrolment that were introduced by UPE need to be addressed in order to minimize their constraining effects, especially on the budgeting, setting of performance standards, and coming up with class sizes of 40-50 pupils per

class, thereby improving teachers' performance in general and teaching and pupil evaluation in particular.

5.2.2 In response to the second objective of the study, the rejection of the second hypothesis (H_{02}) combined with the relationship by which directing teachers in UPE schools of Tororo Municipality predicted 49.3% of their performance implies that directing teachers is a significant determinant of their performance. Consequently, directing needs to be made effective by minimizing the constraining effects introduced into it by mainly the excessive enrolment brought out by the UPE programme.

5.2.3 As far as the third objective of the study was concerned, the rejection of the third hypothesis (H_{03}) of the study coupled with the relationship by which control of teachers in UPE schools of Tororo Municipality predicted 72.8% of their performance implies that teacher control remains a significant determinant of these teachers' performance. It therefore needs to be sustained at an effective level if teachers' performance is to improve as desired. This boils down to the need to deal with the constraining effects of UPE contingencies while giving special attention to excessive enrolment and the changed pupil promotion policy.

5.3 Recommendations

The following recommendations are made following the conclusions reached in the previous section.

(i) In response to the first objective of the study, the relationship between planning for teachers in UPE schools of Tororo Municipality and their performance should be strengthened by ensuring that the government of Uganda increase funding to these schools, thereby enabling their headteachers to improve budgeting for teachers' welfare and conditions of work to a level that motivates the teachers to perform effectively. Government should also expand the schools' physical infrastructure in order to deal with excessive enrolment, thereby facilitating headteachers to set up manageable class sizes.

(ii) Regarding the second objective of the study, the relationship between directing and the performance of teachers in UPE schools of Tororo Municipality should be improved by ensuring that headteachers improve the way they direct teachers to perform their work. Instead of only issuing of instructions to teachers, headteachers should motivationally influence and inspiringly guide them about how to teach effectively.

(iii) As far as the third objective of the study is concerned, the relationship between control and the performance of teachers in UPE schools of Tororo Municipality should be improved by ensuring that headteachers improve concurrent and detective control of teachers by making sure that pupils are evaluated effectively and on a monthly basis, and that teachers mark and correct all classroom and home work given to pupils.

5.4 Areas For Further Research

(i) Findings indicate that the three functions of management (planning, directing and control) explained up to 46.8% of the performance of teachers in UPE schools of Tororo Municipality. This implies that they did not account for 100% of the performance. As such, there are other factors that affect this performance. A study is therefore recommended into these factors.

(ii) The study has recommended that government should increase funding to UPE schools and expand the physical capacity of the schools. It has however not shown the sources from which government can mobilize the required funds. A study is recommended to establish how government can raise these funds.

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Appendices

Appendix A

Questionnaire for Headteachers

Dear Headteacher,

This study is aimed at examining how management achieves desired teachers' performance in the face of excessive enrolment, changed funding and academic promotion policies in UPE schools. In your position as a headteacher, you have useful information needed to accomplish this study. You are therefore requested to make this contribution by answering all the questions in this questionnaire as honestly as possible. The information you give is purely for academic purposes and will be treated confidentially.

Instructions: Where options are given, answer by ticking in the cell corresponding to the option that best suits your opinion. Otherwise, fill your answer in the spaces provided.

SECTION A: BIODATA

(i) School.....(optional)

(ii) Period spent as a headteacher in the school (Years): < 1 1-5 6-10 11+

SECTION B: PLANNING IN UPE SCHOOLS

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	Formulating a timetable that caters for all lessons that teachers are supposed in each term to teach is easy in a UPE school					
2	It is easy to draw up a timetable for teachers' non-academic duties for each term in a UPE school					
3	It is easy to set performance standards for each teacher in UPE schools					
4	It is easy to set regulations governing teachers'					

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
	performance of assigned school duties					
5	It is easy to budget for all the teaching aids required to facilitate teachers who teach in a UPE school.					
6	It is easy to budget for teachers' breakfast in a UPE school					
7	It is easy to budget for teachers' lunch in a UPE school					
8	It is easy to formulate a programme for evaluating teachers' teaching performance in a UPE school					
9	It is easy to draw a programme that a headteacher can use to follow up the manner in which teachers carry out assigned duties					
10	It is easy to come up with class sizes that teachers can effectively manage while carrying out classroom teaching					
11	It is easy to come up with a grouping of pupils into streams that make it easy for teachers to teach according to the pupils' grasping ability					
12	It is easy to come up with a grouping of pupils into streams that make it easy for teachers to teach according to recommended class sizes (40-50 pupils per class)					
13	It is easy to formulate a timetable for evaluating pupils' academic performance on a weekly basis					
14	It is easy to formulate a timetable for evaluating pupils' academic performance on a monthly basis					
15	It is easy to formulate a timetable for evaluating pupils' academic performance on an end of term basis					

SECTION C: DIRECTING

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	It is easy to lead teachers in implementing the formulated school timetable for teachers in a UPE school					
2	It is easy to guide every teacher on matters regarding how to teach as effectively as desired in a UPE school					
3	It is easy to encourage all teachers in a UPE school to ensure that they are teaching according to the set performance standards					
4	It is easy to influence all teachers in a UPE school to observe the regulations set to govern their duty performance					
5	It is easy to guide all teachers in a UPE school about how to make schemes of work expected from each of them					
6	It is easy to guide teachers in matters to do with lesson planning/preparation before teaching in a UPE school					
7	Persuading teachers to carry out their assigned teaching duties is easy in a UPE school					
8	Persuading teachers to carry out their assigned non-teaching duties is easy in a UPE school					
9	It is easy to direct teachers to group pupils into streams that make it easy for teachers to teach according to pupils' grasping ability					
10	It is easy to direct teachers to group pupils into streams that reduce pupils into the recommended class sizes of 40-50 pupils per classroom					
11	It is easy to direct teachers to administer weekly evaluation of pupils' academic performance					
12	It is easy to direct teachers to administer monthly evaluation of pupils' academic performance					

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
13	It is easy to direct teachers to administer end of term evaluation of pupils' academic performance					
14	It is easy to instruct teachers to mark all testing exercising administered to pupils during classroom lessons					
15	It is easy to instruct teachers to mark all testing exercising administered to pupils as homework					
16	It is easy to instruct teachers to mark all exams administered to pupils at the end of every term					
17	It is easy to effectively instruct teachers to give corrections to all exercises and tests administered to pupils that pupils understand where they could have gone wrong					

SECTION D: CONTROL

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	It is easy to monitor all teachers in a UPE school to ensure that they are teaching as per school timetable					
2	It is easy to ensure that all teachers in a UPE school observe set school regulations					
3	It is easy to regularly supervise all teachers in a UPE school to ensure that they are teaching according to set performance standards					
4	It is easy to evaluate the teaching performance of all teachers in a UPE school					
5	It is easy to correct the mistakes of teachers whose teaching performance is found to be below expectation					

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
6	It is easy to enforce all teachers in a UPE school to prepare for lessons before carrying out classroom teaching					
7	In a UPE school, it is easy to reprimand teachers who dodge classroom teaching some of the assigned lessons					
8	In a UPE school, it is easy to apply set rules and regulations to punish teachers who do not carry out their non-teaching duties					
9	It is easy to ensure that teachers administer all the planned weekly tests to pupils					
10	It is easy to ensure that teachers administer all the planned monthly tests to pupils					
11	It is easy to ensure that teachers administer all the planned end of term exams to pupils					
12	It is easy to ensure that all the teachers mark all the weekly tests administered to pupils					
13	It is easy to ensure that all the teachers mark all the monthly tests administered to pupils					
14	It is easy to ensure that all the teachers mark all end-of-term examinations administered to pupils					
15	It is easy to inspect all the teachers for purposes of ensuring that they are carrying out their assigned teaching duties					
16	It is easy to inspect all the teachers for purposes of ensuring that they are carrying out their assigned non-teaching duties					
17	It is easy to walk around for purposes of ensuring that every teacher is carrying out their assigned duties					

SECTION E: CONTINGENCIES

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	The number of pupils in the school is so big that it overstretches any headteachers' managerial ability					
2	The number of pupils per class is too big for teachers to teach effectively					
3	The number of pupils in the school is too big for any headteacher to plan effectively					
4	It is easy to ensure that teachers teach as expected even when it is by policy that all pupils have to pass to the next class irrespective of their academic performance					
5	It is easy to encourage teachers to ensure that desired pupils' academic performance is achieved through administering weekly tests, even if the policy requires passing them to the next class irrespective of the marks scored					
6	It is easy to encourage teachers to ensure that desired pupils' academic performance is achieved through administering monthly tests, even if the policy requires passing them to the next class irrespective of the marks scored					
7	It is easy to instruct teachers to set standard end of term examinations, even when the policy requires passing every pupil to the next class irrespective of the scored marks					
8	It is easy to instruct teachers to complete the school syllabus despite the policy's requirement of passing every pupil to the next class irrespective of their academic grades					
9	Government provides funds needed to avail teachers with all the teaching aids required to teach effectively					

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
10	Government provides funds needed to provide teachers with breakfast					
11	Government provides funds needed to provide teachers with lunch					
12	Government provides all learning aids that teachers expect pupils to have					

SECTION F: PERFORMANCE

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	Teachers teach all the lessons without dodging any					
2	Teachers go to class with prepared notes					
3	Teachers on duty ensure that pupils do what they are expected to do as per the school timetable					
4	Teachers ensure that pupils observe school regulations					
5	Teachers give pupils classroom work					
6	Teachers give to pupils homework					
7	Teachers give pupils weekly tests					
8	Teachers give pupils monthly tests					
9	Teachers give pupils end of term examinations					
10	Teachers mark classroom work given to pupils					
11	Teachers mark pupils' homework					
12	Teachers mark pupils' weekly tests					
13	Teachers mark pupils' monthly tests					
14	Teachers mark pupils' end of term examinations					
15	Teachers give corrections of the classroom work given to pupils					
16	Teachers give corrections of the homework given to					

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
	pupils					
17	Teachers give corrections of the tests given to pupils					
18	Teachers give corrections of the examinations given to pupils					

Appendix B

Interview Guide for Headteachers

Dear Headteacher,

This study is aimed at examining how management achieves desired teachers' performance in the face of excessive enrolment, changed funding and academic promotion policies in UPE schools. In your position as a headteacher, you have useful information needed to accomplish this study. You are therefore requested to make this contribution by answering all the questions in this questionnaire as honestly as possible. All data you give is purely for academic purposes and will be treated confidentially.

SECTION A: BIODATA

SECTION B: QUESTIONS ON PLANNING FOR TEACHERS' PERFORMANCE

- How would you describe planning for teachers in a UPE school?

SECTION C: QUESTIONS ON DIRECTING TEACHERS' PERFORMANCE

- How easy is it to direct teachers' activities in a UPE school?

SECTION C: QUESTIONS ON CONTROL OF TEACHERS' PERFORMANCE

- How do you find the control of teachers' activities in the school?

Appendix C
Questionnaire for Teachers

Dear Teacher,

This study is aimed at examining how management achieves desired teachers' performance in the face of excessive enrolment, changed funding and academic promotion policies in UPE schools. In your position as a teacher, you have useful information needed to accomplish this study. You are therefore requested to make this contribution by answering all the questions in this questionnaire as honestly as possible. The information you give is purely for academic purposes and will be treated confidentially.

Instructions: Where options are given, answer by ticking in the cell corresponding to the option that best suits your opinion. Otherwise, fill your answer in the spaces provided.

SECTION A: BIODATA

(i) School.....(optional)

(ii) Period spent as a teacher in the school (Years): < 1 10 +

SECTION B: PLANNING IN UPE SCHOOLS

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	The timetable showing all lessons that teachers are supposed to teach is formulated every term					
2	The timetable for teachers' non-teaching duties is formulated every term					
3	The headteacher sets performance standards for every teacher					
4	The school has rules and regulations set to govern teachers' performance of assigned school duties					
5	The headteacher ensures all the teaching aids required to facilitate teachers are budgeted for.					
6	The headteacher ensures that teachers' breakfast is					

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
	budgeted for					
7	The headteacher ensures that teachers' lunch is budgeted for					
8	The headteacher ensures that a programme used for evaluating teachers' performance is formulated					
9	The headteacher makes an effort to come up with a programme used to follow up the manner in each teacher carry out assigned tasks					
10	The class sizes in the school are easy for teachers to teach effectively					
11	Pupils are properly grouped into streams that make it easy for teachers to teach them according to their grasping ability					
12	The headteacher is able to come up with a grouping of pupils into streams that make it easy for teachers to teach according to recommended class sizes (40-50 pupils per class)					
13	There is a timetable for evaluating pupils through weekly tests					
14	There is a timetable for evaluating pupils through monthly tests					
15	There is a timetable for evaluating pupils through end of term examinations					

SECTION C: DIRECTING

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	The headteacher leads teachers effectively through the implementation of the formulated school timetable for					

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
	teachers in a UPE school					
2	The headteacher guides every teacher on how to teach effectively					
3	The headteacher encourages all teachers to ensure that they teach according to the set performance standards					
4	The headteacher influences all teachers to observe the regulations set to govern the performance of their duties					
5	The headteacher is capable of guiding all teachers through preparing schemes of work expected from each of them					
6	The headteacher guides teachers in matters to do with planning for lessons before teaching					
7	The headteacher persuades teachers to carry out their assigned teaching duties					
8	The headteacher is able to persuade teachers to carry out their assigned non-teaching duties is easy in a UPE school					
9	The headteacher is able to direct teachers to group pupils into streams that make it easy for teachers to teach according to pupils' grasping ability					
10	The headteacher is able to direct teachers to group pupils into streams that reduce pupils into the recommended class sizes of 40-50 pupils per classroom					
11	The headteacher effectively directs teachers to administer weekly evaluation of pupils' academic performance					
12	The headteacher effectively instructs teachers to administer monthly evaluation of pupils' academic performance					
13	The headteacher is able to direct teachers to administer					

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
	end of term evaluation of pupils' academic performance					
14	The headteacher effectively instructs teachers to mark all testing exercising administered to pupils during classroom lessons					
15	The headteacher effectively instructs teachers to mark all testing exercising administered to pupils as homework					
16	The headteacher effectively instructs teachers to mark all exams administered to pupils at the end of every term					
17	The headteacher effectively instructs teachers to give corrections to all exercises and tests administered to pupils that pupils understand where they could have gone wrong					

SECTION D: CONTROL

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	The headteacher effectively monitors all teachers in a UPE school to ensure that they are teaching as per school timetable					
2	The headteacher effectively ensures that all teachers in a UPE school observe set school regulations					
3	The headteacher regularly supervises all teachers in a UPE school to ensure that they are teaching according to set performance standards					
4	The headteacher conducts teacher evaluation regarding teaching performance					
5	The headteacher effectively corrects the mistakes of teachers whose teaching performance is found to be below expectation					

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
6	The headteacher ensures that all teachers prepare for lessons before carrying out classroom teaching					
7	The headteacher is able to reprimand teachers who dodge classroom teaching some of the assigned lessons					
8	The headteacher is able to apply set rules and regulations to punish teachers who do not carry out their non-teaching duties					
9	The headteachers ensures that teachers administer all the planned weekly tests to pupils					
10	The headteacher ensures that teachers administer all the planned monthly tests to pupils					
11	The headteacher ensures that teachers administer all the planned end of term exams to pupils					
12	The headteacher ensures that all the teachers mark all the weekly tests administered to pupils					
13	The headteacher ensures that all the teachers mark all the monthly tests administered to pupils					
14	The headteacher ensures that all the teachers mark all end-of-term examinations administered to pupils					
15	The headteacher inspects all the teachers for purposes of ensuring that they are carrying out their assigned teaching duties					
16	The headteacher inspects all the teachers for purposes of ensuring that they are carrying out their assigned non-teaching duties					
17	The headteacher walks around for purposes of ensuring that every teacher is carrying out their assigned duties					

SECTION E: CONTINGENCIES

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	The number of pupils in the school is so big that it overstretches the headteachers' managerial ability					
2	The number of pupils per class is too big for teachers to teach effectively					
3	The number of pupils in the school is too big for the headteacher to plan effectively					
4	The headteacher is able to ensure that teachers teach as expected even when it is by policy that all pupils have to pass to the next class irrespective of their academic performance					
5	The headteacher is able to encourage teachers to ensure that desired pupils' academic performance is achieved through administering weekly tests, even if the policy requires passing them to the next class irrespective of the marks scored					
6	The headteacher is able to encourage teachers to ensure that desired pupils' academic performance is achieved through administering monthly tests, even if the policy requires passing them to the next class irrespective of the marks scored					
7	The headteacher is able to instruct teachers to set standard end of term examinations, even when the policy requires passing every pupil to the next class irrespective of the scored marks					
8	The headteacher is able to instruct teachers to complete the school syllabus despite the policy's requirement of passing every pupil to the next class irrespective of their academic grades					

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
9	Government provides funds needed to avail teachers with all the teaching aids required to teach effectively					
10	Government provides funds needed to provide teachers with breakfast					
11	Government provides funds needed to provide teachers with lunch					
12	Government provides all learning aids that teachers expect pupils to have					

SECTION F: PERFORMANCE

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	Teachers teach all the lessons without dodging any					
2	Teachers go to class with prepared notes					
3	Teachers on duty ensure that pupils do what they are expected to do as per the school timetable					
4	Teachers ensure that pupils observe school regulations					
5	Teachers give pupils classroom work					
6	Teachers give to pupils homework					
7	Teachers give pupils weekly tests					
8	Teachers give pupils monthly tests					
9	Teachers give pupils end of term examinations					
10	Teachers mark classroom work given to pupils					
11	Teachers mark pupils' homework					
12	Teachers mark pupils' weekly tests					
13	Teachers mark pupils' monthly tests					
14	Teachers mark pupils' end of term examinations					
15	Teachers give corrections of classroom work given to pupils					

No	Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
16	Teachers give corrections to homework given to pupils					
17	Teachers give corrections of the tests given to pupils					
18	Teachers give corrections of the examinations given to pupils					

Appendix D

Computation of the Content Validity Indices

The content validity indices for the administered instruments were computed using the following formula (Amin, 2005):

$$CVI = \frac{R}{R + IR}$$

The indices were computed as shown in the Table below:

Table Computation of content validity Indices for the administered instruments

Instrument	Rating of questions			Computation
	Relevant (R)	Irrelevant (IR)	Total (R + IR)	
Questionnaire for headteachers	53	4	57	CVR= R/Total where Total = (R + IR) 0.929
Interview Guide for headteachers	10	3	13	0.769
Questionnaire for teachers	51	3	54	0.944

APPENDIX E

COMPUTATION OF RELIABILITY COEFFICIENTS FOR QUESTIONNAIRES

The reliability of the administered questionnaires was computed using the following formula:

$$\alpha = \frac{K}{K - 1} \left[1 - \frac{\sum SD_i^2}{SD_T^2} \right]$$

Where: α is the coefficient of reliability

K is the size of the pilot sample

SD_i^2 are the variances of within the items

Σ is the summation sign

SD_T^2 is the overall variance for all items.

Headteachers' Questionnaire

Computation of the reliability coefficient of Headteachers' Questionnaire is shown in the table below and beneath it

Headteachers	Questions and scores										
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₅	Q ₆	Q ₇	Q ₈	Q ₉	X	X ²
H ₁	0	0	1	1	2	1	2	0	0	7	49
H ₂	0	0	1	1	1	1	2	0	0	6	36
H ₃	0	0	2	2	2	2	2	0	0	10	100
H ₄	0	0	1	1	1	1	2	0	0	6	36
H ₅	0	0	1	1	1	1	2	0	0	6	36
X	0	0	6	6	7	6	10	0	0	35	257
Mean	0.0	0.0	1.2	1.2	1.4	1.2	2.0	0.0	0.0	7.0	51.2

Abbreviations: H- Headteacher, Q- Questions

Using the formula above, $K= 5$, $\sum SD_i^2 = \frac{\sum (X_i - \bar{X}_i)^2}{n}$, $SD_T = \frac{\sum X^2 - (\bar{X})^2}{n}$

From the Table,

$$SD_T = \frac{257}{5} - (7.0)^2 = 2.4$$

$$SD_1^2 = SD_2^2 = SD_8^2 = SD_9^2 = \frac{5(0-0.0)^2}{5} = 0.0$$

$$SD_3^2 = SD_4^2 = SD_6^2 = 4 \frac{(1-1.2)^2}{5} + \frac{(2-1.2)^2}{5} = 0.16$$

$$SD_5^2 = \frac{3(1-1.4)^2}{5} + \frac{2(2-1.4)^2}{5} = 0.24$$

$$SD_7^2 = \frac{5(2-2.0)^2}{5} = 0.0$$

Therefore, $\sum SD_i^2 = 0.72$; this implies that $\alpha = \frac{5(1-0.72)}{5-1} = \frac{1.4}{4} = 0.35$

$$= 0.875$$

Teachers' Questionnaire

Computation of the reliability coefficient of Teachers' Questionnaire is shown in the table below and beneath it

Teachers	Questions and scores										
	Q ₁	Q ₂	Q ₃	Q ₄	Q ₅	Q ₆	Q ₇	Q ₈	Q ₉	X	X ²
T ₁	1	1	1	1	2	1	2	1	1	11	121
T ₂	1	1	1	1	1	1	2	1	1	10	100
T ₃	2	2	1	1	2	2	2	1	1	14	196
T ₄	1	1	1	1	1	1	2	1	1	10	100
T ₅	1	1	1	1	1	1	2	1	1	10	100
X	6	6	5	5	7	6	10	5	5	55	617
Mean	1.2	1.2	1.0	1.0	1.4	1.2	2.0	1.0	1.0	11.0	123.4

Abbreviations: T-Teacher, Q-Questions

Using the formula above, $K=5$, $\sum SD_i^2 = \frac{\sum (X_i - \bar{X}_i)^2}{n}$, $SD_T = \frac{\sum X^2 - (\bar{X})^2}{n}$

From the Table,

$$SD_T = \frac{617 - (11.0)^2}{5} = 2.4$$

$$SD_1^2 = SD_2^2 = SD_6^2 = 4 \frac{(1-1.2)^2}{5} + \frac{(2-1.2)^2}{5} = 0.16$$

$$SD_3^2 = SD_4^2 = SD_8^2 = SD_9^2 = \frac{5(1-1.0)^2}{5} = 0.0$$

$$SD_5^2 = \frac{3(1-1.4)^2}{5} + \frac{2(2-1.4)^2}{5} = 0.24$$

$$SD_7^2 = \frac{5(2-2.0)^2}{5} = 0.0$$

Therefore, $\sum SD_i^2 = 0.72$; this implies that $\alpha = \frac{5(1 - 0.72)}{5-1 \cdot 2.4} = 0.875$

APPENDIX F

LIST OF PRIMARY SCHOOLS IN TORORO MUNICIPALITY

No.	School	Division	Status	Teachers	Pupils
1	Agururu	Western	Government	11	489
2	Amagoro	Eastern	Government	10	431
3	Aturukuku	Western	Government	13	655
4	Elgon View	Eastern	Government	13	754
5	Industrial View	Western	Government	11	511
6	Oguti	Western	Government	10	645
7	Rock Side	Western	Private	28	321
8	Rock View	Western	Government	19	939
9	Tororo College	Eastern	Government	10	504
10	Tororo Parents	Eastern	Private	28	322
11	Tororo Police Children	Eastern	Government	15	826
	Total			168	6,397