

**Declaration**

I, Thomas Ssentongo, declare to the best of my knowledge that, this research dissertation is my original work and has never been presented to any university or any other authority for the award of a degree or any other award. Where it is indebted to the work of others, due acknowledgements have been made.

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**Approval**

This dissertation has been submitted in partial fulfillment of the requirements for the award of the Master of Organizational Psychology with approval of the following University Supervisors.

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**Dedication**

This project is dedicated to the Almighty God, for the blessings He has showered on me through His Saints Therese of the Child Jesus and Anthony of Padua and to my family for their support and encouragement that have seen me successful.

## **Acknowledgement**

I would like to extend my sincere gratitude and appreciation to all those that helped me to make this study a success. My sincere thanks go to my parents, brothers, and sisters for their financial and moral support. Special thanks go to my supervisors, Dr. Julius Kikooma and Prof. Peter Baguma, for their professional support while reading my work. Lastly, the commitment and advice of Mr. Richard Lule and Mr. Edrin Musoke is greatly appreciated.

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## **Abstract**

The problem of the study is the presence of malpractices that led to antisocial behavior among teachers and poor secondary school performance. The study dealt with the relationship between the following variables: secondary school teacher competences (SSTC), role clarity (RC), organizational citizenship behavior (OCB), and secondary school performance (SSP) among secondary schools in Mukono district. Six objectives generated from the variables guided the study. The study involved 126 respondents from 30 schools. A correlational research design was used in the collection and analysis of both qualitative and quantitative data. The population had teachers in 30 schools. The size had 126 respondents, 4 teachers in each school. A questionnaire was used to collect data.

Pearson correlation established the magnitude of the relationship between variables while regression analysis established which of the study variables affected the dependent variable most. Qualitative data was analyzed using networks and matrices as described by Miles and Huberman (1994). The findings indicate that SSTC are positively related to RC, RC is negatively related to OCB, and OCB is positively related to SSP. RC is negatively related to SSP, SSTC is negatively related to OCB, and SSTC is positively related to SSP. Lastly, SSTC, RC, and OCB predict 27% of the variance in SSP with SSTC being the greatest predictor of variation among the three. Qualitative findings indicate that there are many factors that combine to influence SSP. From the above findings, the researcher discussed the recommendations and made suggestions for further research.

## **Chapter One: Introduction**

### **Background**

According to the Education for All (EFA) Global Monitoring Report (2005), the successful performance of students depends on the availability of competent personnel to ensure quality and retention of those enrolled within the education system. Competence refers to the system of knowledge, skills, abilities and motivational disposition which provide the effective realization of the professional teaching activities (Klieme, 2005). The process of identifying competencies necessary to meet performance expectation in a teaching role promotes role clarity of teachers which influences OCB in a school setting (Armstrong and Baron, 1995). Pooja and Renu (2006) noted that teachers in well-functioning schools consistently go beyond the minimum expectations of formal job descriptions (roles) and contracts, hence, demonstrating goodwill, smooth functioning and efficiency of school organizations. Organizational Citizenship Behavior (OCB) is not only necessary to run the class and school smoothly; it also helps teachers attain their goal of student academic excellence in exams and school performance (Yariv and Coleman (2005). However, in Cheng's study (2000, as cited in Mulira, 2005), its found that even though school performance is a key concern in all efforts of school reforms, its concept and measurement is often unclear. Klieme (2005) noted that different scholars describe secondary school performance using different indicators like student academic excellence, the school's system of administration, and financial performance.

The Ministry of Education and Sports' report (2003, as cited in Asaba, 2008), pointed out that student academic excellence is a key indicator of school performance. However, the current unfair distribution of competent teachers seems not to favor student academic

excellence in Mukono district. This is alluded by the Ministry of Public Service report (2004, as cited in Asaba, 2008), which revealed that the Teaching Service Commission and Board of Directors have failed to appoint teachers according to the competences necessary to meet performance expectation in the teaching profession. In addition to that, the UNEB Report (2001, as cited in Mulira, 2005), indicated that there is prevalent teachers' misconduct, involvement in examination malpractices at the national level, lack of financial accountability, and use of old methods of teaching.

According to Ssali (2007), the head-teacher of Mukono Parents High School was arrested by police for giving answers to the students doing their final S.4 examinations. When invigilators caught him, he allegedly attempted to bribe them but they refused. Additionally, some teachers are cited practicing unprofessional activities. As an example, Kiwuuwa (2007) found that the head teacher of Jinja secondary school left the country after incurring debts worth sh500 million which he had failed to pay; thus leaving the school account in shambles. The school land title had been mortgaged to Nile Bank and individual loan sharks wanted to confiscate two mini-buses and the school truck. Furthermore, there are cited cases of limited professional knowledge as Amazia (2007) indicated that the Ministry of Education and Sports trained 121 secondary school teachers in modern methods of teaching science and mathematics in West Nile because some teachers were using old methods, which students could not understand easily.

In his very words, Mukono district education officer said “teachers have failed to put into practice their competences and citizenship behavior. There is also strong evidence of role ambiguity among the teachers which has contributed to the poor performance of

secondary schools” (E. Musoke, personal communication, February 11, 2008). According to the Education Voice (2004), some teachers have refused to take part in activities that are not reflected in their pay and others report late for work. Therefore, if the teachers’ incompetence, misconduct, and lack of financial accountability are not dealt with, poor performance among secondary schools will continue, leading to a poor education system.

### **Problem**

There is prevalent absence of role clarity and presence of incompetence among teachers like, lack of financial accountability, examination malpractices, use of old methods of teaching, and production of substandard work. This has led to anti-OCB behavior like involvement in strikes (Warom & Batre, 2007) and poor secondary school performance. Thus, if this problem is not solved immediately, there is a high risk of continued poor student academic excellence.

### **Purpose**

The study sought to investigate the relationship between secondary school teacher competences, role clarity, organizational citizenship behavior, and secondary school performance.

### **Objectives**

The study was guided by the following objectives:

1. To establish the relationship between secondary school teacher competences and role clarity.

2. To establish the relationship between role clarity and organizational citizenship behavior (OCB) among secondary school teachers.
3. To establish the relationship between organizational citizenship behavior (OCB) and secondary school performance.
4. To establish the relationship between role clarity and secondary school performance.
5. To establish the relationship between secondary school teacher competences and OCB.
6. To establish the relationship between secondary school teacher competences and secondary school performance.

## **Scope**

### **Geographical scope**

The study covered secondary schools in the district of Mukono. This district was chosen because previous researchers, like Mulira (2005), have studied some of these variables in different districts, like Kampala, and in primary schools. Thus, this study looked at these variables in another district (Mukono) and in secondary schools.

### **Content scope**

The study focussed on four variables. The first was secondary school teacher competences. Competences are the underlying characteristics of a person that result in efficient work performance (Woodruffe, 1998). It will specifically focus on professional knowledge, teacher classroom behavior, and professional activities. The second is role clarity; which addresses what incumbents do and how they do it in order to meet both organisational and individual objectives (Armstrong and Baron, 1995). It will specifically

focus on clear policies, responsibilities, and mission. The third is OCB which is the individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization (Organ, 1988). It will focus on civic virtue, altruism, conscientiousness, sportsmanship, and courtesy. The last is secondary school performance which will focus on student academic excellence.

### **Significance**

The study has added to the already existing literature on secondary school teacher competences, role clarity, organizational citizenship behavior and secondary school performance. This is of great importance to future scholars.

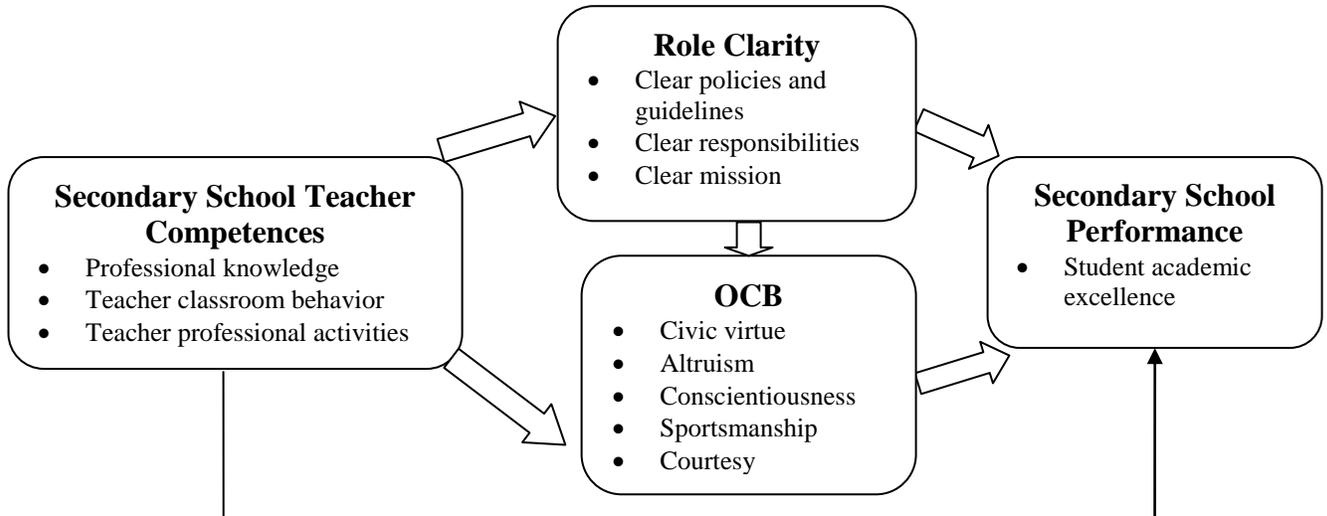
The study findings may prompt future scholars to conduct further research in the field of secondary school teacher competences, role clarity, organizational citizenship behavior and secondary school performance. As an example, future scholars may look at these variables in a different setting like private primary schools in Jinja district.

The ministry of education may further its understanding of secondary school teachers' competences and role clarity. Furthermore, the study has also indicated how these two variables influence secondary school performance.

Teacher performance may improve as a result of this study. This shall be attained if teachers put into practice the identified and articulated competences.

## Conceptual Framework

Figure 1 below shows the conceptual framework for the study



**Figure 1: Conceptual model for the study**

Figure 1 explains the relationship between the variables under study. Klieme (2005) describes secondary school teacher competences (Independent variable) under study and these are; professional knowledge, teacher classroom behavior, and teacher professional activities. Therefore, secondary school teacher competences will lead to role clarity. Role clarity will be reflected through clear policies and guidelines of operation, clear responsibilities and a clear mission. Further more, secondary school teacher competences will lead to organizational citizenship behavior, that is, exhibition of civic virtue, sportsmanship, altruism, consciousness, and courtesy. This means that a competent teacher can easily engage in various OCBs that will lead to a good secondary school performance. Secondary school performance will be reflected by student academic excellence. In addition to that, the conceptual framework indicates that role clarity among secondary school teachers will lead to OCB. The clear policies and guidelines of

operation, the clear responsibilities and mission, will create a favorable environment for teachers to practice OCB. Role clarity and OCB will also lead to a competitive secondary school performance. Finally, the model shows that secondary school teacher competences will lead to secondary school performance, thus, student academic excellence.

## **Chapter Two: Literature Review**

### **Introduction**

In this chapter, the researcher deals with the current literature relevant to the study. The variables were discussed in line with the way they relate to each other and the stated objectives.

### **Secondary School Teacher Competences and Role Clarity**

Competence is the underlying characteristics of a person that results in efficient work performance. In addition to that, Woodruffe (1998) described competences as a set of behaviors that a person must display in order to execute the roles of a job with applied knowledge and skills. Employees need to be assured that one has reached an appropriate level of competence to do what is expected, Pearn and Kandola (1993).

Armstrong and Baron (1995) noted that competence analysis is a process of obtaining objective information about a role being performed. Pearn and Kandola (1993) found that competence analysis sets the basis for providing competence profiles that bring about role clarity and promote OCB in an organization. Thus it involves seeking for behavior and knowledge to meet performance expectations in a role and deliver the required results. Boyatzis (2000) clarified that core competences for employees represent a core-size-fits-all approach. It includes a set of competences identified in all employees or class of employees, like teachers. Shippman et al. (2000) found that competences fall into two categories, i.e., behavioral and managerial. Behavioral competences are defined as behavioral repertoires which employees bring to the job. The level of analysis used is the person and the job and there is clear specification that these competences are what

employees need to bring the role/job/task to be performed to the required level.

Dubios and Rothwell (2000) noted that competences are a personal characteristic that is proven to drive superior job performance. Competences describe what top performers do more often with better results and achievement of success. They describe what makes people effective in a given role. Armstrong and Baron (1995) noted that a role is a set of obligations and rights one has in an organization. Bauer (2002) stated that role definitions cover the behavior aspects of work i.e. the competencies required in achieving expected levels of performance and contribution in addition to the task to be carried out or the results to be attained. From the above, it is noted that the current literature on competence is not specific to the teacher profession and how it's related to the concept of role clarity among teachers.

### **Role Clarity and Organizational Citizenship Behavior**

Armstrong and Baron (1995) have noted that a role stipulates the reason for existence of the incumbent in the organization. The concept of a role is concerned with what people do and how they do it to meet organizational goals and objectives. Bauer (2002) noted that role definitions provide the basis for identifying competencies necessary to contribute to the organizational goals and mission, thus providing a basis for role clarity and motivation for OCBs in an organization.

Organ (1988) originally coined the term Organizational Citizenship Behaviors (OCB) and defined them as individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. Somech and Drach-Zahavy (2000) noted that the

definition of Organ (1988) stressed that the behavior must be voluntary; i.e., neither role-prescribed nor part of the formal duties. Pooja and Renu (2006) observed the phenomena of OCB which he termed as 'extra role behaviors' and referred to them as 'innovative spontaneous behavior'. Organ (1988) provided a scale of five dimensions which make up the OCB construct and some of them are altruism and conscientiousness. Employees exhibit altruism, a behavior which has the effect of helping another specific person solve an organizationally relevant task or problem. He also noted that conscientiousness allows one to carry out his/ her specific role requirement to levels beyond those normally expected (official requirements).

Pooja and Renu (2006) noted that teachers in well-functioning schools consistently go beyond the minimum expectations of formal job descriptions (roles) and contracts, hence, demonstrating goodwill, smooth functioning and efficiency of school organizations. Teachers in schools with high citizenship take it upon themselves to volunteer innovative suggestions, sponsor extra-curricular activities, and serve on new committees. Moreover, teachers help students on their own time, stay after school to help if necessary, and resist the temptation to give students busy work. OCB in schools provides a serious educational context in which teachers are rarely absent, make efficient use of their time work collaboratively, and emphasize professional activities rather than personal ones. Also, teachers use their talents and efforts to benefit all school participants. Wilson and Coolican (1999, as cited by Somech and Drach-Zahavy, 2000) noted that teachers exhibit higher levels of OCB when they feel a sense of control (autonomy) on the job.

From the above, it's noted that the present literature tackles very well the concept of OCB among teachers. However, there is no clear link between this concept and role clarity

among teachers. The researcher's findings dealt with this link by showing the relationship between role clarity and OCB and their level of significance.

### **Organizational Citizenship Behavior and Secondary School performance**

Ddungu (2005) found that headmasters ought to demonstrate behaviors that emphasize both solving subordinate welfare conditions and implementing the set school timetable. This will lead to the achievement of desired school performance.

Organ and Paine (1999) said that OCB includes behaviors that contribute to the maintenance and enhancement of the social and psychological context that supports task performance, thus reducing friction, increasing efficiency, and organizational effectiveness. Organ (1988) revealed that organizations often benefit when their employees are willing to contribute to the organization above and beyond their formally defined job descriptions. Carasco (1995, as cited in Munene, Odada, Kasente, Carasco, Epeju, Obwoya, Omona, and George, 1997), found that time keeping by the teachers had a positive influence on school performance. Dradri (1994, as cited Munene et al., 1997) found that the teacher's classroom behaviour are a significant determinant of student excellence. Lathan and Fry (2002) postulated that employees who believe that they have been treated fairly, respond to change initiatives within the work environment with behaviors that reflect effort beyond the call of duty. OCB is positively related to organizational (MacKenzie & Podsakoff, 2002) and group level performance (George & Bettenhausen 2000; Karambayya, 2001). Somech and Drach-Zahavy (2000) noted that the definition of Organ (1988) of OCB stressed that the behavior benefits the organization from the organizational perspective. Thus, OCBs do not occur haphazardly within the

organization, but are behaviors directed towards, or seen as, benefiting the organization.

Pooja and Renu (2006) have found that OCB has been recognized as an essential component of effective organizations. Thus, OCB can be said to lubricate the social machinery of the organization. The effective functioning of the organization depends largely on employees' efforts to engage in OCB. Psychologists have assumed that to meet the new standards for schools, school personnel must practice OCB. Teachers who are above 36 years tend to exhibit higher levels of OCBs in comparison to those below 36 years. Thus, OCBs will always lead to high effectiveness of the school.

Diefendorff, Brown, Kamin, and Lord (2002) noted that OCBs operate indirectly; they influence the social and psychological environment of organizations, which in turn influence the technical core; since it involves extra role behaviors of some teachers towards students and teachers. These teachers help students with class materials; acquire expertise in new areas that contribute to their work, and prepare special assignments for students; thus improving school performance. Somech and Drach-Zahavy (2000) discovered that today, as schools move into new era of reorganization, performance is necessary but not sufficient for predicting school effectiveness. Therefore, schools will have to be more dependent on teachers who are willing to exert considerable effort beyond formal job requirements, namely, to engage in OCB.

From the above, with the exception of Ddungu's (2005) finding, it's noted that most of the literature deals with OCB as a general concept. It's not specific to the field of education, secondary school performance and student academic excellence in particular. Therefore, this study covered the gap by showing the relationship between OCB and

secondary school performance, student academic excellence in particular.

### **Role Clarity and Secondary School performance**

Bauer and Simmons (2005) describe a role as a set of norms or expectations applied to the incumbents and the capacity in which they receive and understand information needed to perform their jobs. George and Jones (1999) have found that a role is a set of behaviours or tasks a person is expected to perform because of the position he/she holds in a group or organisation. Bauer (2002) noted that role definitions cover the competencies required in achieving expected levels of performance and contribution in addition to the task to be carried out or the results to be attained. The role also allows valuing the parts people play in addition to the jobs they are required to do to meet organizational objectives.

Armstrong and Baron (1995) found that role clarity addresses what incumbents do and how they do it in order to meet both organisational and individual objectives. Teas, Wacker, and Hughes (1979) defined role clarity as the degree to which required information is provided about how the employee is expected to perform his/her job. Kelly and Hise (1980) noted that role clarity is the extent to which an individual receives and understands information required to do the job. Churchill, Ford, Hartley, and Walker (1985) said that a lack of role clarity has a negative impact on job performance. Truckenbrodt, (2000) reported that role clarity brings about commitment within employees. He continued and discovered that committed employees are associated with better organizational performance.

Armstrong (1995), defined key result areas, as areas of the work role, where the incumbent is expected to produce results. He noted that key result areas focus on outputs or results rather than role fulfillment, describe role aspects that require the achievement of results, clearly point to performance measures, suggest standards for resultant achievement and all together represents the major outputs expected of a role. Key result areas answer the question “what are the main areas in which people in this role must get results to achieve its purpose?”

Somech and Drach-Zahavy (2000) noted that teachers understand their work processes and challenges. Therefore, they always enable successful teaching in their schools. However, Llarena (2005) has found that there is need to differentiate role accountabilities both horizontally and vertically because if everyone is accountable, no-one is. And if no-one is accountable, things probably won't get done. Conley and Woosley (1999) have found that role stress may thwart teachers from performing successfully, thus frustrating teachers who value the task attributes of enriched work.

From the above, it's noted that the current literature deals with role clarity and how its related to the performance of the incumbent's job, but not the wider secondary school performance (students academic excellence in exams in particular). Secondly, the link between these two variables is just implied but not brought out clearly. Thus, this gap shall be covered by showing the relationship between the variables, with specific reference to their indicators, like student academic excellence for secondary school performance.

## **Secondary School Teacher Competences and Organizational Citizenship Behavior**

Incompetent teachers do not offer the flexibility and commitment that many secondary schools seek (Namutebi, 2006). Organ (2006) urges that through altruism, employees voluntarily help the less skilled and new employees who need to be trained and guided by the competent staff already in the organization in order to realize organizational effectiveness. Employees exhibit the antecedent of courtesy by encouraging other co-workers to develop their careers through the improvement of their talents, skills, and abilities.

According to Tiens (2003), competence is one's ability to show that you have the necessary knowledge, skills and application of these to do your job on the required standard effectively and consistently. Therefore, it involves showing that one can do a good job and provide an excellent service. Tiens (2003) claims that desirable employee competences include skills like adaptability, personal development, effectiveness, and influential skills. Further still, interpersonal skills like helping others to learn (altruism), serving customers and participating in key work place competences were deemed as essential to learn. Other common competences include, independent thinking (initiative) communication and sharing information, teamwork, and corporate building relationships and problem solving. Tiens also discovered that it's extremely important to note that while organizations may not explicitly demand organizational citizenship behaviors within their firm, they may be indirectly requiring such behavior of their employees through the utilization of their competences.

Organ (2006) noted that supervisors ought to take account and reward OCB both directly

and indirectly; like preferential treatment, performance ratings, promotion and many others. Organ continued and stated that OCBs are often internally motivated arising and sustained by an individual's intrinsic need for a sense of achievement and competence use. Employees exhibit a helping hand which encourages workers to develop their careers through improvement of their skills and abilities. Through consciousness, employees are able to carry on their duties beyond the required minimum level. Thus, the current literature shows a clear link between the two variables. However, this link is not specific to the teaching profession in most of the literature reviewed. Therefore, there is a need to bridge this gap in the literature.

### **Secondary School Teacher Competences and Secondary School Performance**

According to Beebwa (2007), competent teachers predict 70% of student academic performance as compared to incompetent teachers who predict 10%. He further said that competent teachers give an advantage to the students to learn and perform well.

Government schools don't perform well because of poor learning environment and low salaries in schools. According to Ddungu's (2005) findings, school administrators reported that their in-born ability (personality, physical, and social traits) had helped them push for desired school performance. However, the performance can be either positive or negative depending on whether the traits (innate ability) are put to use in the positive manner. Single-handed decision-making and the need for personal power were the traits that dominated headmasters associated with ineffective school performance.

In Cascio's study (1999, as cited in Mulira, 2005), it's found that there is acceptance that competence is concerned with the performance of work in an effective manner.

Performance has been described as the organizational consequential results/ outputs given by employees as a result of using the competences required of them in the workplace.

Kirst (1995, as cited in Munene, 1997), found that competent teachers are agents of change that influence the quality of the education system. Mulira (2005) has found that evaluation of organizational performance with a competence approach provides organizations with a clear picture to enable its performance. In organizations, employees are helped to develop their competences through acquisition of knowledge, skills, abilities and interests to enhance performance. Armstrong (2003) noted that competences can be thought of as tools that individuals use for successful or exemplary performance. Competences have attributes like what people need to know and be able to do to perform their job effectively. Boyatzis (2000) noted that competences are predictors of job performance.

Yariv and Coleman (2005) noted that allegations of teacher incompetence consist of factors like poor classroom organization, class control, subject knowledge, and inability to deliver the curriculum. The teachers' poor performance can destroy the efforts of students, other staff members, and parents. Poor teaching undermines the chances of students to succeed.

## **Conclusion**

This chapter dealt with the literature review about the study variables as they were stated in the study objectives. There are various gaps that were identified in the current literature

like not being specific to the teacher profession. As a way of bridging these gaps, the following hypotheses were developed from the objectives to guide the study.

### **Hypotheses**

The study was guided by the following hypotheses:

1. There is a significant relationship between secondary school teacher competences and role clarity.
2. There is a significant relationship between role clarity and organizational citizenship behavior (OCB).
3. There is a significant relationship between organizational citizenship behavior (OCB) and secondary school performance.
4. There is a significant relationship between role clarity and secondary school performance.
5. There is a significant relationship between secondary school teacher competences and OCB.
6. There is a significant relationship between secondary school teacher competences and secondary school performance.

## **Chapter Three: Methodology**

### **Introduction**

This chapter deals with the methodology used to obtain data from the respondents and its analysis. It includes the following: the research design, the targeted population and sample size, the data collection, measurement of variables, instrument reliability and validity, data management and analysis, and limitations to the study.

### **Research design**

The study used the correlational research design in the collection and analysis of both qualitative and quantitative data. This is because all the study objectives were aiming at establishing the relationships between the study variables. Qualitative data was used to establish the underlying issues/ factors/ reasons that were implied in the quantitative findings.

### **Targeted population and sample size**

The study targeted 5 respondents from 30 secondary schools in Mukono District aiming at a total of 150 respondents. However a total of 126 teachers responded to the questionnaire. This is a representative sample of teachers in each school. The study used a random sampling method to collect qualitative and quantitative data from the selected schools.

In the sample, majority of the respondents (50%) were within the age range of 20-29. The age bracket of 30-39 accounted for 38%. 10% of the respondents were in the age bracket

of 40-49. The age brackets of 50-59 and 60 and above accounted for 1% each. 55% of the respondents were single. The married respondents accounted for 45% of the total respondents.

It was indicated that 88 respondents (70%) were males and 38 were females (30%). 40 respondents (32%) were diploma holders, 75 respondents (60%) were degree holders, and 11 were post graduates (9%). 33 respondents had spent 4-6 years in their schools. 22% of the respondents had spent 2-4 years and the least respondents (3) had spent 8-10 years.

### **Data collection**

The researcher acquired an introductory letter from the Institute of Psychology, Makerere University, which was presented to the management of the selected schools. Data collection was in two phases. The first phase involved developing a competence profile of a secondary school classroom teacher (appendix B). In this phase, the researcher met four teachers from one of the secondary schools and developed the competence profile as per the guidelines set by Armstrong and Baron (1995). This profile consists of the following; key results areas (KRAs), competences, critical outputs, and performance levels. KRAs are areas of the work role, where the teacher is expected to produce results, critical outputs are reports by knowledgeable observers of the behavior that teachers did what was effective or ineffective in performing parts of their roles, and performance levels are generated as a way of identifying the teachers' standard of performance. The developed profile articulated the competences expected from the secondary school classroom teacher. It's these competences that were used to develop the questionnaire that measured secondary school teacher competences.

The second phase involved administering of the questionnaire to the teachers. A self-administered questionnaire was used to collect data that was both quantitative and qualitative. Both qualitative and quantitative data was needed for complementary purposes. Qualitative data was used to establish the underlying issues/ factors/ reasons that were implied in the quantitative findings.

The questionnaire had two parts. Part one measured three variables: secondary school teacher competences, role clarity and OCB on a likert response scale. The developed competence profile was used to develop an instrument for measurement of secondary school teacher competences. The data collected from these variables were quantitative. Part two of the questionnaire measured the dependent variable, secondary school performance (at both “O” level and “A” level). The data collected in part two was both quantitative and qualitative in nature. Quantitative data was collected using close-ended questions such as *‘In the last five years, has your school emerged among the top 50 schools in the National Examinations of O Level?’*. In order to verify the correctness of the information given by respondents in the close-ended questions, the researcher collected more information from the education department of Mukono and obtained the performance of the different secondary schools in the district. The responses given in these questions needed to be elaborated further and the underlying reasons needed to be clarified. Therefore, the qualitative data collected from the open-ended questions such as *‘If Yes, why do you think your school was able to achieve this?’* assisted the researcher to elaborate and clarify on the quantitative findings. All the data in part one and part two was collected in a single questionnaire that was administered in a single phase.

## **Measurement of Variables**

The study variables were measured as follows:

### **i. Secondary School Teacher Competences**

This variable was measured on a four point likert scale that consisted of items developed from the secondary school classroom teacher competence profile that was developed in phase one of data collection. The scale ranged from 'very true' (1) to 'very untrue' (4). The profile consisted of competences derived from the key result areas (KRAs) of secondary school teachers. One of the KRAs is: set and administer weekly assignments and mid-term tests and mark them before the end of term examinations according to the education policy. Some of the competences that were derived from this KRA are: reading and summarizing the education policy, administering tests/ assignments, and setting deadlines for receiving answer sheets.

### **ii. Role Clarity**

Role clarity was measured on a four point likert scale that ranged from strongly agree (1) to strongly disagree (4). The items were adopted from role clarity published measures developed by Pestonjee as used by Sande (2005). Some of the items that were used are: my responsibilities are clearly defined, I know the mission of my role, and I can very well appraise my own performance in this role. These were the items that were subjected to the four point likert scale mentioned above.

### **iii. Organizational Citizenship Behavior**

Organizational Citizenship Behavior was measured using a likert scale with five response options, ranging from ‘never’ (1) to ‘always’ (5). The items were adopted from Kagga (1996). Some of the items used were: I seek and accept responsibility at all times, I perform competently under pressure, and I readily accept more work.

**iv. Secondary School Performance**

Secondary school performance was measured basing on the academic excellence at both “O” level and “A” Level in the selected schools. The data were captured using an instrument developed by Mulira (2005). This instrument collected both qualitative and quantitative data. The qualitative data was collected using open ended questions like: *“Why do you think your school was able to emerge among the top 50 schools in the National Examinations of “O” level?”* These open-ended questions assisted the researcher to collect qualitative data that was used to compliment the quantitative findings within the dependant variable, secondary school performance.

**Instrument reliability and validity**

Cronbachs coefficient alpha test (Cronbachs, 1946) was used to test the reliability of the instrument of the three variables and the results in table 1 below were obtained.

**Table 1**

**Reliability coefficient**

<b>Variable</b>	<b>Alpha coefficient</b>
Secondary school teacher competences	0.92
Role clarity	0.69

Organizational citizenship behavior	0.77
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Table 1 above indicates that the alpha coefficient was well above 0.5, thus, indicating that the scale used to measure the study variables were consistent and therefore, inferred to as reliable (Cronbachs, 1946). The validity of the instrument was established by conducting a pilot study using secondary school teachers as respondents. The results were analyzed and the instrument was adjusted to suite the targeted sample.

### **Data Analysis**

#### **i) Quantitative Data**

The quantitative data obtained from the structured part of the questionnaire were coded, entered, processed, analyzed, and tabulated in the Statistical Package for Social Scientists (SPSS) program. Inferential statistics, with specific regard to Pearson correlations coefficient test were carried out to establish the relationships between the variables. Regression analysis was carried out to predict the effect of the independent variable (secondary school teacher competences) on the moderating variables (role clarity and OCB) and dependent variable (secondary school performance).

#### **ii) Qualitative Data**

The qualitative data from open-ended questions were coded and analyzed with the help of networks and matrices based on Miles and Huberman (1994). Networks are described as displays of the most important variables in a field of study (shown in boxes) and the relationship among them (shown as arrows).According to Miles and Huberman (1994), a

causal network is a comparative analysis of all cases in a sample, using variables estimated to be the most influential in accounting for the outcome. A causal network was used to display the reasons that are responsible for students' academic excellence, the predictor of secondary school performance. Another causal network was used to display the reasons that are responsible for students' academic failure. A network was also used to display the stakeholders that interact with secondary schools and the size of the interaction.

Miles and Huberman (1994) define matrices as displays that structure and organize great amounts of data simultaneously in their cells as compared to their original state. One of the matrices that Miles and Huberman (1994) describe is a role-ordered matrix. It sorts data in its rows and columns that have been gathered from or about a certain set of role occupants. A role-ordered matrix was used to outline the role holders in a secondary school, their roles and implications to secondary school performance.

### **Limitation**

The researcher encountered the following constraint:

1. Respondents did not answer well section E (secondary school performance) of the questionnaire. 8% of the respondents did not answer the open-ended questions in this section because it required them to write down reasons that led their schools to perform accordingly. Thus, it would have been better if group interviews were used to collect data on the dependent variable.

## Chapter Four: Data Presentation and Interpretation

### Introduction

This chapter presents the results from the data analysis. The results are in two parts. Part one presents results in relation to the hypothesis of the study. Part two presents the effects of the independent variables on the dependent variable.

### Relationship among Variables

This part provides the results of the study according to the research hypothesis. All the research hypotheses were investigated using the Pearson correlation test. A Pearson correlation test was run in order to investigate whether the variables put forward in the conceptual framework are related.

**Table 2**

**Correlation coefficient matrix**

<b>Variables</b>	<b>Teachers competences</b>	<b>Role Clarity</b>	<b>Organizational Citizenship Behavior</b>
<b>Teachers competence</b>			
<b>Role Clarity</b>	0.20**		
<b>Organizational Citizenship Behavior</b>	-0.05*	-0.28**	
<b>Secondary School Performance</b>	0.07	-0.20*	0.13

\*Correlation is significant at the 0.05 level (2-tailed).

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

### Relationship between secondary school teacher competences and role clarity

Objective 1 was to establish the relationship between secondary school teacher competences and role clarity. Results in table 2 show that secondary school teacher competences are positively related to role clarity ( $r = 0.20$ ). This implies that the higher

the level of secondary school teacher competences, the higher the role clarity is likely to be.

### **Relationship between role clarity and organizational citizenship behavior (OCB)**

Table 2 shows that there is a negative relationship between role clarity and organizational citizenship behavior ( $r = -0.28$ ). This implies that the higher the role clarity, the lesser the OCB. Therefore, it does not necessarily mean that teachers with high role clarity will participate in citizenship behavior.

### **Relationship between organizational citizenship behavior (OCB) and Secondary school performance**

The quantitative data findings established that there is a positive relationship between OCB and secondary school performance ( $r = 0.13$ ). However, the relationship is not significant. This implies that the higher the level of OCB, the higher secondary school performance is likely to be.

The above finding is further supported by the qualitative data findings in figure 2 below.

**Figure 2**

**A causal network showing the reasons/ factors why secondary schools achieve student academic excellence**

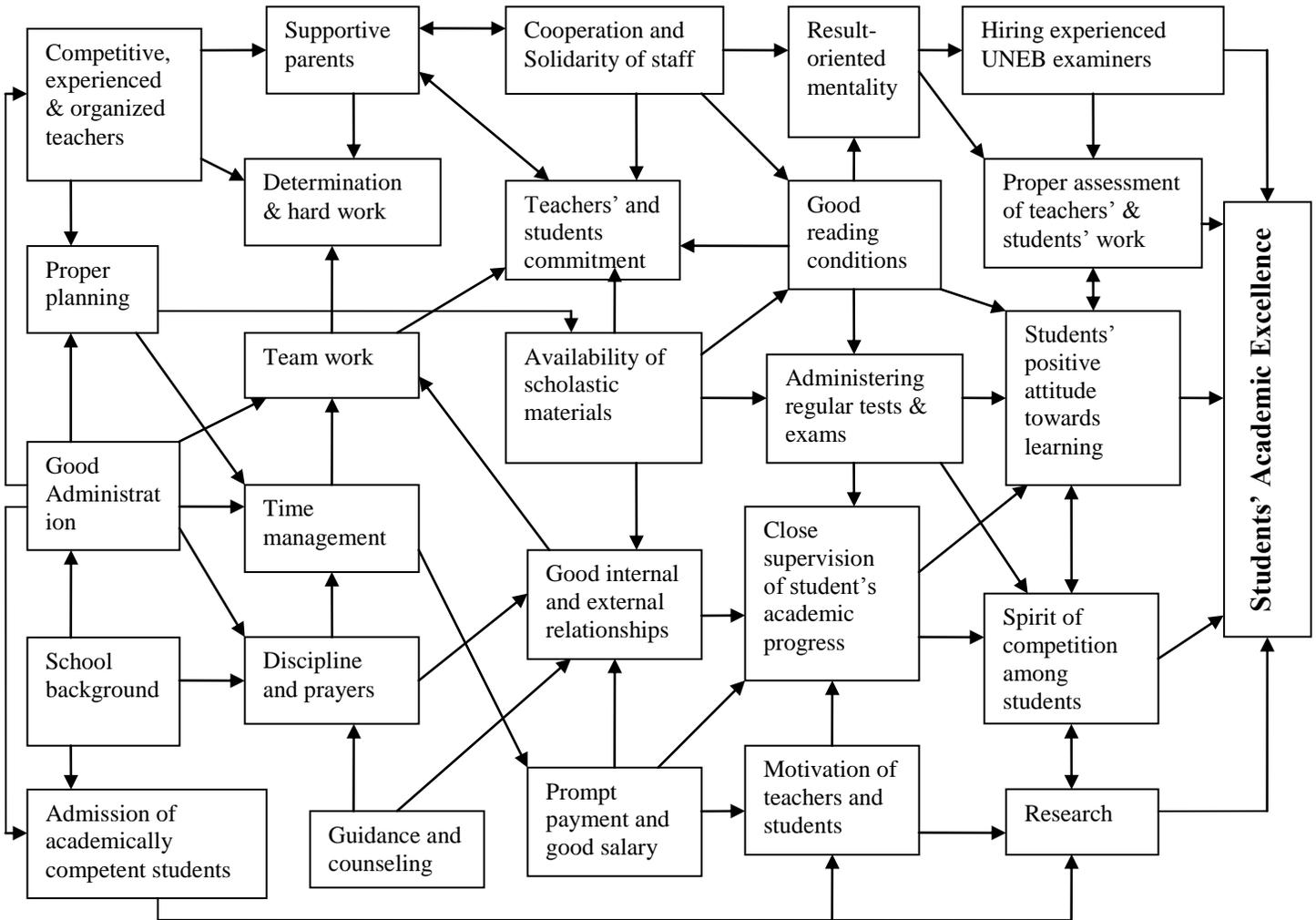


Figure 2 above presents a casual network showing the reasons why secondary schools achieve student academic excellence. It's clearly shown in figure 2 that some of the reasons which contribute to student academic excellence (secondary school performance), also have a strong link to citizenship behaviors, for example, time management, team work, hard work, supportive parents, cooperation and solidarity of staff, and teachers' and students' commitment. Thus, it is further evidence of the positive relationship between OCB and secondary school performance. The higher the citizenship behaviors, the higher the secondary school performance.

### **Relationship between role clarity and secondary school performance**

Quantitative findings (as shown in table 2 above), indicate that there is a negative relationship between role clarity and secondary school performance ( $r = -0.20$ ). This implies that the higher the role clarity, the lesser the secondary school performance. Therefore, it means that there are other factors/ reasons that relate with role clarity to influence secondary school performance. Some of these reasons/ factors are presented from the qualitative data findings as shown in figure 3 below.



Figure 3 above shows the reasons/ factors why secondary schools fail to achieve student academic excellence (secondary school performance). Some of the factors shown are; poor school polices, negative attitude of parents and students towards education, poor teacher working conditions, moral degradation, poor government education policies, high teacher turnover, and many others. Therefore, even though there is high role clarity among secondary school teachers, the presence of the above factors in schools cannot favor student academic excellence (secondary school performance). Thus, this caused the quantitative results to show a negative relationship between the two variables, role clarity and secondary school performance.

Further more, the deeper analysis of some of the factors in figure 3 above, indicates that secondary schools do not operate in isolation. These two factors; poor government education policies, and negative attitude of parents and students towards education, indicate that secondary schools need certain stakeholders (like the government and parents) for them to achieve student academic excellence (secondary school performance). Figure 4 below, shows a network of stakeholders that interact with secondary schools in order to achieve student academic excellence.

**Figure 4**

**A network showing the stakeholders secondary schools interact with to achieve student academic excellence.**

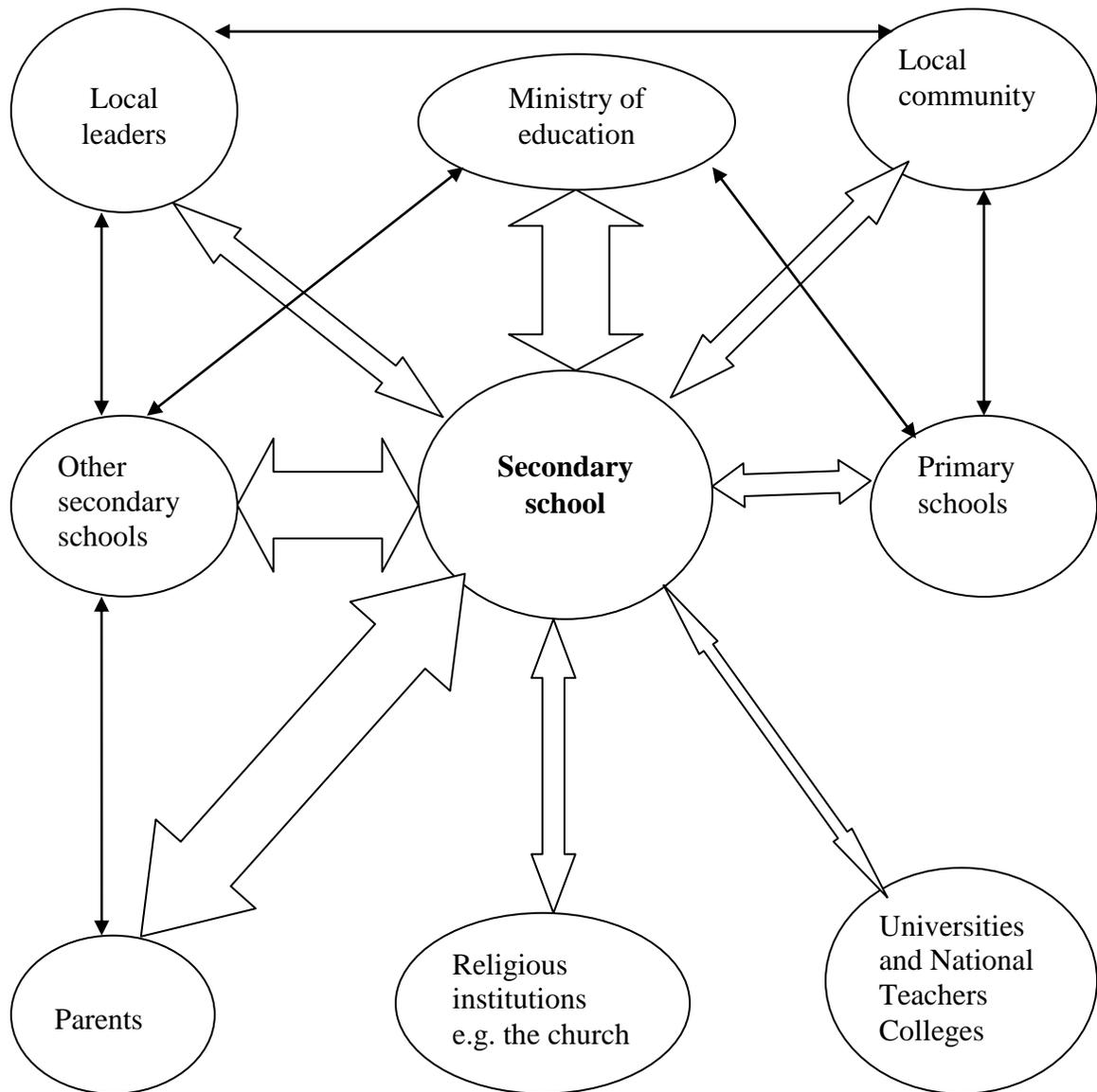


Figure 4 above shows that secondary schools interact with various stakeholders like other secondary schools, ministry of education, the local community, local leaders, primary schools, parents, religious institutions, universities and National Teachers Colleges in order to achieve student academic excellence. The size of the arrows shows the size of the interaction, thus, the bigger the arrow, the bigger the relationship and vice versa. The success of secondary schools greatly depends on the nature of the relationship and the interaction with these stakeholders. The stakeholders with the greatest/ biggest level of interaction are the ministry of education, parents, and other secondary schools. These are followed by the local community, local leaders, religious institutions, and primary schools. The stakeholders with the least size of interaction are the universities and national teachers' colleges. Thus, secondary schools need to have a good relationship with all these stakeholders for them to attain student academic excellence.

All the above stakeholders play various roles for secondary schools to attain student academic excellence. Table 3 below presents a role-ordered matrix showing the stakeholders, their roles and implications to secondary school performance.

**Table 3**

**A role-ordered matrix showing the role holders, their roles and implications to secondary school performance**

<b>Stakeholders (Role Holders)</b>	<b>Roles played</b>	<b>Implications to secondary school Performance</b>
1. Government/ ministry of education	<ol style="list-style-type: none"> <li>1. Providing financial and material support to new/ upcoming schools</li> <li>2. Setting practical policies for the education sector</li> <li>3. Improving standards of living for the people</li> <li>4. Setting minimum wages for teachers</li> <li>5. Improving the Universal Primary Education (UPE) system</li> </ol>	<ol style="list-style-type: none"> <li>1. Availability of finance and material needs</li> <li>2. Set policies</li> <li>3. Improved standards of living</li> <li>4. Improved UPE system</li> </ol>
2. School administration	<ol style="list-style-type: none"> <li>1. Provision of scholastic materials</li> <li>2. Creating a good relationship</li> <li>3. Payment of competitive salaries</li> <li>4. Development of school policies and strategies</li> <li>5. Admission of competent students</li> <li>6. Creating conducive reading environment</li> <li>7. Inviting experienced UNEB examiners</li> <li>8. Provision of incentives to outstanding students and teachers</li> <li>9. Assessment of teacher performance</li> <li>10. Provision of proper feeding</li> <li>11. Maintaining a proper financial status</li> <li>12. Creating good conditions of work</li> <li>13. Setting the school time table</li> </ol>	<ol style="list-style-type: none"> <li>1. Availability of scholastic materials</li> <li>2. Good relationships with stakeholders</li> <li>3. Competitive salaries</li> <li>4. Availability of school policies and strategies</li> <li>5. Competent students</li> <li>6. A conducive reading environment</li> <li>7. Presence of experienced UNEB examiners</li> <li>8. Motivated students and teachers</li> <li>9. Competent teachers</li> <li>10. Proper feeding</li> <li>11. A stable financial status</li> <li>12. Good conditions of work</li> </ol>
3. Teachers	<ol style="list-style-type: none"> <li>1. Teaching discipline to students</li> <li>2. Carry out research</li> <li>3. Organizing educative activities like seminars</li> <li>4. Teaching students as per the set syllabus</li> <li>5. Administering tests and examinations</li> <li>6. Supervision of students</li> <li>7. Assessment of student performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Disciplined students</li> <li>2. Availability of researched data.</li> <li>3. Organized educative activities</li> <li>4. Coverage of the set syllabus</li> <li>5. Competent students</li> <li>6. Organized and focused students</li> <li>7. Students' positive</li> </ol>

<b>Stakeholders (Role Holders)</b>	<b>Roles played</b>	<b>Implications to secondary school Performance</b>
	8. Provision of guidance and counseling to students 9. Changing students' negative attitude towards education and some subjects	attitude towards education
4. Students	1. Studying and revising	1. Competent students
5. Other secondary schools	1. Participating in interactive educative activities like seminars and debates	1. Good relationship with other schools.
6. Religious instructions e.g. the church	1. Leading spiritual activities like prayers 2. Provision of guidance and counseling to students	1. God fearing students 2. Disciplined students
7. Parents	1. Teaching discipline to students 2. Payment of school fees 3. Providing scholastic materials to students	1. Disciplined students 2. Stable financial status 3. Availability of scholastic materials
8. Universities and National Teachers' Colleges	1. Training competent teachers	1. Competent teachers.

From table 3 above, it's presented that the government/ ministry of education plays fundamental roles, like setting of policies for the education sector, towards the achievement of secondary school performance. These are policies that will be followed by all other stakeholders. The table also shows that most roles are played by the school administration and teachers. However, all stakeholders have to work together and play their roles for the successful attainment of secondary school performance. It is worth noting that the roles played by the different stakeholders are also their competences that need to be fulfilled for the attainment of secondary school performance.

Therefore, the implication of the quantitative finding that there are other factors/ reasons that relate with role clarity to influence secondary school performance are presented by the

qualitative data findings of the various reasons why secondary schools fail to achieve student academic excellence (figure 3), the stakeholders (figure 4) and the role they play to influence student academic excellence/ secondary school performance (table 3).

### **Relationship between secondary school teacher competences and OCB**

Secondary school teacher competences were found to be negatively related to organizational citizenship behavior ( $r = -0.05$ ). According to this finding, the two variables move in different directions. This implies that the higher the secondary school teacher competences, the lower the citizenship behavior.

### **Relationship between secondary school teacher competences and secondary school performance**

The quantitative findings indicated that there is a positive relationship between secondary school teacher competences and secondary school performance ( $r = 0.07$ ). This implies that the higher the secondary school teacher competences, the higher the level of secondary school performance is likely to be.

This finding is also complimented by the qualitative findings in figure 2 above. Some of the reasons (as shown in figure 2) that contribute to student academic excellence (secondary school performance) are; competitive, experienced and organized teachers, proper planning, guidance and counseling, administering regular tests and exams, and close supervision of student's academic progress. All these reasons/ factors are examples of secondary school teacher competences mentioned in the questionnaire (appendix A) and the profile of a secondary school teacher (appendix B). Therefore, both the quantitative and

qualitative findings of the study indicate that there is a positive relationship between secondary school teacher competences and secondary school performance.

**Effects of secondary school teacher competences, role clarity, and organizational citizenship behavior, on secondary school performance**

The results below show the effects of the combination of the study variables (secondary school teacher competences, role clarity, and organizational citizenship behavior) on the dependant variable (secondary school performance). The results are presented in table 4 below.

**Table 4**  
**Regression Analysis showing the effects of the independent variables on the dependent variable**

Independent Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square	Adjusted R Square	F	P
	B	Std. Error	Beta						
(Constant)	1.58	0.58		2.74	0.01	0.052	0.270	2.07	0.108
Teachers competence	0.14	0.11	0.11	1.21	0.23				
Role Clarity	-0.27	0.15	-0.18	-1.84	0.07				
Organizational Citizenship	0.09	0.10	0.09	0.91	0.37				

Dependent Variable: Secondary School Performance

Regression analysis showed that adjusted R square is 0.27. This means that secondary school teacher competences, role clarity, and organizational citizenship behavior predict 27% of the variance in secondary school performance. However, the greatest predictor of variation in relation to the magnitude of the Beta is secondary school teacher competences (Beta = 0.11, t = 1.21) while the lowest predictor is role clarity (Beta = -0.18, t = -1.84).

The researcher’s regression model was significant at (F = 2.07, P>0.05).

## **Chapter Five: Discussion, Conclusion, and Recommendations**

### **Introduction**

This chapter presents the discussion of the findings observed and inferred from the data presented in chapter four. The chapter is divided into four parts. Part one deals with the discussion of the research findings. Part two looks at the conclusions from the findings. Part three deals with recommendations which are based on the findings of the study and part four deals with the suggestions for further research.

### **Discussion**

The discussion is guided by the research hypotheses.

### **Secondary school teacher competences and role clarity**

The study showed that there is a positive relationship between secondary school teacher competences and role clarity. This implies that the higher the secondary school teacher competences, the higher the role clarity is likely to be. The relationship was positive because the competences of a teacher are a break down of the roles of a teacher. This is in agreement with the description of competences according to Woodruffe (1998) that competences are a set of behaviors that a person must display in order to execute the roles of a job with applied knowledge and skills. Therefore, the more competent a teacher is, the more his or her role clarity and vice versa. The study is also in agreement with Munene et al (2004) who stated that there is a positive relationship between operant competences and role clarity.

Secondary school teacher competences and role clarity are key variables in determining secondary school performance (student academic excellence). Universities and national teachers' colleges (NTCs), as shown in the network (figure 4), are the institutions that impart the competences and influence role clarity among secondary school teachers. Therefore, other stakeholders like the ministry of education and religious leaders (figure 4) have to play very well their roles/ competences shown in the role-ordered matrix (table 3) because they influence the operation of the Universities and the NTCs. There is a need to note that many universities and NTCs are owned and have a religious or government foundation. Therefore, if the universities and NTCs produce competent teachers, the end result will be role clarity and student academic excellence (secondary school performance).

There is a need for secondary school teachers to undergo the process of competence analysis and profiling as a way of increasing role clarity among the teachers. In line with this, Armstrong and Baron (1995) also highlighted that the process of identifying competences necessary to meet performance expectations in a teaching role (competence analysis and profiling), promotes role clarity of teachers. Through this process, each secondary school teacher will be able to come up with a profile like the one in appendix B.

### **Role clarity and organizational citizenship behavior (OCB)**

Role clarity was found to be negatively related to organizational citizenship behavior. Thus, the two move in different directions. This implies that the higher the role clarity, the lesser the OCB. This finding supports the empirical evidence in some situations where secondary school teachers with higher role clarity never participate in OCB.

The study is in disagreement to Bauer (2002) whose finding says that role definitions provide the basis for identifying competencies necessary to contribute to the organizational goals and mission, thus providing a basis for role clarity and motivation for OCB in an organization. There are various reasons why this study finding is in disagreement with Bauer (2002). Under normal circumstances, it is not automatic that role clarity will lead to OCB. There are other intermediate factors that relate with role clarity to determine OCB. As an example, figure 3 shows the reasons why schools fail to achieve student academic excellence. Some of the reasons are; poor government education policies, poverty and poor standards of living of the teachers and students, little food, and poor teacher working conditions. There is no way a teacher will exhibit citizenship behavior when he/ she is not certain about the basic human needs like food. This is in agreement with Basudde's (2009) finding that accommodation is among the biggest challenges faced by secondary school teachers. He noted that if a teacher stays far from school, he/ she cannot come in time. Even the money is not enough for him/ her to rent decent accommodation. Secondly, issues like poverty, poor standards of living, and poor working conditions are not favorable grounds for a teacher to exhibit OCB however high role clarity can be. Instead, they will spend more time looking for food and concentrating on other income generating activities, which will lead to absenteeism and other anti-social behaviors.

Therefore, it should be noted that presence of favorable conditions (see figure 2) like prompt salary payment, teacher motivation, and team work, among others, are key to a teacher with role clarity to demonstrate OCB in secondary schools. Thus, this explains why the study finding indicated a negative relationship between role clarity and OCB.

## **Organizational Citizenship Behavior (OCB) and Secondary School performance**

The study showed that there is a positive relationship between OCB and secondary school performance ( $r = 0.13$ ), although the relationship is not significant. This implies that the higher the level of OCB, the higher secondary school performance is likely to be. The study finding is in agreement with Dradri (as cited by Munene et al., 1997) who revealed that the teacher's classroom behavior are a significant determinant of student excellence. The study finding also agrees with the research conclusion that OCB is positively related to organizational (MacKenzie & Podsakoff, 2002) and group level (George & Bettenhausen 2000; Karambayya, 2001) performance.

When we look at figure 2, there are many examples of OCB that have influenced student academic excellence and some of these are; time management, team work, hard work, supportive parents, cooperation and solidarity of staff, and teachers' and students commitment. Figure 2 also shows that supportive parents and teamwork will lead to teachers' and students' commitment. Time management will lead to prompt payment and a good salary. Cooperation and solidarity of staff will lead to result-oriented mentality and a good reading condition. Thus, we note that OCB breeds various conditions favorable for secondary school performance (student academic excellence).

It is also worth noting that figure 2 presents prayers and discipline as one of the fundamental reasons that led to student academic excellence. Teachers have to develop all various aspects of student formation like the academic, social, spiritual, and physical aspects. However, the government and some schools seem to neglect the spiritual part of human growth. All schools that achieved student academic excellence emphasized the

importance of prayer and discipline. Prayer breeds disciplined students and a favorable environment for counseling and guidance. Discipline is a fundamental key to success. Guidance and counseling will change the students' and parents' negative attitude towards education (as shown in figure 3) and develop a result-oriented mentality (as shown in figure 2). Therefore, parents and schools should emphasize the spiritual aspects of discipline, prayer, guidance and counseling which will reduce moral degradation.

### **Role clarity and secondary school performance**

Role clarity was found to be negatively related to secondary school performance. Thus, the two move in different directions. This implies that the higher the role clarity, the lesser the secondary school performance. It should be noted that role clarity is abstract and it will never have any impact unless it's put into practice by a teacher exhibiting actions which indicate role clarity. However, for a teacher to exhibit role clarity actions, there are other factors that ought to be present to lay a favorable ground for the exhibition of role clarity actions. Some of these factors are shown in figure 2 like; good interpersonal relationships, teachers' and students' commitment, cooperation and solidarity of staff, and many others. Therefore, without the presence of such factors, role clarity will never lead to student academic excellence (secondary school performance). The study disagrees with what Truckenbrodt, (2000) found that role clarity brings about commitment within employees which will eventually breed better organizational performance.

The negative relationship between role clarity and secondary school performance also suggests that there are other factors/ reasons that interact with role clarity to influence student academic excellence (secondary school performance). Some of these factors are

presented in figure 3 and these are: poor school administration policies, poverty, poor standards of living of the teachers and students, poor Universal Primary Education (UPE) system which breeds poor students to be admitted in secondary schools, and many others. Therefore, however high role clarity can be among teachers, the presence of such factors in a school can not favor student academic excellence (secondary school performance).

The presence of factors and reasons in figure 3 in secondary schools calls for a mechanism of rectifying them if secondary schools are to achieve student academic performance (secondary school performance). Further analysis of these factors shows that different stakeholders must play their roles for the achievement of secondary school performance. Some of these stakeholders are shown in figure 4. The roles some of these stakeholders play are also displayed in table 3. Among the stakeholders that interact with secondary schools are local leaders and local community. These are the primary stakeholders since they form the surroundings where secondary schools are located. If the local leaders and community are not cooperative, secondary schools can not survive in such an environment. Local leaders play the role of mobilizing the local community to support the schools, provide security, and many others. The community plays roles like bringing students for admission and financial support among others. Therefore, secondary school administrators have a big challenge of winning the community's commitment to support the schools. In order to do this, school owners and administrators ought to be equipped with stakeholder management skills that will bring about good external relationships and improve social capital, in order to acquire secondary school performance.

The government, through the ministry of education, is another important stakeholder of secondary schools. The most important role of the ministry of education is to set policies that govern the education sector. However, various cases have been cited where government officials or representatives have exhibited the highest level of incompetence and lack of role clarity. According to Kalyango (2009), the District Education Officer (DEO) of Kamuli district authorised the recruitment and appointment of 50 teachers who had no minimum academic qualifications. The DEO also referred the appointees to the district service commission for deployment and ensuring that their salaries were processed. Therefore, if the ministry is having such officials, the challenge of improving the education system is still great.

Other important stakeholders presented in figure 4 are primary schools. Primary schools are the foundation that determines the quality of students admitted in secondary schools. Most secondary schools admit students that are a product of the UPE system. However, there are various elements in the UPE system that are not favorable for the proper running of primary schools like inadequate finances, scholastic materials, and poor management skills. Figure 2 shows that the school background is among the reasons why secondary schools achieve student academic excellence. Figure 3 also indicates that the poor UPE system breeds poor students for admission in secondary schools. Therefore, if the government improves the UPE system, secondary schools will have a strong foundation for student excellence.

The school administration ought to play all its roles since it's on ground to run all the activities at the school. The study showed that poor teacher remuneration, poor school

administration policies, poor teacher working conditions, and poor planning have greatly affected secondary school performance. The study also found that poor salaries lead to a high teacher turnover, poor school administration policies lead to inadequate scholastic materials, and poor planning leads to high student to teacher ratio. This is in agreement with what Beebwa (2007) discovered that sometimes teachers do not teach well their students because of poor teaching and learning environment, poor conditions of service, and poor pay. Therefore, the school administration should also play its roles for the achievement of student academic excellence. Most of the factors presented in figure 2 are the responsibilities of the school administrators to play.

From the above discussion, it can be conclusively said that there are various factors responsible for the negative relationship between role clarity and secondary school performance. First of all, the school environment in which teachers operate must be favorable for teachers to exhibit role clarity which will eventually lead to secondary school performance. Secondly, since secondary schools are social communities, all the stakeholders that influence the operation of the schools have to fulfill their roles if the two variables, role clarity and secondary school performance, are to have a positive relationship.

### **Secondary School Teacher Competences and Organizational Citizenship Behavior**

Secondary school teacher competences were also found to be negatively related to organizational citizenship behavior. This means the two variables move in different directions. Thus, the higher secondary school teacher competences increase, the lower the citizenship behaviors. This also means that being a competent secondary school teacher

does not necessarily mean assurance of exhibiting citizenship behavior. In practical life, there is empirical evidence that most competent secondary school teachers tend to disregard citizenship behavior and stick only to their roles. That's why there was a positive relationship between secondary school teacher competences and role clarity.

Secondly, there is a need to point out that Organ's (1988) definition of OCB stressed that the behavior must be voluntary (Somech and Drach-Zachary, 2000). Therefore, it's no guarantee that a competent secondary school teacher will exhibit OCB because it involves a personal will to engage in citizenship behavior.

Lastly, as noted in the causal networks (figures 2 and 3), there are many factors that influence OCB. As an example, a school environment with factors in figure 2, like supportive parents, good internal and external relationships, solidarity, and teamwork, among others, there are higher chances of a competent secondary school teacher exhibiting OCB. On the other hand, a school environment with factors in figure 3, like poor planning, negative attitude towards education, and moral degradation among others, a teacher can never volunteer to exhibit OCB however competent he/ she might be.

### **Secondary school teacher competences and secondary school performance**

The study showed that there is a positive relationship between secondary school teacher competences and secondary school performance ( $r = 0.07$ ). This implies that the higher the secondary school teacher competences, the higher the level of secondary school performance is likely to be. Secondary school teacher competences is the only single factor among others that will lead to a positive relationship with secondary school performance.

The study is in agreement with various research findings like Kirst (1995, as cited in

Munene, 1997) who found that competent teachers are agents of change that influence the quality of the education system. Armstrong (2003) also found that competences can be thought of as tools that individuals use for successful or exemplary performance. Lastly, Boyatzis (2000) found that competences are predictors of job performance.

The positive relationship between secondary school teacher competences and secondary school performance calls for a need to focus on secondary school teacher competences, as the independent variable. Figure 4 indicates that Universities and National Teacher Colleges as some of the stakeholders that interact with secondary schools. These institutions are responsible for training competent teachers (as shown in table 3). Therefore, the curriculum of these institutions must be streamlined to see to it that it produces competent teachers who will eventually lead to secondary school performance/ student academic excellence.

### **Impact of study variables on secondary school performance**

Regression analysis showed that secondary school teacher competences, role clarity, and organizational citizenship behavior predict 27% of the variance in secondary school performance. There is a low level of prediction because secondary school performance is influenced by a number of factors. Therefore, secondary school teacher competences, role clarity, and organizational citizenship behavior are some of the factors that predict secondary school performance. However, it should be noted that secondary school teacher competences is a key determinant of secondary school performance. This is because many factors will be determined by a competent teacher. As an example, proper planning, quality

research, good school administration, and proper assessment of students will come from a competent teacher.

## **Conclusion**

The study demonstrated that secondary school teacher competences are positively related to role clarity and role clarity is negatively related to OCB. OCB was found to be positively related to secondary school performance. This was supported by qualitative findings since there are citizenship behaviors in figure 2, like time management, that lead to student academic excellence.

The study also demonstrated that role clarity is negatively related to secondary school performance. This implied that there are other reasons/ factors that interact with role clarity to influence secondary school performance. These were presented in figure 3 and some of them are poor school administration, language problem, among others. Another factor was that of stakeholders that interact with secondary schools and some of these are the local community, religious leaders, among others. Thus, all these stakeholders must fulfill their roles as indicated in table 3.

Results showed that secondary school teacher competences are negatively related to OCB, and secondary school teacher competences are positively related to secondary school performance. Lastly, secondary school teacher competences, role clarity, and organizational citizenship behavior predict 27% of the variance in secondary school performance with secondary school teacher competences being the greatest predictor of variation among the three.

## **Recommendations**

The findings (figure 3) showed that the UPE system is poor and it breeds poor students. The government should improve the quality of Universal Primary Education (UPE) by improving the administration of UPE schools, encourage parents' involvement in these schools, and emphasize the practice of accountability for all funds and grants sent by the government. Thus, if the biggest source of students admitted in secondary schools is improved, it will lead to the betterment of the secondary schools.

Secondary school administrators should acquire skills in stakeholder management through on-job trainings and seminars. This will help them to attract and retain the key stakeholders (shown in figure 4). The trainings will also equip the administrators with various ways of maintaining good relationships with these stakeholders for the successful operation of secondary schools.

Parents and secondary schools should emphasize the spiritual aspects of discipline, prayer, guidance and counseling among students. This can be achieved through encouraging students to go for prayers, incorporating spiritual activities into the school general timetable, and bringing professional counselors and religious leaders to schools to talk to students about their spiritual problems and discussing topics like career guidance and human formation. These will reduce moral degradation and consequently improve the students' upbringing.

School administrators should take teacher remuneration as a matter of priority so as to achieve student excellence. This can be achieved through provision of incentives to teachers like performance bonus, soft loans with lower interest rates, and many others.

### **Suggestions for further research**

The qualitative research findings show that the UPE system is the main source of students that are admitted in secondary schools. However, qualitative findings indicate that UPE breeds poor students. Thus, there is a need to research about the UPE system and its impact on the operation of secondary schools.

The study looked at secondary school teacher competences, role clarity, OCB, and secondary school performance in Mukono district. There is need to research about these four variables in other districts. This will help in comparison purposes.

Secondary schools interact with various stakeholders as indicated in figure 4. Future researchers must investigate deeper the relationship between the local community and secondary schools. The local community has been selected among other stakeholders because many researchers have written a lot about the relationship between secondary schools and other stakeholders like the ministry of education, among others.

The research findings also indicated that there is a negative relationship between secondary school teacher competences and OCB. However, a competent teacher is expected to exhibit citizenship behavior. Thus, future researchers should investigate the underlying causes of the negative relationship between the two variables.

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## Appendices

### Appendix A:

#### QUESTIONNAIRE FOR A SECONDARY SCHOOL CLASSROOM TEACHER

This questionnaire seeks to measure the relationship between Teachers' Competences, Role clarity, Organizational Citizenship Behavior (OCB) and School performance. Your being selected to participate in this study is because the contribution you make to your school is central to the kind of information required in this study. The information you provide will be treated with all the confidentiality it deserves and will be used for and **ONLY** academic research purposes. Your responses will be kept confidential.

Thank you for your time and cooperation.

#### SECTION A: BACKGROUND INFORMATION:

1. Name of the your school -----
2. Name of the district where your school is found -----
3. Role Title/ Job title: -----

**Please tick, what is most appropriate to you?**

#### 4. Sex:

Male	Female
<input type="checkbox"/>	<input type="checkbox"/>

#### 5. Marital Status: Single

#### Married

#### 6. Age:

20-29 years	30-39 years	40-49 years	50-59 years	60+years
<input type="checkbox"/>				

**7. Highest Education level attained.**

Certificate	Diploma	Degree	Postgraduate Qualification

**8. Time Spent with the school**

Less than one yr	1-2 years	2-4 years	4-6 years	6-8 years	8-10 years	10+ years

**PART 1 (Quantitative data)**

**SECTION B: SECONDARY SCHOOL TEACHER’S COMPETENCES.**

Please respond by ticking the appropriate response that corresponds with teachers in your school in each Key Result Area (KRA)

This is <b>very true</b> in this school	This is <b>true</b> in this school	This is <b>untrue</b> in this school	This is <b>very untrue</b> in this school
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**KRA 1: When you set and administer weekly assignments and mid-term tests and mark them before the end of term examinations according to the education policy, how well do you do the following?**

1. Reading and summarizing the education policy	1	2	3	4
2. Preparing assignments and mid-term test from the subject matter	1	2	3	4
3. Administering test/assignment	1	2	3	4
4. Providing reference books for the subject matter	1	2	3	4
5. Marking tests/ assignments before end of term examinations	1	2	3	4
6. Setting deadlines for receiving answer sheets.	1	2	3	4
7. Assisting students while revising	1	2	3	4
8. Concentrating on the outstanding factors of the subject matter in preparing the assignments and tests.	1	2	3	4
9. Formulating a balanced test/ assignment	1	2	3	4

**KRA 2: When you prepare and deliver the subject matter to cover the syllabus before the last three weeks to the end of the term in line with the National syllabus, how well do you do the following?**

1. Accessing, reading, and summarizing the National syllabus.	1	2	3	4
2. Accessing a copy of school timetable and follow it consistently	1	2	3	4
3. Arranging topics in their chronological order	1	2	3	4
4. Presenting a lesson	1	2	3	4
5. Evaluating students progress	1	2	3	4
6. Explaining using instructional material	1	2	3	4
7. Recommend text books to students	1	2	3	4
8. Designing instructional materials	1	2	3	4

**KRA 3: When you set, administer, and mark examinations every end of term and deliver results to class teachers for assessment before the last week to the end of the term in line with the UNEB guidelines, how well do you do the following?**

1. Accessing, reading, and summarizing the general school timetable	1	2	3	4
2. Accessing, reading, and summarizing UNEB guidelines	1	2	3	4
3. Setting/ constructing questions that are in line with the subject content	1	2	3	4
4. Developing a marking guide from the subject content	1	2	3	4
5. Communicating to students the remaining time when doing exams	1	2	3	4
6. Ensure students start at the same time and end at the same time	1	2	3	4
7. Administering exams according to the set timetable.	1	2	3	4

**KRA 4: When you provide moral guidance and monitor learning and co-curricular activities in line with the departmental mission, how well do you do the following?**

1. Reading and summarizing the principles of guidance	1	2	3	4
2. Conducting counseling sessions with students.	1	2	3	4
3. Discussing career opportunities with students	1	2	3	4
4. Discussing behavioral expectations with students	1	2	3	4
5. Preparing the reading materials.	1	2	3	4
6. Discuss behavioral expectations with students and local council leaders	1	2	3	4
7. Discussing parenting styles with parents.	1	2	3	4

**KRA 5: When you link the school/ department with other schools/ departments (in other schools) in line with the departmental mission and UNEB guidelines, how well do you do the following?**

1. Offering advice to Heads of department/ head teachers how to redesign their departmental missions	1	2	3	4
2. Developing good relationships with other schools/ departments	1	2	3	4
3. Discussing with Heads of department in other schools the major events to take place during the meetings	1	2	3	4
4. Resolving conflicts that arise between schools.	1	2	3	4
5. Soliciting facilitation fees (during meetings) from Head teachers.	1	2	3	4
6. Conducting meetings with students to get their suggestions about building better working relationships	1	2	3	4
7. Writing reports about the meetings conducted and forward them to other schools/ departments	1	2	3	4
8. Combining the different ideas from different schools into a single report	1	2	3	4

**KRA 6: When you organize educational activities with other schools like seminars, conferences, and workshops for candidates in line with the departmental mission, school policy, and the UNEB regulations, how well do you do the following?**

1. Identifying topics that can be addressed through the activities.	1	2	3	4
2. Accessing physical and postal address of the other schools.	1	2	3	4
3. Writing letters to invite other schools	1	2	3	4
4. Determining materials to use	1	2	3	4
5. Budgeting for the materials and the educational activities	1	2	3	4
6. Mobilizing students to attend the activities.	1	2	3	4
7. Evaluating the activities to determine whether the objectives were achieved.	1	2	3	4
8. Compiling reports after the activities	1	2	3	4
9. Preparing students for the activities	1	2	3	4

### SECTION C: ROLE CLARITY

<b>I strongly agree</b>	<b>I agree</b>	<b>I disagree</b>	<b>I strongly disagree</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>			
1. I am not clear on the scope and responsibilities of my role (job).			1	2	3	4
2. Many functions of what should be a part of my role have been assigned to some other roles.			1	2	3	4
3. I am not clear as to what the priorities in my role are.			1	2	3	4
4. If I had full freedom to define my role I would be doing something different from what I do now.			1	2	3	4
5. I do not know what the people I work with expect of me in my role.			1	2	3	4
6. My responsibilities are clearly defined.			1	2	3	4
7. I feel uncertain about how much authority I have			1	2	3	4
8. I have clearly planned goals and objectives for my job.			1	2	3	4
9. I do not know how to develop my capabilities for future success in my job.			1	2	3	4
10. I work under unclear policies and guidelines.			1	2	3	4
11. Explanations are clear of what has to be done.			1	2	3	4
12. I do not know how to improve my performance on the job.			1	2	3	4
13. I am generally able to reconcile different demands from different people.			1	2	3	4
14. Responsibilities tend to emerge that I had not considered part of my role.			1	2	3	4
15. I know the mission of my role.			1	2	3	4
16. I know the mission of my role but it is impossible to state all the job elements and requirements of my role.			1	2	3	4
17. I can very well appraise my own performance in this role.			1	2	3	4

## SECTION D: ORGANISATIONAL CITIZENSHIP BEHAVIOUR (OCB)

Please rate yourself using items below by ticking the number that you think is most appropriate. Kindly be as objective as possible.

Never 1	Rarely 2	Sometimes 3	Frequently 4	Always 5	
1. I seek and accept responsibility at all times	1	2	3	4	5
2. I perform competently under pressure.	1	2	3	4	5
3. I get a great deal done within a set time frame	1	2	3	4	5
4. I readily accept more work	1	2	3	4	5
5. I start work at the appointed time	1	2	3	4	5
6. I can be relied on to come on time every morning.	1	2	3	4	5
7. I attend work regularly and punctually	1	2	3	4	5
8. I do more work than is expected	1	2	3	4	5
9. I am ready to teach others.	1	2	3	4	5
10. I do not take days off without asking for them.	1	2	3	4	5
11. I am outstanding and effective in dealing with customers.	1	2	3	4	5
12. I never deliberately work below my capacity even without supervision	1	2	3	4	5
13. I anticipate problems and develop solutions in advance.	1	2	3	4	5
14. I assist my superior with his/ her work.	1	2	3	4	5
15. I help others who have heavy workload.	1	2	3	4	5
16. I am concerned with my standard of performance	1	2	3	4	5
17. I make innovative suggestions to improve the organization	1	2	3	4	5
18. I am willing to work extra hours without being rewarded	1	2	3	4	5
19. I spend a great deal of time in my personal conversations	1	2	3	4	5
20. I give advance notice if am unable to come to work	1	2	3	4	5
21. I volunteer to do things not required by my job but necessary for the organization.	1	2	3	4	5

## PART 2 (Quantitative and qualitative data)

### SECTION E: SECONDARY SCHOOL PERFORMANCE

Please tick the most appropriate box.

- In the last five years, has your school emerged among the top 50 schools in the National Examinations of O Level?

Yes	No

- If **Yes**, why do you think your school was able to achieve this?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

b) If **No**, why do you think your school failed to achieve this?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

**Please tick the most appropriate box.**

2. In the last five years, has your school emerged among the top 50 schools in the National Examinations of A Level?

Yes	No

b) If **Yes**, why do you think your school was able to achieve this?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

c) If **No**, why do you think your school failed to achieve this?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

**Thank you very much!**

## Appendix B:

### Competence Profile of a Secondary School Classroom Teacher

**KRA 1. Set and administer weekly assignments and mid-term tests and mark them before the end of term examinations according to the education policy.**

Competences	Critical outputs	Performance levels
<p><b>Knowledge competences</b></p> <ul style="list-style-type: none"> <li>• The education policy</li> <li>• Subject matter content</li> <li>• Solutions to the tests/ assignments</li> <li>• Testing principles</li> <li>• Objectives of the subject matter and tests/ assignments</li> </ul> <p><b>Behavioural competences</b></p> <ul style="list-style-type: none"> <li>• Access the education policy</li> <li>• Read and summarise the education policy</li> <li>• Prepare assignments and mid-term test from the subject matter</li> <li>• Concentrate on the outstanding factors of the subject matter in preparing the assignments and tests.</li> <li>• Administer test/assignment</li> <li>• Set deadlines for receiving answer sheets.</li> <li>• Formulate balanced test/ assignment</li> <li>• Follow testing principles</li> <li>• Assist students while revising</li> <li>• Provide reference books for the subject matter</li> <li>• Evaluate students performance from the test/ assignment</li> <li>• Mark tests/ assignments before end of term examinations</li> </ul>	<ul style="list-style-type: none"> <li>• The education policy accessed</li> <li>• The education policy read and summarised</li> <li>• Assignments and mid-term test prepared from the subject matter</li> <li>• The outstanding factors of the subject matter concentrated on in preparing the assignments and tests.</li> <li>• Tests/assignments administered</li> <li>• Deadlines for receiving answer sheets set.</li> <li>• Balanced test formulated.</li> <li>• Testing principles followed</li> <li>• Students assisted while revising</li> <li>• Reference books for the subject matter provided</li> <li>• Students' performance from the test/ assignment evaluated.</li> <li>• Tests/ assignments marked before end of term examinations</li> </ul>	<p><b>Outstanding performer</b></p> <ul style="list-style-type: none"> <li>• Concentrates on the outstanding factors of the subject matter in preparing the assignments and tests.</li> <li>• Follows testing principles</li> <li>• Marks tests/ assignments before end of term examinations</li> <li>• Formulates balanced test/ assignment</li> <li>• Evaluates students performance from the test/ assignment</li> </ul> <p><b>Above average performer</b></p> <ul style="list-style-type: none"> <li>• Reads and summarises the education policy</li> <li>• Administers test/assignment</li> <li>• Provides reference books for the subject matter</li> <li>• Sets deadlines for receiving answer sheets.</li> </ul> <p><b>Average performer</b></p> <ul style="list-style-type: none"> <li>• Assists students while revising</li> <li>• Sets late deadlines for receiving answer sheets.</li> <li>• Marks tests/ assignments during end of term examinations</li> <li>• Accesses the education policy</li> </ul> <p><b>Poor performer</b></p> <ul style="list-style-type: none"> <li>• Prepares assignments and mid-term tests outside the subject matter</li> <li>• Never sets deadlines for receiving answer sheets.</li> <li>• Formulates unbalanced test/ assignment</li> <li>• Doesn't follow testing principles</li> </ul>

**KRA 2. Prepare and deliver the subject matter to cover the syllabus before the last three weeks to the end of the term in line with the National syllabus.**

<b>Competences</b>	<b>Critical outputs</b>	<b>Performance levels</b>
<p><b>Knowledge competences</b></p> <ul style="list-style-type: none"> <li>• National Syllabus</li> <li>• School timetable</li> <li>• Order of topics</li> <li>• Library guidelines</li> <li>• Subject matter</li> <li>• Relevant text books</li> <li>• Instructional materials</li> </ul> <p><b>Behavioural competences</b></p> <ul style="list-style-type: none"> <li>• Access the National and syllabus.</li> <li>• Read and summarise the syllabus</li> <li>• Access a copy of school timetable</li> <li>• Follow the school timetable</li> <li>• Arrange topics in their chronological order</li> <li>• Follow the order of topics consistently</li> <li>• Make a list of needed books from the library.</li> <li>• Sign for books from the library</li> <li>• Read and summarise the library guidelines</li> <li>• Present a lesson</li> <li>• Evaluate students progress</li> <li>• Read the text books</li> <li>• Recommend text books to students</li> <li>• Explain using instructional material</li> <li>• Design instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• National and UNEB syllabi accessed</li> <li>• National and UNEB syllabi summarised</li> <li>• A copy of school timetable accessed</li> <li>• School timetable followed</li> <li>• Topics arranged in their chronological order</li> <li>• The order of topics followed consistently</li> <li>• A list of needed books from the library made.</li> <li>• Books from the library signed for.</li> <li>• Library guidelines read and summarised.</li> <li>• Lessons presented.</li> <li>• Students’ progress evaluated.</li> <li>• Text books read</li> <li>• Text books recommended to students.</li> <li>• Instructional material used for explanations</li> <li>• Instructional materials designed.</li> </ul>	<p><b>Outstanding performer</b></p> <ul style="list-style-type: none"> <li>• Arranges topics in their chronological order.</li> <li>• Evaluates students’ progress</li> <li>• Designs instructional materials.</li> <li>• Follows the school timetable.</li> <li>• Presents lessons</li> </ul> <p><b>Above average performer</b></p> <ul style="list-style-type: none"> <li>• Accesses a copy of the school timetable</li> <li>• Signs for books from the library.</li> <li>• Makes a list of needed books from the library</li> <li>• Recommends text books to students.</li> </ul> <p><b>Average performer</b></p> <ul style="list-style-type: none"> <li>• Reads but does not summarise Library guidelines.</li> <li>• Reads fewer text books</li> <li>• Follows the school time table</li> <li>• Accesses and summarises the national and UNEB syllabi</li> </ul> <p><b>Poor performer</b></p> <ul style="list-style-type: none"> <li>• Doesn’t follow the order of topics</li> <li>• Makes explanations without instructional materials</li> <li>• Takes books from the library without signing for them.</li> <li>• Never designs instructional materials.</li> </ul>

**KRA 3. Set, administer, and mark examinations every end of term and deliver results to class teachers for assessment before the last week to the end of the term in line with the UNEB guidelines.**

Competences	Critical outputs	Performance levels
<p><b>Knowledge competences</b></p> <ul style="list-style-type: none"> <li>• General school time table</li> <li>• UNEB guidelines</li> <li>• Number of student</li> <li>• Subject content</li> <li>• Examination timetable</li> <li>• School syllabus</li> <li>• Guidelines of administering exams</li> </ul> <p><b>Behavioural competences</b></p> <ul style="list-style-type: none"> <li>• Access the general school timetable</li> <li>• Read and summarise the general school timetable</li> <li>• Access UNEB guidelines</li> <li>• Read and summarise UNEB guidelines</li> <li>• Do corrections with the students</li> <li>• Ensure students start at the same time and end at the same time</li> <li>• Set/ construct questions that are in line with the subject content</li> <li>• Develop a marking guide from the subject content</li> <li>• Set exams according to the set general school time table</li> <li>• Administer exams according to the set timetable.</li> <li>• Read and summarise the school syllabus</li> <li>• Access the school syllabus</li> <li>• Access guidelines of administering exams</li> <li>• Read and summarise the guidelines of administering exams.</li> <li>• Communicating to students</li> </ul>	<ul style="list-style-type: none"> <li>• The general school timetable accessed</li> <li>• The general school timetable read and summarised</li> <li>• UNEB guidelines accessed</li> <li>• UNEB guidelines read and summarised</li> <li>• Corrections done with the students</li> <li>• Its ensured that students start at the same time and end at the same time</li> <li>• Questions that are in line with the subject content set/ constructed</li> <li>• A marking guide from the subject content developed</li> <li>• Exams set according to the set general school time table</li> <li>• Exams administered according to the set timetable.</li> <li>• School syllabus read and summarised</li> <li>• School syllabus accessed</li> <li>• Guidelines of administering exams accessed.</li> <li>• Guidelines of administering exams read and summarised.</li> <li>• Communication is made to students about the remaining time when doing exams</li> </ul>	<p><b>Outstanding performer</b></p> <ul style="list-style-type: none"> <li>• Constructs questions that are in line with the subject content</li> <li>• Administers exams according to the set timetable.</li> <li>• Does corrections with the students</li> <li>• Develops a marking guide from the subject content</li> <li>• Ensures students start at the same time and end at the same time</li> </ul> <p><b>Above average performer</b></p> <ul style="list-style-type: none"> <li>• Accesses the school syllabus</li> <li>• Accesses guidelines of administering exams</li> <li>• Reads and summarises the guidelines of administering exams.</li> <li>• Reads and summarises UNEB guidelines</li> </ul> <p><b>Average performer</b></p> <ul style="list-style-type: none"> <li>• Read and summarise the school syllabus</li> <li>• Accesses the general school timetable</li> <li>• Reads and but doesn't summarise the general school timetable</li> <li>• Accesses UNEB guidelines</li> </ul> <p><b>Poor performer</b></p> <ul style="list-style-type: none"> <li>• Never communicates to students the remaining time when doing exams</li> <li>• Doesn't do corrections with the students</li> <li>• Sets exams according to his / her own set procedure</li> <li>• Administers exams according to his/ her own set procedure</li> </ul>

Competences	Critical outputs	Performance levels
the remaining time when doing exams		

**KRA 4. Provide moral guidance and monitor learning and co-curricular activities in line with the departmental mission.**

Competences	Critical outputs	Performance levels
<p><b>Knowledge competences</b></p> <ul style="list-style-type: none"> <li>The departmental mission</li> <li>principles of guidance and counselling</li> <li>revision/ study skills</li> <li>principles of Christian Ethics</li> <li>parenting styles</li> </ul> <p><b>Behavioural competences</b></p> <ul style="list-style-type: none"> <li>access the departmental mission</li> <li>read and summarise the departmental mission</li> <li>access the principles of guidance</li> <li>read and summarise the principles of guidance</li> <li>Conduct counselling sessions with students.</li> <li>discuss career opportunities with students</li> <li>discuss behavioural expectations with students and local council leaders</li> <li>access a copy of the revision/ study skills</li> <li>read and summarise a copy of the revision/ study skills</li> <li>Prepare the reading materials</li> <li>access the principles of Christian ethics</li> </ul>	<ul style="list-style-type: none"> <li>The departmental mission accessed.</li> <li>The departmental mission read and summarised.</li> <li>The principles of guidance accessed.</li> <li>The principles of guidance read and summarised.</li> <li>Counselling sessions conducted with students.</li> <li>Career opportunities discussed with students</li> <li>Behavioural expectations discussed with students and local council leaders</li> <li>A copy of the revision/ study skills accessed.</li> <li>A copy of the revision/ study skills read and summarised.</li> <li>Reading materials prepared.</li> <li>The principles of Christian ethics accessed.</li> <li>The principles of Christian ethics read and summarised.</li> <li>The principles of Christian ethics discussed with the chaplain.</li> <li>A copy of the parenting styles accessed.</li> <li>A copy of the parenting</li> </ul>	<p><b>Outstanding performer</b></p> <ul style="list-style-type: none"> <li>Conducts counselling sessions with students.</li> <li>Discusses career opportunities with students</li> <li>Discusses behavioural expectations with students and local council leaders</li> <li>Discuss the principles of Christian ethics with the chaplain.</li> <li>accesses the principles of guidance</li> </ul> <p><b>Above average performer</b></p> <ul style="list-style-type: none"> <li>Prepares the reading materials</li> <li>discusses parenting styles with parents</li> <li>accesses the principles of guidance</li> <li>reads and summarises the principles of guidance</li> <li>Read and summarises the principles of Christian ethics.</li> </ul> <p><b>Average performer</b></p> <ul style="list-style-type: none"> <li>accesses the departmental mission</li> <li>reads and summarises the departmental mission</li> <li>reads and but fails to summarise a copy of the revision/ study skills</li> <li>reads and but fails to summarise a copy of the parenting styles</li> <li>Discusses behavioural expectations with only students.</li> </ul>

Competences	Critical outputs	Performance levels
<ul style="list-style-type: none"> <li>• Read and summarise the principles of Christian ethics.</li> <li>• Discuss the principles of Christian ethics with the chaplain.</li> <li>• access a copy of the parenting styles</li> <li>• read and summarise a copy of the parenting styles</li> <li>• Discussing parenting styles with parents</li> </ul>	<ul style="list-style-type: none"> <li>• styles read and summarised.</li> <li>• parenting styles discussed with parents</li> </ul>	<p><b>Poor performer</b></p> <ul style="list-style-type: none"> <li>• fails to access a copy of the parenting styles</li> <li>• fails to access the principles of Christian ethics</li> <li>• never discusses behavioural expectations with students and local council leaders</li> <li>• never accesses a copy of the revision/ study skills</li> </ul>

**KRA 5. Link the school/ department with other schools/ departments (in other schools) in line with the departmental mission and UNEB guidelines.**

Competences	Critical outputs	Performance levels
<p><b>Knowledge competences</b></p> <ul style="list-style-type: none"> <li>• The departmental mission</li> <li>• The UNEB guidelines</li> <li>• Principles of building good relationships</li> <li>• Departments in other schools</li> <li>• Students with influence</li> <li>• Format/ structure of the reports</li> </ul> <p><b>Behavioral competences</b></p> <ul style="list-style-type: none"> <li>• Access the departmental mission</li> <li>• Read and summarise the departmental mission</li> <li>• Offer advice to Heads of department how to redesign their departmental missions</li> <li>• Access the UNEB guidelines</li> <li>• Read and summarise the UNEB guidelines</li> <li>• Access a copy of the principles of building</li> </ul>	<ul style="list-style-type: none"> <li>• The departmental mission accessed.</li> <li>• The departmental mission read and summarised.</li> <li>• Advice offered to Heads of department on how to redesign their departmental missions</li> <li>• The UNEB guidelines accessed.</li> <li>• The UNEB guidelines read and summarised.</li> <li>• A copy of the principles of building good relationships accessed.</li> <li>• A copy of the principles of building good relationships read and summarised.</li> <li>• Discussions made with Heads of department in other schools about the major events to take place during the meetings</li> <li>• Conflicts that arise between schools resolved.</li> <li>• Letters to Heads of</li> </ul>	<p><b>Outstanding performer</b></p> <ul style="list-style-type: none"> <li>• Offers advice to Heads of department how to redesign their departmental missions</li> <li>• Discusses with Heads of department in other schools the major events to take place during the meetings</li> <li>• Solicits facilitation fees (during meetings and workshops) from Head teachers.</li> <li>• Conducts meetings to get suggestions from students.</li> <li>• Combines the different ideas from different schools into a single report</li> </ul> <p><b>Above average performer</b></p> <ul style="list-style-type: none"> <li>• Makes corrections/ proof reading the reports.</li> <li>• Takes the reports and minutes of meetings to the secretary for typing</li> <li>• Resolves conflicts that arise between schools.</li> </ul>

Competences	Critical outputs	Performance levels
<p>good relationships</p> <ul style="list-style-type: none"> <li>• Read and summarise a copy of the principles of building good relationships</li> <li>• Discuss with Heads of department in other schools the major events to take place during the meetings</li> <li>• Resolve conflicts that arise between schools.</li> <li>• Write letters to Heads of department in other schools for interaction.</li> <li>• Collect materials from the Head teachers.</li> <li>• Soliciting facilitation fees (during meetings) from Head teachers.</li> <li>• Discuss with Head teachers the policies to be implemented during interactions</li> <li>• Conduct meetings to get suggestions from students.</li> <li>• Access the structure/ format of the reports</li> <li>• Read and summarise the structure/ format of the reports</li> <li>• Take the reports and minutes of meetings to the secretary for typing</li> <li>• Make corrections/ proof reading the reports.</li> <li>• Combine the different ideas from different schools into a single report</li> </ul>	<p>department in other schools written.</p> <ul style="list-style-type: none"> <li>• Materials from the Head teachers collected.</li> <li>• Facilitation fees (during meetings) solicited from Head teachers.</li> <li>• The policies to be implemented during interactions discussed with the Head teachers</li> <li>• Meetings to get suggestions from students conducted.</li> <li>• The structure/ format of the reports accessed.</li> <li>• The structure/ format of the reports read and summarised.</li> <li>• The reports and minutes of meetings taken to the secretary for typing.</li> <li>• Corrections/ proof reading the reports made.</li> <li>• The different ideas from the different schools combined into a single report</li> </ul>	<ul style="list-style-type: none"> <li>• Writes letters to Heads of department in other schools for interaction.</li> </ul> <p><b>Average performer</b></p> <ul style="list-style-type: none"> <li>• Collects materials from the Head teachers.</li> <li>• Discusses with Head teachers the policies to be implemented during interactions</li> <li>• Reads but fails to summarise the departmental mission</li> <li>• Discusses with a few Heads of department in other schools the major events to take place during the meetings</li> <li>• Reads but fails to summarise the UNEB guidelines</li> <li>• Reads but fails to summarise the structure/ format of the reports</li> <li>• Accesses the structure/ format of the reports</li> </ul> <p><b>Poor performer</b></p> <ul style="list-style-type: none"> <li>• Fails to access the departmental mission</li> <li>• Fails to access the UNEB guidelines</li> <li>• Combines a few ideas from different schools into a single report</li> <li>• Never accesses a copy of the principles of building good relationships</li> <li>• Worsens the conflicts that arise between schools.</li> <li>• Never reads and summarise a copy of the principles of building good relationships</li> </ul>

**KRA 6. Organize educational activities with other schools like seminars, conferences, and workshops, for candidates in line with the departmental mission, school policy, and the UNEB regulations.**

Competences	Critical out puts	Performance levels
<p><b>Knowledge competences</b></p> <ul style="list-style-type: none"> <li>• The departmental mission</li> <li>• The school policy</li> <li>• The UNEB regulations</li> <li>• The UNEB syllabus</li> <li>• The geography of the surrounding area</li> <li>• Relevant materials for the educational activities</li> <li>• Facilitation procedures</li> </ul> <p><b>Behavioural competences</b></p> <ul style="list-style-type: none"> <li>• Access the departmental mission</li> <li>• Read and summarise the departmental mission</li> <li>• Access a copy of the school policy</li> <li>• Read and summarise the copy of the school policy</li> <li>• Access the UNEB regulations</li> <li>• Read and summarise the UNEB regulations</li> <li>• Access the UNEB syllabus</li> <li>• Read and summarise the UNEB syllabus.</li> <li>• Identify topics that can be addressed through the activities.</li> <li>• Access the district map to locate other schools.</li> <li>• Read and summarise the district map</li> <li>• Access physical and postal address of the other schools.</li> <li>• Write letters to invite other schools</li> <li>• Determine materials to use</li> <li>• Budget for the materials and the educational activities</li> </ul>	<ul style="list-style-type: none"> <li>• The departmental mission accessed.</li> <li>• The departmental mission read and summarised.</li> <li>• A copy of the school policy accessed.</li> <li>• The copy of the school policy read and summarised.</li> <li>• The UNEB regulations accessed.</li> <li>• The UNEB regulations read and summarised.</li> <li>• The UNEB syllabus accessed.</li> <li>• The UNEB syllabus read and summarised.</li> <li>• Topics that can be addressed through the activities identified.</li> <li>• The district map to locate other schools accessed.</li> <li>• The district map read and summarised.</li> <li>• The physical and postal address of other schools accessed.</li> <li>• Letters to invite other schools written.</li> <li>• Materials to use determined.</li> <li>• Materials and the educational activities budgeted for.</li> <li>• Students to attend the activities mobilised.</li> <li>• Activities evaluated to determine whether the</li> </ul>	<p><b>Outstanding performer</b></p> <ul style="list-style-type: none"> <li>• Mobilises students to attend the activities.</li> <li>• Writes letters to invite other schools</li> <li>• Evaluates the activities to determine whether the objectives were achieved.</li> <li>• Prepare students for the activities</li> <li>• Budgets for the materials and educational activities.</li> <li>• Compiles reports after the activities</li> </ul> <p><b>Above average performer</b></p> <ul style="list-style-type: none"> <li>• Accesses the UNEB regulations</li> <li>• Reads and summarises the UNEB regulations</li> <li>• Determines materials to use</li> <li>• Identifies topics that can be addressed through the activities</li> <li>• Accesses a copy of the school policy</li> </ul> <p><b>Average performer</b></p> <ul style="list-style-type: none"> <li>• Accesses the departmental mission</li> <li>• Reads but fails to summarise the departmental mission</li> <li>• Reads but fails to summarise the district map</li> <li>• Access physical and postal address of the other schools.</li> <li>• Identifies a few topics that can be addressed through the activities</li> <li>• Accesses the district map to</li> </ul>

Competences	Critical out puts	Performance levels
<ul style="list-style-type: none"> <li>• Mobilise students to attend the activities.</li> <li>• Evaluate the activities to determine whether the objectives were achieved.</li> <li>• Compiling reports after the activities</li> <li>• Prepare students for the activities</li> </ul>	<p>objectives were achieved.</p> <ul style="list-style-type: none"> <li>• Reports after the activities compiled.</li> <li>• Students prepared for the activities.</li> </ul>	<p>locate other schools.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Poor performer</b></p> <ul style="list-style-type: none"> <li>• Fails to compile reports after the activities</li> <li>• Accesses the UNEB syllabus</li> <li>• Never reads and summarise the UNEB syllabus.</li> <li>• Fails to prepare students for the activities</li> <li>• Reads but never summarises the copy of the school policy</li> </ul>