

**HEADTEACHERS' LEADERSHIP PRACTICES ON TEACHERS' JOB
PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN
LUWEERO DISTRICT**

BY

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DECLARATION

I, KANYEREZI RICHARD, hereby declare that this is my original work and has never been presented to any institution for any award.

Signed:

Date:

APPROVAL

I hereby certify that the dissertation entitled “Effect of headteachers’ leadership practices on teachers’ job performance in secondary schools in Luweero District”. is the original and individual work of Mr. Kanyerezi Richard, and has been done under my supervision and is ready for submission for examination.

Signed:

DR. NKATA JAMES

SUPERVISOR

Date:

DEDICATION

This scholarly work is dedicated to Charles Masembe Bagula, my father, Theopista Namagembe my mother for their tireless efforts to see me rising to greater horizons, My daughter Maria Katiiti and my wife Margaret Kanyerezi; brothers, sisters and relatives for bearing the long hours of my un communicativeness during my period of study..

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ABSTRACT

The purpose of the study was to establish the relationship between leadership practices of headteachers on teachers' job performance in Luweero District secondary schools and to find out ways of improving performance through examining leadership practices employed by different headteachers. The objectives of the study were; to establish the relationship between motivation practices, support practices and control practice on the performance of teachers in secondary schools in Luweero District. The study was basically quantitative involving the use of statistical procedures to analyze data. It was cross-sectional and non-experimental where variables were related using Pearson's correlation co-efficient index.

The findings of the study revealed that there was a positive significant relationship between motivation practices of headteachers, on teachers' job performance in secondary schools in Luweero District. It also revealed a positive significant relationship between support practices of headteachers on teachers' job performance in secondary schools in Luweero District. It finally revealed a positive significant relationship between control practices of headteachers on teachers' job performance in secondary schools in Luweero District. The researcher therefore concluded that teachers' motivation, support practices and control practices of headteachers positively affects teachers' job performance in secondary schools in Luweero District. It was recommended that if teachers' job performance in secondary schools in Luweero District is to be improved, Government through the Ministry of Education and Sports, District Education Officers, headteachers of various schools and stake holders should ensure that; teachers are motivated by headteachers to keep pace with increasing costs of living so as to improve their job

performance. Ensure that support practices are given due respect by all school administrators so as to enable teachers improve on their job performance. Finally they should ensure that teachers are controlled on their jobs through putting rules and regulations that will control their practices that would negatively affect teachers' job performance.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This Chapter presents the background, statement of the problem, purpose, objectives, research questions, hypotheses, scope and significance of the study. The performance of teachers in Luwero District was deteriorating. It is against this back ground that this study was done to establish the effect of headteachers leadership practices on teachers job performance in Luwero District.

1.1 Background

This was broken into four parts; the historical, theoretical, conceptual and contextual perspectives of the study. The researcher presents each of these in the next Sub Sections one by one.

1.1.1 Historical background

Ugandan secondary schools have for long been judged according to the leadership in place, Judgement of schools according to leadership and the resultant performance has apparently led to categorisation and stereotyping of schools, regions and districts in Uganda (Odiya, 2001). Ssekamwa (1997), observed that from 1898 Uganda started having organised formal schooling and since then leadership by headteachers has been important in determining the performance in schools. Kanjundu (2005), indicated that headteachers need to align employees behind the purpose and mission of the institution, in which case leadership will

always ultimately be responsible for the success or failure of a team. Most schools with strong academic performance have among other things; headteachers with good leadership skills, better facilities, are found in urban areas and proper government funding and this has affected the education system (Erumu and Jabweli, 1999; Otema 2004).

Fagil (2000 cited in Ddungu 2005) found out that there was the tendency of attributing in large measure the performance achieved in Ugandan schools to the type of leadership under which the schools are operating, thus, leadership patterns could not be ignored. Additionally, it is observed that in the process of implementing and monitoring the curriculum at secondary school level headteachers and other education managers should ensure that they are fully ready to play their leadership role especially in the classification of principles that underpin it (Uganda SEIA- Curasse report 2008).

Mumbe (1995), studied headteachers' styles of administration in Busia and that the fewer unnecessary rules, policies and procedures you have, the higher the job satisfaction. The study further pointed out that in an over – structured school, staff will feel that it is difficult for new ideas to gain acceptance and will stop offering these ideas to school leadership.

Similarly, Musaazi (1982), empirically showed that the most effective headteachers are very clear about goals and expectations from individual staff members and that defining and communicating goals build clarity in schools. Ssekamwa and Lugumba (1973), reported that headteachers were supposed to promote high quality education through high standards in which case setting appropriately high goals took practice, in helping staff learn to identify

and tackle barriers to success. However non of these studies was directly related with leadership practices and particularly to the context of Luweero District hence prompting the researcher to under take it.

1.1.2 Theoretical Perspective

The study made use of the Path-Goal Theory propounded by House (cited in Mullins 2002). It stipulates that the performance of subordinates is affected by the extent to which a leader influences followers to move in a given direction of performance by satisfying subordinates expectations. Consequent to the theory, in order to have expected performance, leadership practices should embrace motivation, control and support activities to subordinates. In the theory, leaders are perceived as having capacity in terms of wisdom and intelligence to mobilise or influence followers (subordinates) towards achievement of any task/job; and therefore, the theory assumes that there must be repeated activities carried out by the leader to arrive at the best performance. At the same time it also assumes that people (subordinates) are easily swayed up by influence and profoundly affected by lack of direction. Therefore, in Luweero District, establishment of paths to desired goals is a pre-requisite.

1.1.3 Conceptual Perspective

According to the Education Sector Strategic Plan 2004 - 2015, the ideal situation should be that secondary school managers need to ensure the coordination of staff and other resources and become accountable to the stakeholders through high standard of performance. In the same way the importance of headteachers in regard to the effective administration of schools cannot be underrated; these will help in promoting team goals, roles, work processes and team accountability as of the Government White Paper on the education policy report, (1992). However, this is largely an acknowledgement which has not met with greater follow-up. Similarly, the Education Policy Review Commission (1989) long pointed out that school administrators are charged with the responsibility of ensuring a conducive school

environment in which the teachers' accommodation, security and remuneration among other things are adequately catered for so as to enhance effective performance inside and outside the classroom.

Birch (1999) sees leadership practices as a broad generalisation of repeated activities carried out by an individual or individuals in an effort of causing others to follow a path laid out or a vision in order to achieve a task. In this study, leadership practices will refer to motivation, control and support activities. Fasen (cited in Ssali 2007) observes that job performance is the process through which an assigned responsibility is/are executed within and/or outside a system satisfactorily to the extent that output when measured is desirable. In this study, teachers' job performance was followed-up by way their availability for consultations, accepting responsibility, timely assessment of learners, rewarding and confronting learners' performance, punctuality for work, modelling behaviour among others. A relationship exists between leadership practices and job performance, in that, until leaders see people as people and not as another resource for deployment in the achievement of a task, there will not be ratification of such leaders in the hearts and minds of those who work for any organisation and therefore desired performance may never be attained (Zaleznik 1977).

1.1.4 Contextual Perspective

Luweero District Education Report (2007) indicated that the District had ninety-eight secondary schools. The report further classified the schools into three broad categories; the highest, medium and lowest performing schools. Fifteen schools were ranked best performing, thirty-five as medium performing and forty as lowest performing. Additionally,

the report tailored lowest performance in the District to undesirable job performance by teachers and this was manifested through consistent late coming for duty, lack of adequate preparations for lessons, poor relations with co-workers among others. At the same time, headteachers for some of these lowest performing schools were noted as having partly demoralised the teachers by linking up with owners of schools and paying teachers poorly and in some cases not paying for long periods of time, failing to give appointment letters, denying teachers allowances, among others (especially in private institutions). The situation was not any different even in Government schools because the report showed that many headteachers were always absent from their stations, some had not clearly communicated the visions while others did not involve teachers in designing paths to be followed towards better job performance.

1.2 Statement of the Problem

Whatever form of leadership and governance that one adopts, those entrusted with leading schools need to carry out some basic functions in order for the schools to flourish (Casey, 2000). Consequent to that, successful leaders build a school climate that encourages effective and efficient teachers' job performance. Unfortunately, however, teachers' job performance in Luweero District had consistently been reported to be low (Luweero District Education Report 2007), with some teachers consistently coming late for duty while others hardly appear at school where they were posted especially because of part-timing elsewhere. Moreover, even the headteachers of some schools were also noted for being frequently away from schools, others teaming with owners of privately founded and owned schools to deny teachers salaries and allowance; and some had failed to involve teachers in designing

academic paths to be followed for better performance. Fayol (Cited in Mbamba 1992) observed that no institution could achieve desired performance without following clear principles and practices. Similarly, there should be one centre point in the organisation which exercises overall directional control of all its parts (Koontz et al, 1984). Although there could be other factors leading to poor teachers job performance in the District the Report hinted on headteachers leadership practices, hence the need for this study, appraise leadership practices of headteachers on teachers' job performance in the District.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between headteachers leadership practices on teachers' job performance in Luweero District and to find ways of improving performance through examining leadership practices employed by different headteachers.

1.4 Specific Objectives

The objectives of the study were;

- (i) To establish the relationship between headteachers motivation practices on job performance of teachers in secondary schools in Luweero District.
- (ii) To establish the relationship between headteachers support practices on job performance of teachers in secondary schools in Luweero District.
- (iii) To show the relationship between headteachers control practices on job performance of teachers in secondary schools in Luweero District.

1.5 Research Questions

The research questions were;

- (i) What is the relationship between headteachers motivation practices on teachers' job performance in Luweero District?
- (ii) What is the relationship between headteachers support practices on teachers' job performance in Luweero District?
- (iii) What is the relationship between headteachers control practices on teachers' job performance in Luweero District?

1.6 Scope

The study concentrated on selected secondary schools in Luweero District because it is not yet performing best yet next to it is Wakiso, one of the best performing districts. It covered ten secondary schools targeting four hundred teaching staff, where respondents will be proportionately represented. In content, the study focused on leadership practices of headteachers as a potential factor affecting secondary schools teachers' job performance in Luweero District.

1.7 Significance

It was anticipated that the study would help education managers in the District towards improving leadership practices in order to improve teachers' job performance. Similarly, Government through Ministry of Education and Sports is provided with extra reasons for imbalances in performance in the District. The study findings will benefit foundation bodies, private proprietors of schools for they will be made aware of how headteachers teachers leadership practices relates with their performance and seek possible solutions.

Theoretically, the study findings are to prompt more studies in the area, having contributed to literature and methodology for such studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter dealt with theoretical review, conceptual framework and review of related literature.

2.1 Theoretical review

The study made use of the Path-Goal Theory propounded by House (cited in Mullins 2002). It stipulates that the performance of subordinates is affected by the extent to which a leader influences followers to move in a given direction of performance by satisfying subordinates expectations. Consequent to the theory, in order to have expected performance, leadership practices should embrace motivation, control and support activities to subordinates. In the theory, leaders are perceived as having capacity in terms of wisdom and intelligence to mobilise or influence followers (subordinates) towards achievement of any task/job; and therefore, the theory assumes that there must be repeated activities carried out by the leader to arrive at the best performance. At the same time it also assumes that people (subordinates) are easily swayed up by influence and profoundly affected by lack of direction. Therefore, in Luweero District, establishment of paths to desired goals is a pre-requisite.

Another Theory that relates the study variables is Theory X and Y Propounded by Mc Gregor (1960) cited in Armstrong (2001). The Theory puts that leadership practices employed by headteachers depends on how teachers view work. Some teachers view work as a punishment and would neglect it if there is an opportunity. The headteacher here has to use coercive

leadership practices to make them perform. On the other side some teachers are Theory Y and view work in positive terms that is to say: Work to them is as natural as a play, they are self directed and know what is required out of them. The headteachers leadership practices here should give teachers some freedom to do the work without close supervision of the headteacher since they know what to do which in turn leads to high job performance.

2.2 Conceptual framework

This will dealt with the operationalising of variables in the study.

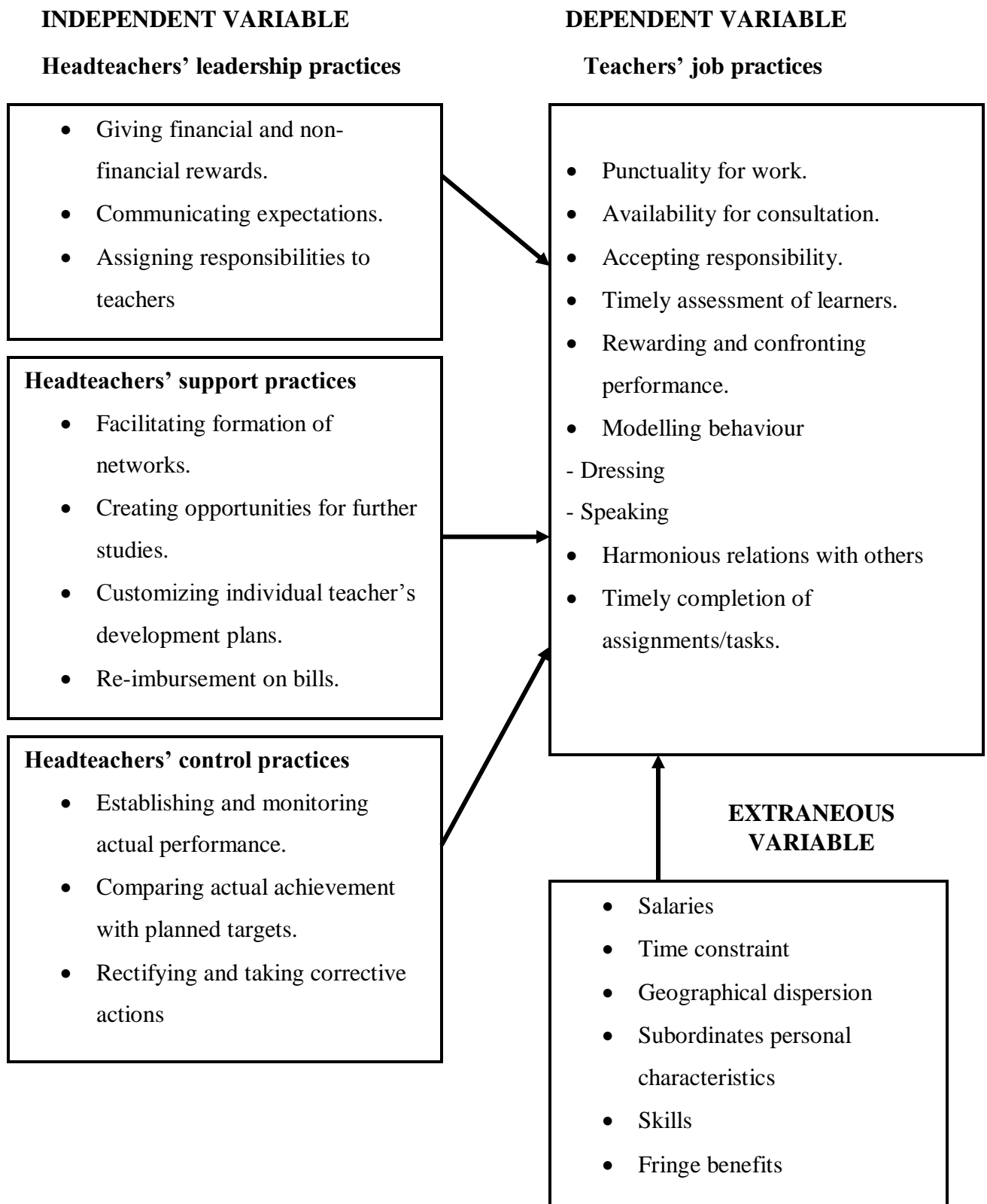


Fig. 2.1: Conceptual model or framework relating headteachers' leadership practices to teachers' job performance

Source: (Constructed using ideas of Mullins, 2002; Ssali, 2007)

The model in Fig. 2.1 suggests that the independent variable was conceptualised as three distinct practices namely headteachers' motivation practices, headteachers' support practices and headteachers' control practices, while the dependent variable, teachers' job performance is conceptualised in terms of punctuality, availability, accepting responsibility, timely assessment of learners, rewarding and confronting performance and modelling behaviour. Fig. 2.1 further hypothesises that all headteachers' leadership practices have a positive relationship with teachers' job performance. However headteachers leadership practices compete with extraneous variables involving: salaries, time constraint, geographical dispersion, subordinates personal characteristics, skills and fringe benefits to affect teachers' job performance.

2.3 Related literature

This section reviewed literature related to the three specific objectives in this research. However, where necessary the literature was not restricted to secondary schools but other areas or fields where leadership is practised.

2.3.1 Motivation practices and job performance

Definitions of motivation vary greatly, partly because authors tend to formulate definitions in terms of specific theories and partly because motivation is extremely complex. The term motivation is derived from the Latin word *movere*, meaning to move. Thus motives are movers, energizers, or goads to action. Human motivation, therefore, is the process by which behaviour is mobilised and sustained in the interest of meeting individual needs and achieving organisational objectives, (Sisk and Williams, 1981). Although motivation can be

defined and understood from many perspectives, in this study, one of the primary concerns is headteachers' motivation practices in regard to secondary schools at workplaces.

Several studies have attempted to relate motivation practices to workplaces and the resultant effects. For example, Herzberg (1959 cited in Otema, 2004) empirically showed that at workplaces motivational factors were divided into two; satisfiers and maintenance factors, in which case pay, status, job security, working conditions, company policy, peer relations, supervision, recognition, and advancement, responsibility and the work itself were important icons of intrusive and extrinsic motivation. Similarly, Lawler (1973) indicated that there are less cases of absenteeism and lower turnover among satisfied employees. In other words greater relationship existed between job satisfaction and job performance. Additionally, (Taylor 1974 cited in Mullins, 2002) reported that workers would be motivated by obtaining the highest possible wage. This approach was referred to as the rational-economic concept of motivation.

Ritti (1994), strongly emphasised that rising the levels of motivation by increasing wages was very unpopular scheme instead the real motivation (intrinsic motivation) is a result of leaders enriching the working environment, and allowing employees to participate in decision making. Consequent to the above, Handy (1993) suggested that the search for the definitive solution to the motivation problem was another endless quest for the Holy Grail in organisation theory and that any study or theory which aids an understanding to how best to motivate people at work must be useful since all leaders and managers have the duty to motivate their teams. Kitatta (1994) found out that managers of primary teachers' colleges in

Uganda needed to judge the relevance of motivation theories and how best to draw up them, and effectively apply them in the effort of getting expected job performance. Similarly, Kanyesigye (2005) disclosed that effectively managed reward practices were a cardinal factor upon which employee job satisfaction was anchored in Uganda Christian University-Mukono. The above revelation is in agreement with that of Kamagara (2000), which empirically showed that job related factors such as high salaries were a major contributory factor to employees' job satisfaction, resulting into improved job performance and the consequent exponential expansion of Centenary Rural Development Bank Limited, Uganda.

While the above studies showed a positive correlation between motivation and job performance, Okwir-Okulo (2006) did not find significant correlation between motivation practices and performance of secondary school teachers in Lango sub-region. Therefore since all studies were not pointing in one direction, a research gap was left, which this study sought to fill involving other variables like: control and support practices which will be related with headteachers leadership practices.

2.3.2 Support practices and job performance

Among the numerous definitions of the term support is one advanced by (Hornby, 1982) who argues that it entails all that one provides for another. Dodd (1968) further observes that support address anything done to advance the cause of good health and/or comfortable living and working conditions as may be manifested in financed social services (e.g. health, insurance and social security).

Empirically, Mbamba (1992) found out that the establishment of a Teacher Advisory Centre within the reach of a given cluster of schools-as a support practice would help in the exchange of professional views, exchange of skills, resources and as a consequent be able to work in a networked manner. The Education Policy Review Commission (1989) also noted in general, the welfare of teachers was far from being desired. Therefore, the question of having improved teachers' job performance required attention. Similarly, Jones (cited in Ddungu 2000) found out that majority of teachers in urban schools performed their work better compared to their counterparts in rural settings on grounds of better/ improved support practices by the institutions they served. Wisman (1966) showed that poor housing negatively contributed to teachers' performance in many rural schools.

Abalo (2000) reported that the integration of ideas provided by workers in the master plan of an institution was a cardinal factor that enriched job performance in many parts of Mpigi District; so was the case with Cheptoek (1992) who came to a similar conclusion when he found out that job satisfaction had a positive correlation on work performance even among the non-academic staff. Matovu (2004) established that provision of social amenities at ones place of work had a strong influence on job satisfaction and largely accounted for improved service delivery by many teachers in Mukono Secondary schools. Bawasa (2004) specifically investigated the effect of bursary schemes put in place by institutions on job performance and indicated that such schemes, if well organised and coordinated, boosted morale among workers. Biryomumaisho (1990) challenged institution administrators at all levels to view professional associations as sure wheels leading workers to better job performance, and where possible to play a role in supporting such associations.

Odongo (2007) argues that provision of Information Communication Technology in some schools has greatly assisted in the integration of technology in the teaching-learning process which has resulted in improved job performance. Barugahara (1982) evaluated the effectiveness of parents-teachers association activities and found out that in many institutions these were predictors of improved job performance among teachers. The above studies independent variables not directly related with administrators' leadership practices this study addressed hence the need to relate them with teachers' job performance as done in this study.

2.3.3 Control practice and job performance

Hornby (1982) shows that control is a means of regulating, restraining or keeping in order. This implies that employees require control if expected job performance is to be achieved. Similarly Powle (2001) observed that control was the extent to which a manager could handle the three 'Es' of effectiveness, economy and efficiency. Kajubi, (cited in Passi et al, 1993) noted that no education institution can be better than the quality of its headteacher, and that one of the manifestations for quality institutions was the extent to which control was exercised in all institutional aspects.

Mintzberg (1973) pointed out that the activities of management in any institution are clearly illustrated through control reports, which emphasises observations, comments and recommendations on expectations (excellence and deficiencies); critical points of success or failure which can guide either future performance or corrective measures. Similarly, Drummond (2000) suggests that organisations that reach expected performance always develop law, rules and regulations which guide behaviour and determine the desired

performance. Thus professional codes of ethics set standards and tempo of performance in an occupation. Stewart (1999) admonished managers who exercise control in various systems to create room for flexibility in order to accommodate acceptable human error, since human performance of a task can be influenced by several factors. Flexibility would give room for creating and originality. Mathison (cited in Mullins, 2002) noted that in all organisations, resources are scarce and therefore control structures which tend to thwart the organisational developments must be removed in order to ensure growth. Mbamba et al (1992) established that control is necessary in order to direct any institution action and more progressively towards realisation of set goals and that control should be able to respond effectively to demands posed by changes in contemporary society.

Busingye (2006) revealed that a clear appraisal system, with clear plans and budgets to define expectations and pre-determine performance system boundaries boasted morale among lecturers. Consequent to the above findings, this study sought to align the exercise of control practices with teachers' job performance depending on the supervisory machinery of the heads of secondary schools in Luweero District. Generally, in view of the above theoretical and empirical literature in support of the study objectives, none of them was directly done on the study variables as this study did. Secondly, the cited studies had contextual differences from the one where this study was conducted, thus justifying the need by the researcher to undertake the study under the stipulated objectives.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter dealt with the design, population, sample, data collection methods and instruments, data quality control, procedure and data analysis used in the study. Each of these is presented in the next sub sections.

3.1 Design

The study was basically quantitative in that it was based on variables measured with numbers and analysed with statistical procedures (Creswell cited in Bakkabulindi, 2008). In addition the study was quantitative having qualitative items measured using to themes of the study variables. It was also be non-experimental in that there was no manipulation of variables and it was carried out in a school setting. The study was co-relative (correlating leadership practice to teachers' job performance). It was also cross-sectional in as far as pertinent data was collected from all respondents at once and for all to reduce on time and costs involved.

3.2 Population

Target population in the study was 4019 teachers in Luweero District. These were involved because leadership practices affect them in one way or another. However, part-time teachers in these schools were not considered on account of their apparent limited presence and full time services elsewhere.

3.3 Sample

Due to cost, time and other constraints, the study involved sampling. Of the target population of 4019, (Krejcie and Morgan Table of Sample Size Determination Cited in Amin 2005) suggests a minimum number of 400 teachers who were used as key respondents in this study. To ensure representativeness of samples, systematic random sampling strategy was undertaken by the researcher, in which case, every fifth teacher on the teachers register was chosen as a respondent.

3.4 Data collection methods

Both secondary and primary data collection methods were used. The study has already made use of secondary methods especially in Literature Review Chapter, where textbooks and dissertations on the issue at hand have been utilised yet at a minimal cost. However, due to inadequacy in terms of coverage, the study went beyond secondary sources and contact respondents for first hand data using self-administered questionnaires (SAQs). SAQs among other considerations helped the researcher cover a large population quickly and at a reasonable cost and were also suitable for the target respondents given their literacy level.

3.5 Data collection instruments

There was a self-administered questionnaire with closed and open ended items was directed to the teaching staff. It started with the main title; followed by an introductory letter and background variable (e.g. age, sex, level of education and years of service). The independent variable consisted of questions categorised into three, that is to say motivation practices, support practices and control practices. The last section consisted of questions related to

teachers' job performance. To ease administration, questions in the instrument were closed-ended, that is having options given.

3.6 Data quality control

The researcher ensured content validity of the set questionnaire by discussing the content with the supervisor who is an expert in the field. Reliability of the instrument was tested via the Cronbach Alpha method provided by the Statistical Package for Social Scientists (Foster, 1998). Table 3.1 gives pertinent results from respective sections of the questionnaire.

Table 3.1: Reliability indices for the respective sections of the questionnaire

Variable	Description	Construct	Number of items	Cronbach Alpha
Dependent	Job performance		11	0.934
Independent variables	Headteachers leader	Motivation	6	0.78
	slub practices	practices		
		Support practices	7	0.81
		Control practices	7	0.88

According to Cronbach's Alpha Coefficient, the instruments was reliable since all the sections of the instrument were above 0.5

3.7 Data collection procedure

Following the proposal, the researcher obtained an introductory letter from Dean, School of Education, Makerere University to be presented to headteachers, deputy headteachers and teachers in the secondary schools, each of whom was a research assistant. The letter was requesting for their cooperation.

3.8 Data analysis

Data gathered from the field was edited, categorised and entered into computer using Statistical Package for Social Scientists (S.P.S.S) for generating summary frequency tables and graphics. Data analysis at univariate level was based on relative frequencies (or percentages) from frequency tables and descriptive statistics. At bivariate level, leadership practices were correlated to job performance using Pearson's Correlation Co-efficient method.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter gives a background o respondents; description of the dependent variable and ends with achievement of the respective objectives and testing of research questions. The researcher presents each of these in the next sub sections.

4.1 Description of respondents' background

In this Section; distribution of respondents by school, qualification, age, sex subjects taught by respondent and experience in years is reported.

Table 4.1: Distribution of respondents by school

School Name	Number	%
Government	67	57.6
Private	50	42.4
Total	118	100.0

According to Table 4.1 respondents in Government aided schools had the biggest representation 67(57.6). This suggests that there are more teachers in Government schools than they are on private schools in Luweero District due to the fact that there is Government deliberate efforts to offer secondary education in this formerly war torn area.

Table 4.2: Distribution of respondents by qualification

Qualification	Number	Percent	Cumulative percent
Diploma	30	25.7	25.4
Degree	74	62.7	88.1
Postgraduate	14	11.9	
Total	118	100.0	

Table 4.2 shows that respondents with degrees 72(62.7) had the biggest representation. Few of the respondents were post graduates 14(11.9). Cumulatively most of the respondents were degree and diploma holders, suggesting that most of the respondents were not post graduates.

Table 4.3: Respondents by age

Age in years	Number	Percent	Cumulative percent
Below 25	25	21.2	21.2
25 but below 35	60	50.8	72.0
35 and above	33	28.0	
Total	118	100.0	

Table 4.3 shows that respondents in the age brackets (25 but below 35) contributed over 60(50.8%). Few of the respondents were in the age group 25 and below. Cumulatively over 72% of the respondents were 35 years and below suggesting that majority of the respondents were below retirement age. This age bracket longed for more leadership practices that were directed towards enhancing better job performance.

Table 4.4: Respondent by sex

Sex	Number	Percent
Male	62	52.5
Female	56	47.5
Total	118	100.0

Table 4.4: shows that most of the respondents 62(52.5%) were male compared to female respondents 56(47.5%). This suggests that there are more male teachers in Luweero District than female ones. This implied that males were keen in the quest for more practices that would enhance better job performance.

Table 4.5: Respondents by subjects taught

Subject	Number	Percent
Arts	55	46.6
Science	63	53.4
Total	118	100.0

Table 4.5 shows that most of the respondents were Science teachers 63(53.4%) compared to Arts teachers who were 55(46.6%). This suggests that there are more science teachers than there are Arts teachers in Luweero District. Sciences teachers required the Government and private owners of secondary schools to pay more attention to practices that would promote better job performance

Table 4.6: Respondents by experience

Experience in Years	Number	Percent	Cumulative percent
0 up to 5	41	34.7	34.7
5 but below 10	46	39.0	73.7
10 and above	31	26.3	
Total	118	100.0	

Table 4.6 shows most of the respondents had teaching experience of 5 but below 10 years 46(39%). Few of the respondents had teaching experience 10 and above years 31(26.3%). Cumulatively most the respondents had teaching experience 10 years and below suggesting that there are higher chances of teachers to leave the teaching profession as they get old. The possible implication is that, the education sector in Luwero has less experienced teachers due to un satisfactory leadership practices to enhance job performance.

4.2 Description of the dependent variable: Teachers job performance

Job performance the dependent variable in this study was conceptualized using ten questions which were quantitative and one open ended qualitative question about teachers' job performance in Luweero District. Using the ten items respondents were asked to do self-rating on their job performance. Rating was based on Likert Scale ranging from one which represented strongly disagree; two represented disagree; three represented agree and four represented strongly agree. Table 4.7 gives descriptive statistics there from:

Table 4.7: Descriptive statistics on teachers self-rating with job performance

Indicator of job Performance	Category	Number percent	Number Cumulative percent	Mean	Standard Deviation
I always report at school on time	SD	61(5.7)	70(59.3)	2.05	1.19
	D	9(7.6)			
	A	29(24.6)	48(40.7)		
	SA	19(16.1)			
I keep at school through out the day	SD	37(31.4)	63(59.4)	2.26	0.93
	D	26(22.0)			
	A	37(31.4)	55(46.6)		
	SA	18(15.2)			
I seek permission from authority in case of absenteeism	SD	21(17.8)	85(72)	2.30	1.07
	D	64(54.2)			
	A	14(11.9)	33(28)		
	SA	19(16.1)			
I accept extra tasks assigned by head teacher	SD	27(22.9)	85(58.5)	2.36	1.02
	D	42(35.6)			
	A	28(23.7)	41(41.5)		
	SA	21(17.8)			
I prepare schemes of work and lesson plans for all my lessons	SD	35(29.7)	76(64.4)	2.14	0.94
	D	41(34.7)			
	A	32(27.1)	42(35.6)		

	SA	10(8.5)			
I keep records showing students progress	SD	26(22.0)	65(55.1)	2.44	1.05
	D	39(33.1)			
	A	28(23.7)	53(44.9)		
	SA	25(21.2)			
I Participate in disciplining students in my school	SA	34(28.8)	71(60.2)	2.31	1.09
	A	37(31.4)			
	D	23(19.5)	47(39.8)		
	SA	24(20.3)			
I participate in counseling students in my school	SD	34(28.8)	64(54.5)	2.39	1.13
	D	30(25.4)			
	A	27(22.9)	54(45.8)		
	SA	27(22.9)			
I get on well with other member of staff from other departments	SD	56(47.5)	74(62.8)	2.11	1.21
	D	18(15.3)			
	A	19(16.1)	44(43.2)		
	SA	25(21.2)			
At the end of the term I participate in preparation of student report forms.	SD	26(22.0)	67(56.7)	2.58	1.20
	D	41(34.7)			
	A	7(5.9)	51(43.2)		
	SA	44(37.3)			

SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree.

Table 4.7 show that respondents disagreed highly on item I seek permission from authority in case of absenteeism 85(72%) compared to 33(28%) who agreed. They however agreed most with them two (I keep at school through out the day 55(46.6%). This shows that teachers disagreed with performance which suggests that their Job performance was poor. The above finding agrees with the mean values for all items were all ranging in two with the highest mean (2.58) and (2.05) as the lowest mean value. This suggests that teachers' job performance in Luweero District was poor. The above findings agreed with qualitative findings from the qualitative question of the questionnaire on teachers' job performance where by most respondents showed low teachers job performance. Table 4.8 gives distribution of respondents' qualitative opinions on their job performance:

Table 4.8: Distribution of respondents' opinions on the qualitative question about teachers' job performance in Luweero District

Item	Percent	Cumulative Percent
I arrive at school on time	58	63.7
I dadicatively do my work at school	22	24.3
I get good grades	11	12.0
Total	91	100.0

From Table 4.8 out of 91 respondents who answered the qualitative question on teachers job performance 58(63.7%) showed that they arrive at school on time; 22(24.3%) showed that they dedicatively do their work while 11(12%) showed that they get good grades in their subjects. To get a general view of how teachers' opinions were distributed; the following are

some of their opinions. “I would like to do my work at school but I have other things to do”. “The performance of students in my subject is poor but even in other subjects it is the same story”. “I gave up teaching in the evening since the performance of my students does not change”. “If I have other things to do I do not hurriedly come to school”. “When the head teacher is not around at times I leave school before official time. To get an over all view of how teachers rated themselves in terms of job performance all items in Table 4.7 were aggregated into one average index (i.e. TPerform which is an acronym for teachers’ job performance). Table 4.9 shows descriptive statistics there from:

Table 4.9: Descriptive statistics on respondents self rating on job performance

Statistics	Value
Mean	2.29
95% confidence interval for mean Lower	2.19
Upper	2.43
Median	1.90
Standard Deviation	0.73
Range	2.80
Skewness	0.69

According to Table 4.9, respondents job performance were low (mean = 2.29) suggesting poor teachers job performance. With opinions ranging from 2.16 to 2.43 at the 95 percent confidence interval. Secondly there was similarity in respondents’ opinions regarding their job performance (small deviation 0.73) suggesting that respondents’ views regarding their

job performance did not differ from one respondent to another. Also in Table 4.8 we find that there was a slight positive skew (Skew = 0.69) that is to say opinions were positively skewed on the left. To confirm whether there was normal distribution of respondents' views on job performance a histogram and curve were generated and appeared as shown in Figure 4.1:

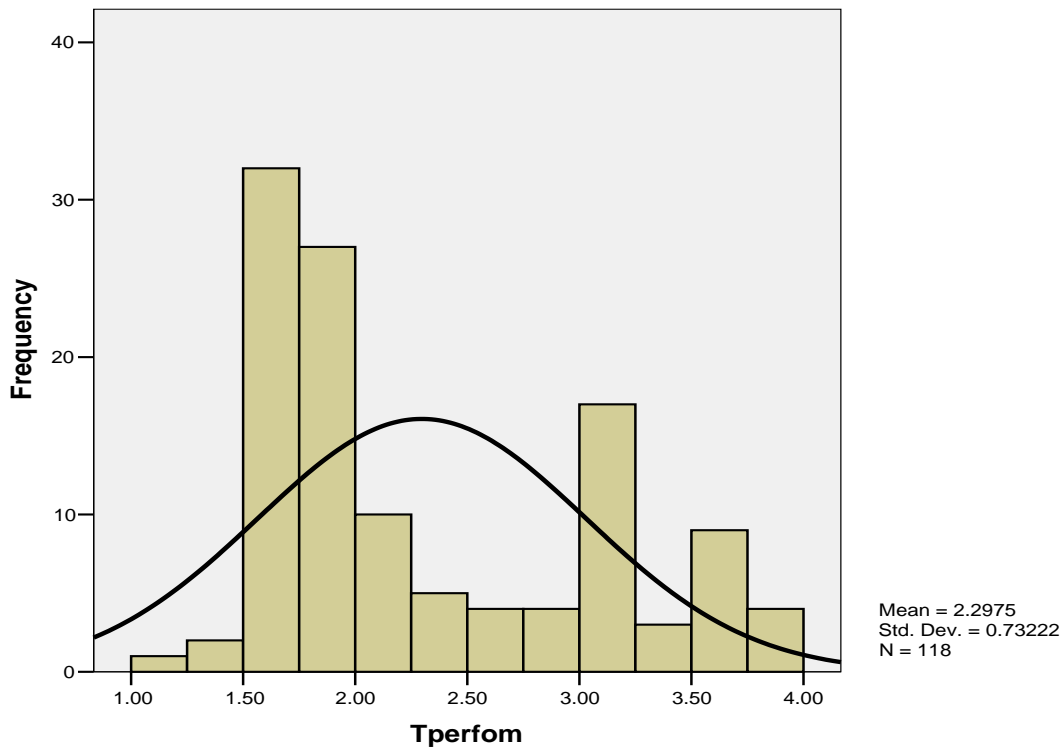


Figure 4.1: Histogram and curve showing distribution of respondents on job performance

Figure 4.1 shows that respondents concentrated on performance which suggests disagreement with their job performance.

4.3 Verification of research questions

This Section gives the description of the three study questions. What will be looked at is the relationship between headteachers motivation practices on teachers' job performance, support practices on teachers' job performance and finally the relationship of headteachers control practices on teachers' job performance in Luweero District. The researcher presents each of these in the next subsections.

4.3.1 Research Question One

It was asked that: what is the relationship between headteachers motivation practices on job performance of teachers in Luweero District?. Using the six items on motivation teachers were asked to do self rating on their motivation. Rating was based on Likert Scale ranging from one which represented strongly disagree, two represented disagree, and four represented strongly agree. Table 4.9 gives descriptive statistics on teachers rating with motivation.

Table 4.10: Descriptive statistics on teachers self rating with motivation

Indicator of motivation	Category	Number percent	Number Cumulative percent	Mean	Standard Deviation
I receive a good salary	SD	71(60.2)	107(90.7)	1.53	0.78
	D	36(30.5)			
	A	6(5.1)	11(9.3)		
	SA	5(4.2)			
I receive regular pay raise	SD	29(24.6)	94(79.7)	2.05	0.85
	D	65(55.1)			
	A	13(11.0)	24(20.3)		
	SA	11(9.3)			
Payment of my salary is timely	SD	45(38.1)	84(71.2)	2.05	
	D	39(33.1)			
	A	26(22.0)	34(28.8)		
	SA	8(6.8)			
The head teacher pays my allowances on time	SD	30(25.4)	94(79.7)	2.02	0.83
	D	64(54.2)			
	A	15(12.7)	24(20.3)		
	SA	9(7.6)			
There is proper communication with my head teacher	SD	33(28.0)	63(56)	2.35	1.09
	D	33(28.0)			
	A	29(24.6)	52(44.1)		

	SA	23(19.5)			
I often get advise from my head teacher	SD	27(22.9)	62(48.3)	2.46	1.07
	D	35(29.7)			
	A	30(25.4)	56(47.4)		
	SA	26(22.0)			

SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree.

Table 4.10 showed that respondents did not get a good Salary 107(90.7) compared to 11(9.3) who agreed. On item two respondents showed that their payments could irregularly raise 94(79.7%) compared to 24(20.3%) who showed that their payments were regular. On item three respondents showed that their salaries were delayed 84(71.2%) compared to 34(28.8%) who agreed. Teachers on item four showed that their allowances were not paid on time 94(79.6%) compared to 24(20.3%) who agreed. Item five indicated that they was no proper communication between the respondents and their head teacher 63(56%) compared 53(44.1%) who agreed. Finally respondents disagreed most that their head teacher often advised them 62(48.3%) compared to 56(47.4%) who agreed. The above results agree with mean values for all means were ranging in two with highest rating on item “I often get advise from my head teacher mean 2.46 and lowest rating was on item three payment of my salary is timely mean = 1.97”. This suggests that teachers were not contented with their motivation on their jobs in secondary schools in Luweero District.

The above findings agreed with the qualitative question about teachers' motivation. Most of the teachers in Luweero District showed that their motivation was low. Distribution of teachers' opinions about their motivation in Luweero District is given in Table 4.11:

Table 4.11: Distribution of respondents views on the qualitative item about teachers' motivation on their job in Luweero District

Teacher motivation	Number	Percent
I was enough salary and on time	06	6.5
My efforts are appreciated by head teacher	33	34.5
My arrears are paid on time	21	21.8
I am recognized on the job	36	37.4
Total	96	100.0

Table 4.11 shows that out of the 96 respondents who answered the qualitative question about teachers' motivation practices 36(37.4%) showed that they are recognized on their job; 33(34.3%) showed that they are appreciated on their job; 21(21.8%) showed that their arrears are paid on time while 6(6.5%) showed that their salaries were enough and paid on time. Generally teachers in Luweero District secondary schools were more non financially rewarded as compared to financial motivation. The following are some of their comments about how they were motivated on their job: "My salary is not enough to sustain my needs especially these days when the cost of living is too high". "My allowances were reduced by the new headteacher". "I was added extra tasks without increase in pay". "My salary is always over delayed by the headteacher".

In private schools it was so worse that many teachers lamented about accumulating months without pay. They however showed that their services were recognized and appreciated by headteachers despite delay of salaries. In lieu of the above findings the motivation practices offered by head teachers to teachers in Luweero District secondary schools were not the best. To get an over all view of how respondents rated themselves on motivation all items in Table 4.10 were aggregated into one average index motivation which is an acronym for all items on motivation Table 4.12 shows descriptive statistics there from:

Table 4.12: Descriptive on respondents self-rating on motivation

Statistics		Value
Mean		2.06
95% confidence interval for mean	Lower	1.99
	Upper	2.14
Median		2.00
Standard Deviation		0.418
Range		2.00
Skewness		0.903

According to table 4.12 respondents rating on motivation were low (mean = 2.06) with opinions ranging from 1.99 to 2.14 at the 95 percent confidence interval. This suggests indecision with motivation. Secondly there was similarity in respondents' opinions regarding their motivation (small deviation = 0.41) suggesting that respondents views regarding their motivation did not differ much from one respondent to another. The difference in opinion as

regards law and high motivation was at 2.00 and is supported by the afore mentioned standard deviation. We find also that there was a slight positive skew (skew = 0.90). To confirm whether there was normal distribution of respondents' views on motivation a histogram and curve were generated as show in Figure 4.2.

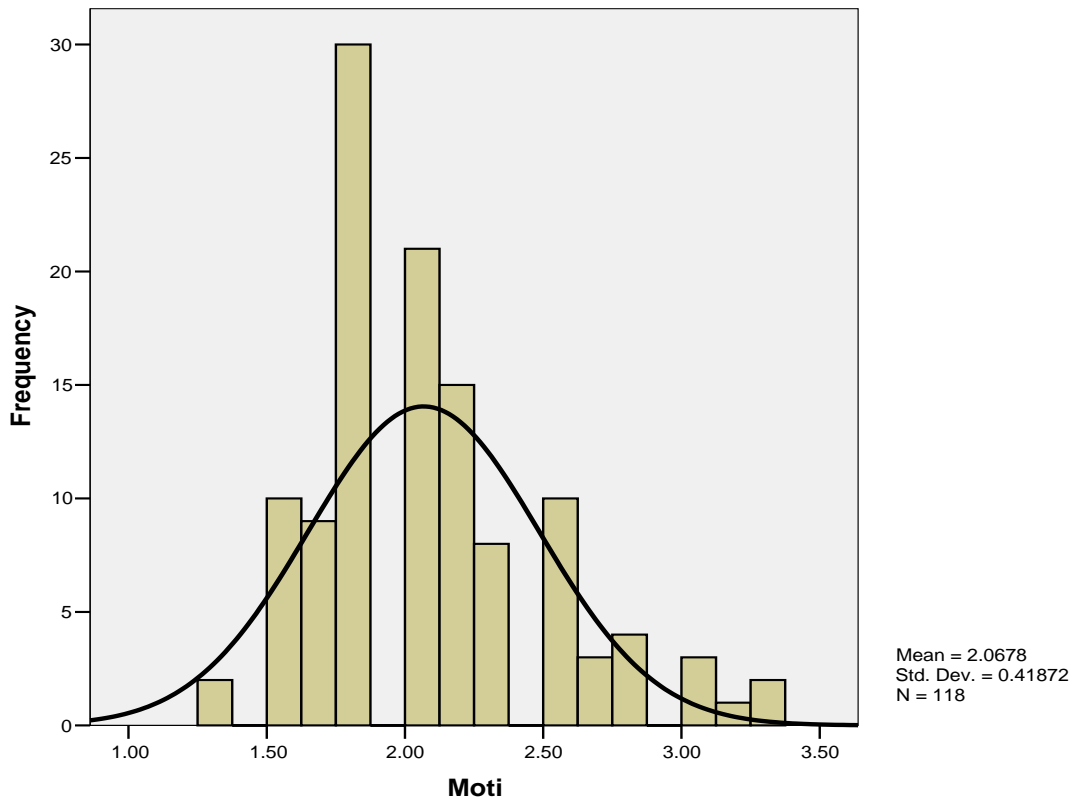


Fig. 4.2: Histogram showing distribution of respondents on motivation.

The Figure 4.2 suggests that there was a slight positive skew which shows teachers disagreement with motivation. This shows that those who disagreed with motivation were more than those who agreed. To test whether motivation affects teachers' job performance in Luweero District the two indices (Tperform and motivation) were graphically correlated as shown in Figure 4.3:

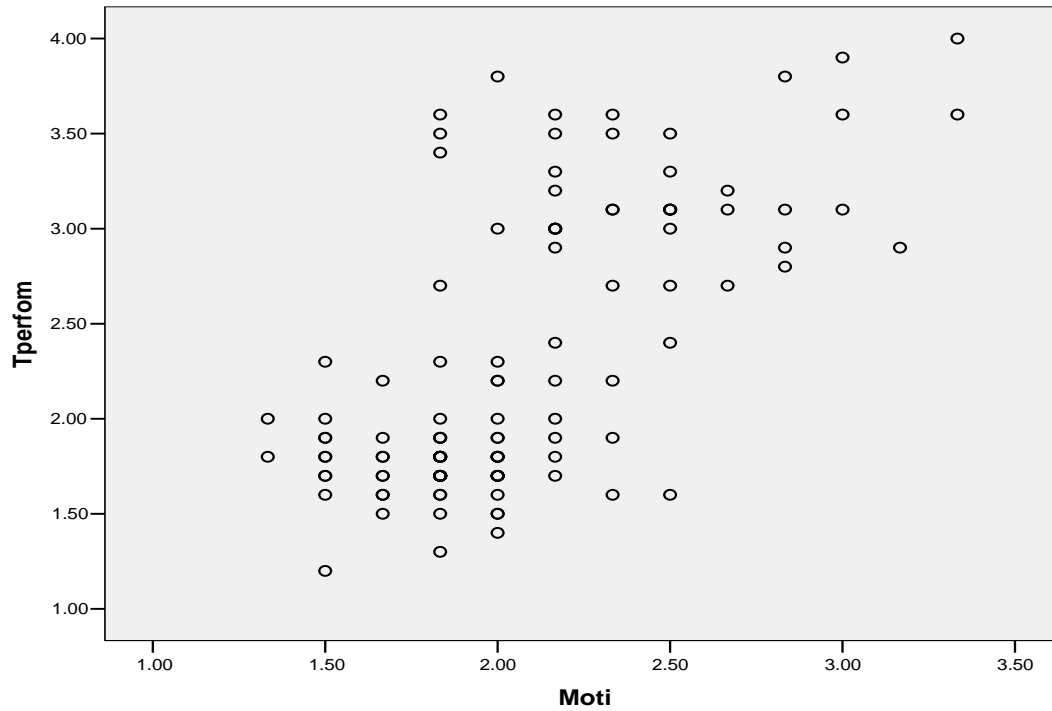


Figure 4.3: Scatter dot graph showing correlation between teachers' job performance and motivation

Figure 4.3: Scatter dot graph suggests that there is a positive correlation between rewards and teachers job performance to confirm this; the two indices (Tperform and motivation) were correlated using Pearson's Correlation Index which was computed as shown in Table 4.13:

Table 4.13: Pearson's Correlation Co-efficient between motivation and teachers job performance

	Pearson's	Job Performance	Motivation
Teacher's Performance	Pearson's correlation	1	0.672**
	Sig.2 – tailed		.000
	N	118	118
Motivation	Pearson's correlation	0.672**	1
	Sig.2 tailed	0.00	
	N	118	118

Correlation is significant at 0.01 levels.

Table 4.13 shows Pearson's correlation co-efficient for teachers job performance and motivation $r = 0.672$ and positive, having a significant ($P = 0.000$) which is less than 0.001. This suggests a high positive correlation between job performance and motivation and it is supported by Figure 4.3 with a highly positive linear correlation. Thus there is a positive significant relationship between motivation and teachers job performance at the 1% level of significance.

4.3 Research Question Two

It was asked: what is the relationship between headteachers support practices and teachers job performance in Luwero District? Using seven items on support practices teachers were asked to do self-rating on their support practices. Rating was based on Lurket's scale ranging from one which represented strongly disagree, two represented disagree; three represented

agree and four represented strongly agreed. Table 4.14 gives descriptive statistics on respondents self rating on support practices:

Table 4.14: Descriptive statistics on teachers self rating on support practices

Indicator of support practices	Category	Number percent	Number Cumulative percent	Mean	Standard Deviation
I am regularly encouraged by head teacher to go for further education	SD	63(53.4)	85(72)	1.89	1.12
	D	22(18.6)			
	A	15(12.7)	33(28)		
	SA	18(15.3)			
I am encouraged by the head teacher to be a member of at least one education professionals organization	SD	25(21.2)	88(74.6)	2.12	0.084
	D	63(53.4)			
	A	20(16.9)	30(25.4)		
	SA	10(8.5)			
I can be guaranteed by my school to receive a loan from financial institutions	SD	45(38.1)	76(64.4)	2.08	1.03
	D	31(26.3)			
	A	29(24.6)	42(35.6)		
	SA	13(11.0)			
I receive re – imbursement on my utility bills from my school	SD	48(40.7)	91(77.1)	1.88	0.89
	D	43(36.4)			
	A	20(16.9)	27(22.8)		
	SA	7(5.9)			

I regularly attend refresher courses on job performance using headmasters support	SD	34(28.8)	81(68.6)	2.18	1.02
	D	47(39.8)			
	A	18(15.3)	37(31.4)		
	SA	19(16.1)			
I have daily access to news papers by my school	SD	33(28.0)	80(67.8)	2.23	1.06
	D	47(39.8)			
	A	15(12.7)	38(32.2)		
	SA	23(19.5)			
I have material needed for all my teaching	SD	22(18.6)	69(58.4)	2.33	0.90
	D	47(39.8)			
	A	36(30.5)			
	SA	13(11.0)	49(41.5)		

SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Item one from Table 4.14 shows teachers showed that they are not encouraged by the head teacher to go for further education most 85(72%) compared to 33(28%) who agreed. On item two teachers showed that they are not encouraged by their head teacher to be a member of at least one education professional's organization 88(74.6%) compared to 30(25.4) who agreed. They disagreed with item three that they are not guaranteed by their school to receive loans from financial institutions 76(64.4%) compared to 42(35.6%) who agreed. Teachers further showed that they don't receive re-imbursement on their utility bills of their schools 91(77.1) compared to 27(22.8%) who agreed. On item five respondents showed that they irregularly

attend refresher courses on job performance using headmaster's support 81(68.6%) compared to 37(31.4%) who regularly attend. Respondents showed that they don't have access to newspapers 80(67.8%) compared to 38(32.2%) who agreed. They also showed that they did not have access to materials needed for their teaching 69(58.4%) compared to 49(41.5) who agreed. The above findings agree with those shown by means for all means were ranging in one with (2.33) as the highest mean and (1.88) as the lowest mean value suggesting a total disagreement with support practices.

The above findings were in agreement with those of the qualitative question of the questionnaire where respondents showed that support practices were not adequately provided to teachers. Table 4.15 shows distribution of teachers views on support practices offered in their respective schools:

Table 4.15: Distribution of teachers views on support practices offered in their respective schools

Support practices	Number	Percent
Am offered with additional needs to enable me teach well	22	27.1
Am encouraged by my head teacher to go for further studies	26	32.0
I receive re-imbursements	33	40.9
Total	81	100.0

Table 4.15 shows that out 81 teachers who answered the qualitative question on support practices 33(40.9%) showed that they receive re-imburements, 26(32%) showed that they are encouraged to go for further education yet 22(27.1%) showed that they are offered additional needs. The following are some of teachers opinions about support services “when I requested my headteacher to allow me go back for further studies; I received no answer implying that I was not accepted”. “I rarely get access to newspapers”. “The school bought us some computers but they were stored in the headteachers office”. “The school television is used only on Fridays in the evening when most of us have left school”. These in addition to other comments showed that support practices are not well administered in secondary schools in Luweero District. To get an over all picture of how respondents rated on support practices all items in Table 4.14 were aggregated into one average index (i.e. Spractices) which is an acronym for support practices. Table 4.16 shows descriptive statistics there from:

Table 4.16: Descriptive statistics on respondents self rating on support practices

Statistics		Value
Mean		2.10
95% confidence interval for mean	Lower	2.03
	Upper	2.18
Median		2.00
Standard Deviation		0.43
Range		2.14
Skewness		1.15

Table 4.16 shows that respondents rated low on support practices (mean = 2.10) which suggests that support practices are rarely given to teachers. With opinions ranging from 2.03 to 2.18. Respondents almost showed no divergence in their opinions regarding suggesting (standard deviation = 0.43) suggesting that their views regarding support services did not differ so much from one respondent to another. The difference between the highest and lowest rating was 2.14 and is supported by the afore mentioned standard deviation. To test validity of these finding a histogram and curve were generated as show in Figure.

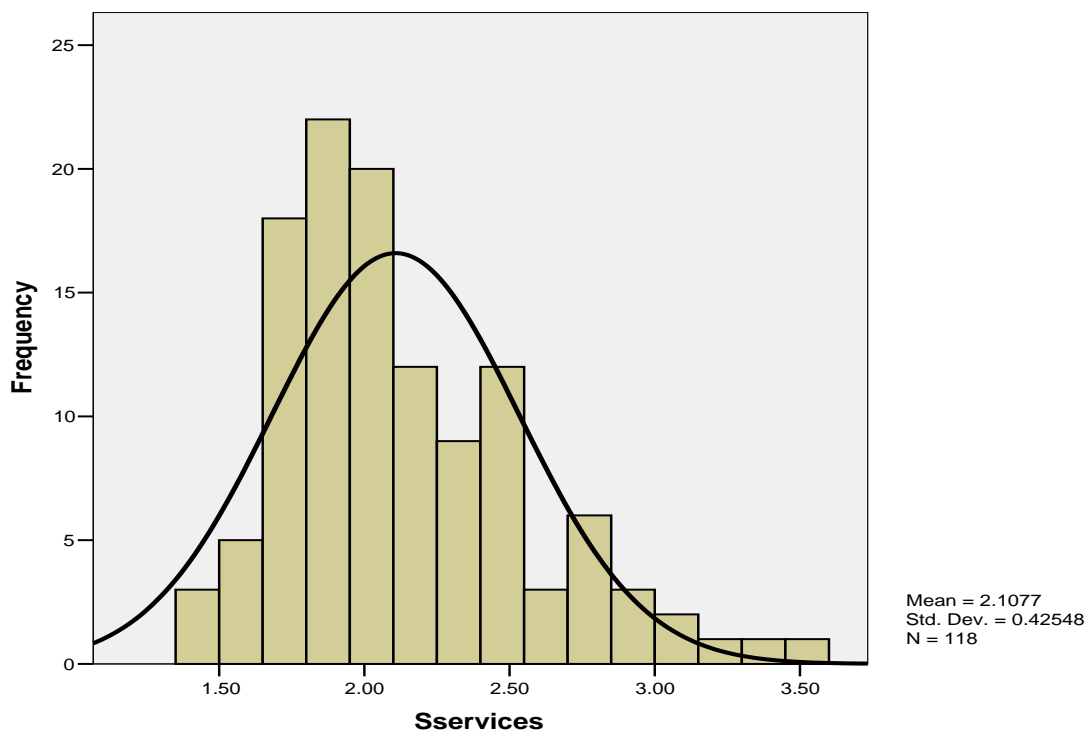


Figure 4.4: Histogram and curve showing distribution of respondents on support practices

Figure 4.4 shows, that respondents were slightly heaped on the left side of the curve suggesting that teachers disagreed with support services. To test whether support services affect teacher's job performance, the two indices (Tperform for performance and services for support services) were graphically correlated as in Figure 4.5:

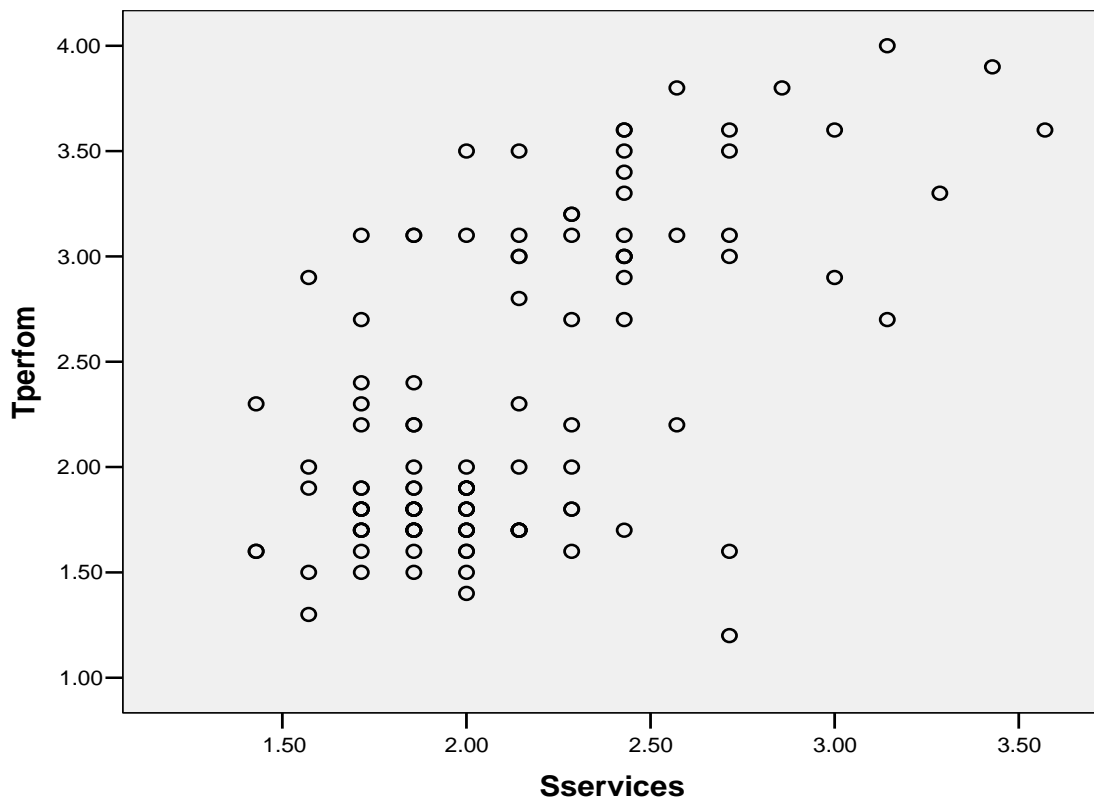


Fig. 4.5: Scatter dot graph showing the relationship between support services and teachers' job performance

The scatter dot graph suggests that there is a positive correlation between support services and teachers job performance. To confirm thus, the two indices (Tperformance and services) were correlated using Pearson's linear correlation index which was computed as shown in Table 4.16:

Table 4.17: Pearson's correlation co-efficient between support practices and teachers' job performance

	Pearson's	Job Performance	Motivation
Teacher's Performance	Pearson's correlation	1	0.625**
	Sig.2 – tailed		0.000
	N	118	118
Motivation	Pearson's correlation	0.625**	1
	Sig.2 tailed	0.00	
	N	118	118

Correlation is significant at the 0.01 level (2 –tailed)

Table 4.17 Shows Pearson's correlation co-efficient for teachers job performance and teachers support practices (Tperform and Sservice) $r = 0.625$ and positive, having a significance P value = 0.000 which is less than 0.01. This suggested high positive correlation between job performance and support services and it is supported by Figure 4.5. Thus teachers' job performances are positively correlated with support practices at the one percent level of significance.

4.3.3 Research Question Three

It was asked that: what is the relationship between headteachers control practices on the job performance of teachers in Luweero District?. Using seven questions on support practices teachers were asked to do self rating on control practices. Rating was based on Likert scale ranging from one which represented strongly disagree, two represented disagree, three

represented agree and four represented strongly agree. Table 4.14 gives descriptive statistics on teachers self-rating with control practices:

Table 4.18: Descriptive statistics on respondents self rating with control practices

Indicator of control practices	Category	Number percent	Number Cumulative percent	Mean	Standard Deviation
My school has an appraisal system for teachers	SD	57(48.3)	76(64.4)	1.92	0.99
	D	19(16.1)			
	A	36(30.5)	42(35.6)		
	SA	6(5.1)			
I always get the results of my performance rating from the head teacher	SD	19(16.1)	83(70.3)	2.24	0.85
	D	64(54.2)			
	A	22(18.6)	35(29.6)		
	SA	13(11.0)			
I am always challenged by the head teacher to push for improved performance	SD	50(42.4)	69(58.5)	2.13	1.12
	D	19(16.1)			
	A	32(27.1)	49(41.5)		
	SA	17(14.4)			
I aware of my school rules and regulations	SD	29(24.6)	69(58.5)	2.42	1.02
	D	40(33.9)			
	A	35(29.7)	49(41.6)		
	SA	14(11.9)			

My school has channels of setting conflicts	SD	37(31.4)	77(65.3)	2.14	0.98
	D	40(33.9)			
	A	28(23.7)	41(34.7)		
	SA	13(11.0)			
I am aware of my school vision and mission	SD	29(24.6)	69(58.5)	2.28	0.97
	D	40(33.9)			
	A	35(29.7)	49(41.6)		
	SA	14(11.9)			
I attend periodic meeting which review teacher's job performance	SD	38(32.2)	76(64.4)	2.19	1.06
	D	38(32.2)			
	A	23(19.5)	42(35.6)		
	SA	19(35.6)			

Table 4.18 Shows that respondents disagreed on item one that their schools have an appraisal/ evaluation system for teachers job performance 76(64.4%) compared to 42(35.6%) who agreed. On item two teachers showed that they do not get results from their performance rating 83(70.3%) compared to 35(29.6%), who agreed. Item three indicated that teachers disagreed that they are always challenged by the head teacher to push for improved performance 69(58.5%) compared to 49(41.5%) who agreed. Teachers also showed that they were not aware of the school rules and regulations 69(58.5%) compared to 49(41.6%) who agreed. Finally respondents disagreed that they attend periodic meeting which receive teachers job performance 76(64.6%) compared to 42(35.6%) who agreed. The above findings agree with means for all means were ranging in one and two with mean 2.43 as the highest

mean and mean 1.92 as the lowest suggesting that teachers strongly disagreed with control practices. The findings on the qualitative question on control practices showed that teachers were not strictly controlled on their job in secondary schools in Luweero District. Table 4.19 gives distribution of respondents' opinions on teachers control practices available in secondary schools in Luweero District:

Table 4.19: Teachers opinions on the qualitative question of control practices in secondary schools in Luweero District

Control practices	Number	Percent
I have access to computers, newspapers, text books and other teaching materials	27	30
I am allowed to attend refresher courses	54	60
I am allowed to go for further studies	09	10
Total	90	100

Table 4.19 shows that out the 90 respondents who answered the qualitative question on control practices 54(60%) showed that they are allowed to go for refresher courses, 27(30%) showed that they have access to computers, newspapers and books yet 9(10%) showed that they are allowed to go for further studies. Generally support practices were no strictly observed in secondary schools in Luweero District. To get an over all view of how respondents rated on control practices all items in Table 4.18 were aggregated into one average index Cpractices which is an acronym for control practices. Table 4.20 shows pertinent descriptive statistics:

Table 4.20: Descriptive statistics on respondents self rating on control practices

Statistics		Value
Mean		2.19
95% confidence interval for mean	Lower	2.10
	Upper	2.28
Median		2.00
Standard Deviation		0.51
Range		2.00
Skewness		0.73

Table 4.15 shows that respondents rated low on control practices (mean = 2.19) which suggests that respondents disagreed with control practice with opinions ranging from 2.10 to 2.28. Teachers showed no divergence in their opinions regarding control services (standard deviation = 0.51) suggesting that their views regarding central services did not differ so much from one respondent to another. The difference between the highest and lowest rating was 2.00 and supported by a fore mentioned standard deviation. Also in Table 4.15 we find that there was slight positive (skew 0.73). To test validity of these findings a histogram and curve were generated as shown in Figure 4.6:

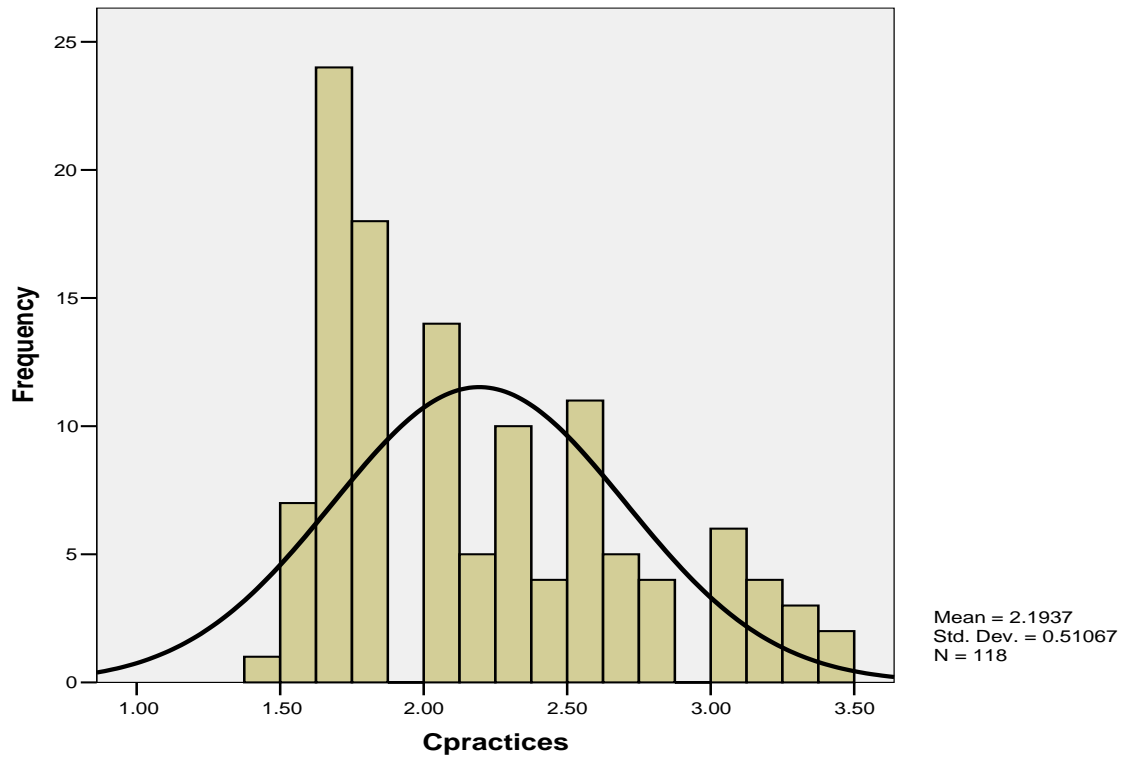


Fig. 4.6: Distribution of respondents on control practices.

Fig. 4.6 shows that respondents were heaped on the left side of the histogram curve suggesting that they disagreed with control practices. To test whether control practices affects teachers' job performance in Luweero District the two indices (Tperformance and Cpractices) were graphically correlated as shown in Figure 47:

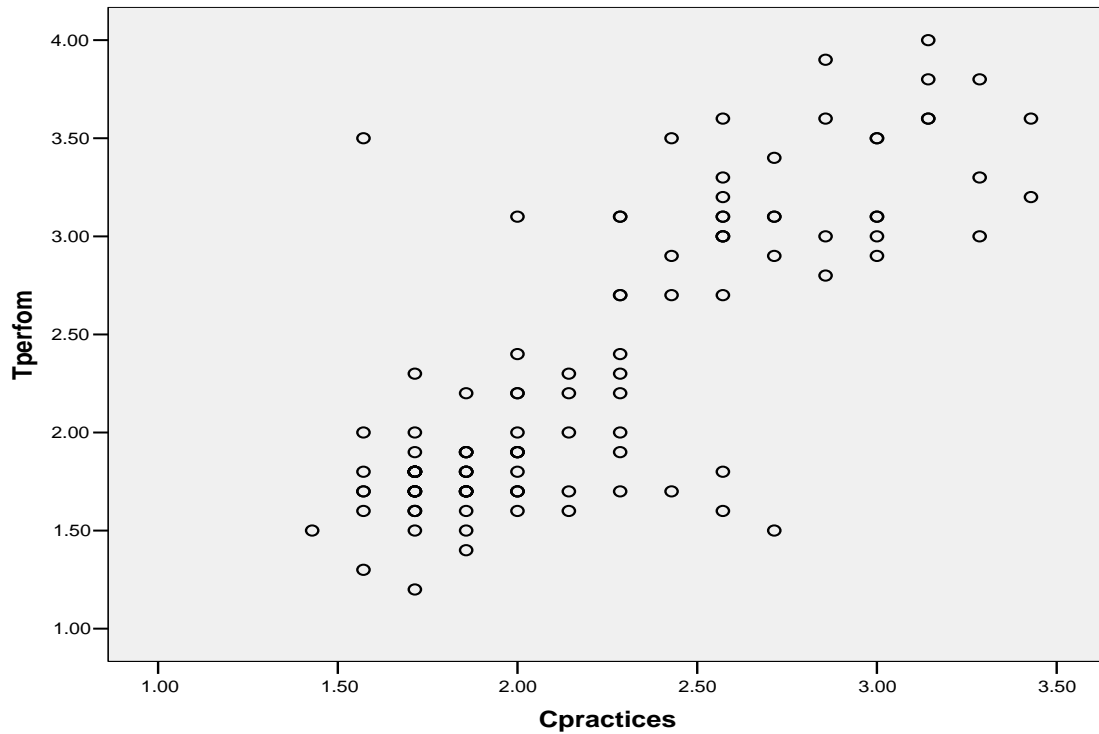


Figure 4.7: Scatter dot graph showing correlation between control practices and teachers job performance

Fig. 4.7 Scatter dot graph suggests that there is a positive correlation between control practices and teachers job performance to confirm this the two indices (Tperform and Control practices) were correlated using Pearson's correlation index which was computed and shown as in Table 4.16:

Table 4.21: Pearson's correlation co-efficient between control practices and teachers job performance

	Pearson's	Job Performance	Motivation
Teacher's Performance	Pearson's correlation	1	0.811**
	Sig.2 – tailed		0.000
	N	118	118
Motivation	Pearson's correlation	0.811**	1
	Sig.2 tailed	0.00	
	N	118	118

Table 4.21 shows Pearson's correlation co-efficient for teachers job performance and control practices $r = 0.811$ and Positive, having a significance $P = 0.000$ which is less than 0.001. This suggests a high positive correlation between job performance and control practices and it is supported by Figure 4.7 hence there is a positive significant relationship between control practices and teachers job performance at the one percent level of significance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this Chapter the researcher presents discussion of results, conclusions recommendations as well as areas for further research. The researcher discussed, recommended and concluded basing on the research questions as presented in the next sub sections.

5.1 Discussion

In this Section the researcher discusses results that were obtained in the study. The main research instrument was a self administered questionnaire. It was basically quantitative with qualitative items on the two variables of the study basing on the conceptual frame work. This instrument generated valuable information from respondents from which findings discussed were based. The discussion will follow research question by question.

5.1.1 Research Question One

Research Question One stated that: What is the relationship between headteachers motivation practices and teachers job performance in Luweero District secondary schools? The results obtained showed a highly positive relationship between motivation practices and teachers job performance in Luweero District secondary schools (Table 4.13: $r = 0.672$ sig = 0.000). This implied that teachers who were motivated on their job were capable of performing compared to those who were not motivated. These findings were empirically supported by findings of Okwir-Okulo (2006) who found out that teachers who were not motivated did not perform

highly. The study finding is empirically supported by Kanyesigye (2005) who found out that effectively managed reward practices was a cardinal factor upon which employee job satisfaction was anchored in Uganda Christian University Mukono. The finding is more less the same as that of Kitatta (1994) who found out that managers of primary teachers colleges in Uganda need to judge the relevance of motivation theories and how best to draw up them and effectively apply them in an effort of getting expected job performance. The findings are further empirically supported by Kamagara (2000) who found out that job related factors such as high salaries were a major contributory factor to employees job satisfaction; resulting into improved job performance and consequent exponential expansion of Centenary Rural Development Bank Limited Uganda.

The study finding was theoretically supported by Lawler (1973) who indicated that there are less cases of absenteeism and lower turn over among satisfied employees which breeds employees' high job performance. The finding is supported by Herzberg (1958 cited in Otemo: 2004) who showed that workers motivational factors are divided into two satisfiers and maintenance factors in which case pay, status, job security, working conditions, company policy, peer relations, supervision, recognition, responsibility and work itself were important icons of intrusive and extrinsic motivation to realize high employees job performance. The finding is similar to (Silk and Williams 1981) that human motivation there fore is a process by which behavior is mobilized and sustained in the interest of meeting individual needs and achieving organizational objectives. With these empirical, theoretical supports to the study finding the researcher there fore concludes that teachers motivation positively affects their

job performance hence the need to give it due respect to yield high teachers job performance in Luweero District.

5.1.2 Research Question Two

Research Question Two was that: What is the relationship between headteachers support practices and teachers' job performance in Luweero District secondary schools? The study finding revealed that support practices have a positive effect on teachers job performance in Luweero District (Table 4.17: $r = 0.625$. $\text{sig} = 0.000$) thus teachers who were offered support practices on their job were capable of performing highly compared to those who were not offered support practices. These findings were empirically supported by various studies for instance Matovu (2004) who empirically found out that provision of social amenities at ones place of work had a strong influence on job satisfaction and largely accounted for improved service delivery of many teachers in Mukono District secondary schools. The study finding is similar to Barasa (2004) in a study on the investigation into the academic housing policy and its effects on job performance of lecturers at Makerere University who found out those lecturers who were provided good housing facilities were capable of performing highly as compared to those who were not offered. The finding is more less similar to that of Bawasa (2004) who found out that bursary schemes put in place by institutions; if well organized; coordinated boosted morale among workers. The finding is supported by Mbamba (1992) who found out establishment of teacher advisory centre within the reach of a given cluster of schools as a support practice would help in exchange of professional views; exchange of skills and as a consequent be able to work in a net worked way.

The study findings were supported by theoretical literature like that of Dodd (1986) who observed that support practices address any thing done to advance the cause of good health; and or comfortable living and good working conditions as may be manifested in financed social services. The finding is in agreement with the Education Policy Review Commission

(1989) that in general welfare of was far from being desired. There fore the question of having improved teachers job performance required attention. In the same line (Jones cited in Ddungu 2000) stressed that teachers in urban areas performed their work better compared to their counter parts in rural settings on grounds of better improved support practices by institutions they served. Wisman (1966) similarly supported the study finding that poor housing negatively contributed to poor teachers' job performance in rural areas. With these empirical, theoretical supports to the study finding the researcher there fore concludes that support practices positively affects teachers job performance in Luweero District hence the need that they are given priority so as to yield high teachers job performance in Luweero District.

5.1.3 Research Question Three

Research Question Three was that; What is the relationship between headteachers control practices on teachers' job performance in Luweero District secondary schools? The finding revealed that availability of control practices positively affects teachers' job performance in Luweero District (Table 4.21: $r = 0.811$, $\text{sig} = 0.000$). Thus teachers who were controlled on their jobs were capable of performing highly than those who were not controlled. These findings were empirically supported by Busingye (2006) in a study about appraisal scheme and staff performance who empirically found out that a clear appraisal system; with clear plans, budgets to control expectations, and predetermine performance system boundaries boosted morale among lecturers others and the reverse is true.

The finding is theoretically supported by various authorities such as Kajjubi (1989 cited in Passi et al: 1993) that no education institution can be better than the quality of its head teacher and that one of the manifestations for quality institutions was the extent to which was exercised in all institutional aspects. The finding was supported by Mintzberg (1973) pointing out that the activities of management in any institution are clearly illustrated through control reports, which emphasizes observation comments, comments recommendations on expectations (excellence and deficiencies) critical points of success or failure which can guide either future performance or corrective measures. The finding is similar to Drummond (2000) who suggested that organizations that reach expected performance always develop law, rules and regulations which guide behavior and determine desired performance.

The finding is further in agreement with the views of Stewart (1999) admonishing that managers who exercise control in various systems to create room for flexibility in order to accommodate acceptable human error; since human performance of a task can be influenced by several factors. While on the other side Mathison cited in Mullins; (2002) noted that in all organizations resources are scarce and therefore control structures which tend to thwart the organizational developments must be removed to ensure growth. With these theoretical; empirical supports to the study finding the researcher concludes that control practices have a positive on teachers job performance in Luweero District hence the need to ensure that teachers are controlled to yield high teachers job performance in Luweero District secondary schools.

5.2 Conclusions

The following conclusions as per respective research questions were drawn

From Research Question One it was concluded that headteachers' motivation practices positively relate with teachers job performance in Luweero District secondary schools.

From Research Question Two it was concluded that headteachers support practices positively relate with teachers job performance in Luweero District secondary schools.

From Research Question Three it was concluded that headteachers control practices positively relate with teachers job performance in Luweero District secondary schools.

5.3 Recommendations

From the study findings and conclusions the following recommendations were suggested research question by research question.

Resulting from the conclusions on the research questions of the study; the researcher recommends that if teachers job performance is to be improved in Luweero District secondary schools, Government as a policy making body through the Ministry of Education and Sports, District education administrators, head teachers and other secondary education stake holders do the following:

- Ensure teachers are motivated by giving them long term incentives, cash bonuses, recognizing their achievements and giving them flexible working hours among others

in order to keep pace with the increasing costs of living so as to improve on their job performance.

- Ensure that support practices like provision of career development opportunities, like holidays, health care, study leaves, opportunity to join pension schemes and joining trade unions among others are given due respect by all school administrators so as to enable teachers perform highly.
- Ensure that teachers are controlled on their jobs through putting up rules and regulations, teacher appraisal tools, through putting up attendance books, clear job design, putting up disciplinary committees, and clear methods of resolving conflicts among others in order to ensure teacher job performance in all secondary schools within Luwero District.

5.4 Areas for further research

Due to a wide range of factors affecting teachers' job performance; the study was primarily based on three factors that is to say: motivation practices; support practices and control practices. However there are so many other variables affecting teachers' job performance this study did not investigate on for instance leadership styles and staff retention which needs attention of future researchers.

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APPENDICES

SELF-ADMINISTERED QUESTIONNAIRE FOR TEACHERS IN LUWEERO DISTRICT REGARDING THE EFFECT OF HAEDTEACHERS' LEADERSHIP PRACTICES ON TEACHERS' JOB PERFORMANCE

Dear Respondent,

As part of the requirements for the award of the degree of Master of Arts in Education Management of Makerere University, the researcher has randomly and conveniently selected you as a respondent in administering this questionnaire and thereafter analyse data on the topic. For the research to be successful, you are requested to answer all the questions honestly and to the best of your ability. Your answers in this study will be kept confidential and will be used for academic purposes only. To foster this confidentiality, you may feel free to fill and return the questionnaire to the office of the Director of Studies in four days without writing your name on it.

Thank you.

Kanyerezi Richard

(0772 – 602494)

SECTION A: BACKGROUND INFORMATION

Please supply the following facts about yourself to help us classify your responses.

1. Type of school 1- Government ☐ 2. Private ☐

2. Qualification of respondent

Diploma		Degree		Postgraduate	
1		2		3	

3. Age of respondent (years)

Below 25		25 but below 35		35 and above	
1		2		3	

4. Sex of respondent

Male		Female	
1		2	

5. Subjects taught by respondent

Arts		Science	
1		2	

6. How long have you been teaching (years)

0 up to 5		5 but below 10		10 and above	
1		2		3	

SECTION B: INDEPENDENT VARIABLE (Leadership Practices)

In this section, please respond by ticking the most appropriate response.

(1) Strongly Disagree (SD), (2) Disagree (D), (3) Agree (A), (4) Strongly Agree (SA)

Motivation practices	SD (1)	D (2)	A (3)	SA (4)
7. I receive a good salary.				
8. I receive regular pay rise.				
9. Payment of salary is timely.				
10. The head teacher pays my allowances on time.				
11. There is proper communication with my head teacher.				
12. I often get advice from my head teacher.				
<p>Generally comment on the motivation practices offered to teachers in this school.</p> <p>.....</p> <p>.....</p> <p>.....</p>				

Support Practices

(1) Strongly Disagree (SD), (2) Disagree (D), (3) Agree (A), (4) Strongly Agree (SA)

	SD (1)	D (2)	A (3)	SA (4)
13. I am regularly encouraged by the head teacher to go for further education				
14. I am encouraged by the head teacher to be a member of at least one-				

education professionals' organisation.				
15. I can be guaranteed by my school to receive a loan from financial institutions.				
16. I receive re-imbursement on my utility bills from my school.				
17. I regularly attend refresher courses on job performance using the headmaster's support.				
18. I have daily access to newspapers provided my school.				
19. I have materials needed for all my teaching provided by my school.				
Comment on the support practice and how they are administered to teachers in this school.				

Control Practices

(1) Strongly Disagree (SD), (2) Disagree (D), (3) Agree (A), (4) Strongly Agree (SA)

	SD (1)	D (2)	A (3)	SA (4)
20. My school has an appraisal/evaluation system for teachers' job performance.				
21. I always get the results of my performance rating from the head-teacher.				
22. I am always challenged by the head teacher to push for improved performance.				

23. I am aware of my school's rules and regulations.				
24. My school has established channels of setting conflicts.				
25. I am aware of my school's Vision and Mission.				
26. I attend periodic meeting which review teachers' job performance.				
<p>Generally comment on the control practices administered to teachers in this school.</p> <p>.....</p> <p>.....</p> <p>.....</p>				

SECTION C: DEPENDENT VARIABLE (Job Performance)

(1) Strongly Disagree (SD), (2) Disagree (D), (3) Agree (A), (4) Strongly Agree (SA)

27. I always report at school on time	SD (1)	D (2)	A (3)	SA (4)
28. I keep at the school through out the day.				
29. I seek permission from authority in case of absenteeism.				
30. Accept extra tasks assigned by the head teacher.				
31. I prepare schemes of work and lesson plans for all my classes.				
32. I keep records showing students progress.				
33. I participate in disciplining students in my school.				
34. I participate in counselling students in my school.				

35. I get well on well with other members of staff from other departments.				
36. At the end of a term I participate in the preparation of students' report cards.				

Thank you for contributing towards the success of this study