

**EFFECTS OF TEACHING STAFF MANAGEMENT ON ACADEMIC ACHIEVEMENT
OF LEARNERS IN KARITA SUB COUNTY AMUDAT DISTRICT**

BY

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DECLARATION

I Kurong Godfrey do declare that this Research Report is original and it is as a result of my effort. To the best of my knowledge the information contained in this research has never been submitted to any institution of higher learning or otherwise for any award.

Signature:..... **Date:**.....

KURONG GODFREY

APPROVAL

I certify that this research report satisfies the partial fulfillment of the requirements for the award of the Bachelor of Education Primary of Busitema University.

Signature:..... Date:.....

MR. WANDA DANCUN

(SUPERVISOR)

DEDICATION

I dedicate this research work to my family members and lecturers who encouraged me and supported me financially right from my formative years of education. Her words of encouragement, moral and spiritual support were priceless in seeing me complete this course. This work is also dedicated to my children who have always missed me and allowed me time to study. May the almighty God bless you with good health as you grow up as responsible citizens.

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The journey towards generating this report has received support from a number of individuals and schools that cannot go unacknowledged. First of all, I glorify the almighty God for thus this far he has brought me and the favor upon my life throughout the entire period of my study.

I would like to acknowledge the contribution and the encouragement made by my course mates; who kept on encouraging me during the course of writing this dissertation.

Importantly, I'm grateful to my respondents the head teachers and teachers of the selected schools who spared time to respond to the questionnaires and interview guides.

TABLE OF CONTENTS

Content	Pages
DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	ix
ABSTRACT.....	x
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.1.2 Theoretical Perspective	5
1.2 Statement of the Problem.....	6
1.3 .1 General Objective of the Study.....	7
1.3 Specific Objectives	8
1.4 Null Hypothesis	8
1.5 Scope of the Study	8
1.5.1 Content Scope	9
1.5.2 Geographical Scope	9
1.5.3 Time Scope	9
1.6 Significance of the Study	9
1.7 Operational Definition of Terms.....	10

CHAPTER TWO: LITERATURE REVIEW	11
2.0 Introduction.....	11
2.1 Teachers management and Teachers’ level of Preparation.....	12
2.2 Relationship between teachers Management and Teachers’ Level of Classroom Teaching ..	21
2.3 Management and Teachers Level of Pupil Assessment.....	24
CHAPTER THREE: METHODOLOGY	27
3.0 Introduction.....	27
3.1 Research Designs	27
3.2 Population of the study	27
3.3 Sample Size.....	28
3.4.1 Census Sampling.....	29
3.4.2 Simple Random Sampling	29
3.5 Data Collection Instruments	29
3.6 Documentary Review.....	31
3.7 Quality Control Mechanisms	31
3.8 Reliability of the Instruments.....	32
3.8 Methods of Data Analysis.....	33
3.9 Qualitative Data Analysis	33
3.10 Ethical Considerations	34
CHAPER FOUR: DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION OF FINDINGS	35
4.0 Introduction.....	35
Response Rate.....	35

4.1.2 Demographic Features of the Respondents.....	36
4.2 Distribution of Respondents by Marital Status.....	37
4.3 Distribution of Respondents by Age bracket.....	37
Hypothesis H ₀₁ : There is no Statistically Significant Relationship between Performance Appraisal and Teachers’ Level of Preparation in Government Aided Primary Schools in Amudat District.....	39
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	60
5.0 Introduction.....	60
5.1 Discussion.....	60
5.1.1 To Analyze the Relationship between Management of teachers and Teacher Level of Preparation in Government Aided Primary Schools in Amudat District.....	60
5.1.2 To assess the relationship between management of teachers and teachers level of classroom teaching in government aided primary schools in Amudat District.	61
5.1.3 To Analyze the Relationship between management of teachers and Teachers Level of Assessment of Pupils in Government Aided Primary Schools in Amudat District.....	61
5.2 Recommendations.....	61
Research Objective Three: To Analyze the Relationship between management of teachers and Teachers Level of Assessment of Pupils in Government Aided Primary Schools in Amudat District.....	62
5.3 Areas for Further Research	63
REFERENCES.....	64

APPENDICES	71
APPENDIX I: QUESTIONNAIRE	71
APPENDIX II: RESEARCH TIME SCHEDULE	75
APPENDIX III: RESEARCH BUDGET AND TIME FRAME	76
APPENDIX IV: PERMISSION LETTER.....	77
APPENDIX V: A MAP OF UGANDA SHOWING AMUDAT DISTRICT	79

LIST OF TABLES

Table 3.1: Population, Sample Size and Sampling Procedure.....	28
Table 4.1: Distribution of Respondents by Gender	36
Table 4.2: Distribution of Respondents by Marital Status.....	37
Table 4.3: Distribution of Respondents by Age bracket.....	38
Table 4.4: Distribution of Respondents by Work Experience	39
Table 4.5: Teachers Prepare Lesson Plans for Teaching Process.....	40
Table 4.6: Teachers Report to School on Time	41
Table 4.7: Teachers prepare schemes of work to guide in lesson preparation	42
Table 4.8: Teachers follow the school time table to conduct their daily activity.	43
Table 4.9: Teachers in my school guide and counsel learners.....	44
Table 4.10: In our school, teachers discipline learners who misbehave.....	45
Table 4.11: Teachers conduct timely lessons in class.....	46
Table 4.12: In my school, teachers are always in class and on time.....	47
Table 4.13: Teachers give assignments to pupils.....	48
Table 4.14: Homework is given to pupils to keep them busy at home.....	49
Table 4.15: Teachers in our school form pupil’s discussion groups.....	50
Table 4.16: Teachers engage all learners in the participation of classroom activities.....	51
Table 4.17: Teachers delegate to fellow teachers to influence performance.	52
Table 4.18: Teachers give exercises and mark pupils’ books.....	53
Table 4.19: Homework is given to pupils on a daily basis	54
Table 4.20: End of term examination is given to learners	55
Table 4.21: Teachers organize inter school academic competitions.....	56
Table 4.22: Exercises are given to learners on a daily basis.....	57
Table 4.23: Teachers organize discussion groups.....	57
Table 4.24: Teacher assess learners individually.....	58

ABSTRACT

The study investigated relationship between management of teachers and teachers' effectiveness in government aided primary schools Karita Sub County, Amudat, district Uganda. The specific objectives that guided the study in relation to research hypotheses were; to analyze the relationship between management of teachers and teachers' level of preparation, to assess the relationship between management of teachers and teachers' level of classroom teaching and to analyze the relationship between management of teachers and teachers' level of assessment of pupils in government aided primary schools in Karita Sub County, Amudat District, Uganda. The study used a cross sectional survey design and adopting quantitative and qualitative approaches. The study population was 110 respondents with a sample size of 96 respondents. These included 6 head teachers and 90 teachers. The sampling techniques used was census inquiry and simple random sampling technique. Census inquiry was used to select head teachers while simple random sampling was select teachers. Data was collected through questionnaires and interview guides. The content validity index of the instrument was 0.90 and reliability was 0.90. Data collected was analyzed using descriptive statistics of frequencies, percentages and means. Qualitative data collected was analyzed through the use of content analysis. Pearson correlation was done to establish the relationship between management of teachers and teachers' level of class room teaching and the findings revealed a positive and significant relationship between ,management of teachers and teachers' level of preparation in government aided primary schools in Amudat district hence rejecting the null hypothesis while accepting the alternative ($r = .965$, $n= 90$, $P=0.01<.05$). The study also found a positive and significant relationship between management of teachers and teachers' level of classroom teaching ($r = .990$, $n= 90$, $P=0.01<.05$), therefore the null hypothesis was rejected while accepting the alternative. In regard to performance appraisal and teachers' level of assessment of learners, the findings indicated that there is a positive and significant relationship between performance appraisal and teachers' level of assessment of pupils, ($r = .968$, $n= 90$, $P=0.01<.05$). thus, rejecting the null hypothesis. The study concluded that performance appraisal plays an instrument role in ensuring the effectiveness in their preparedness in Government Aided Primary Schools in Amudat District. It is concluded that there is a positive and significant relationship between performance appraisal and teachers' level of classroom teaching in Government Aided Primary Schools in Amudat district hence rejecting the null hypothesis while accepting the alternative. It is concluded that there is a positive and significant relationship between performance appraisal and teachers' level of assessment of pupils in Government Aided Primary Schools in Amudat District hence rejecting the null hypothesis while accepting the alternative. It is recommended that there is need for head teachers of primary school to continuously evaluate and assess their teachers to improve the effectiveness in work delivery of their teachers. There is need for head teachers of Government Aided Primary schools to encourage teachers to double their effort in classroom activities by ensuring they intensify the teaching and learning activities, classroom discussions to improve performance and increase in their effectiveness.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, staff management has a long history in education system. In the United States of America, District of Cincinnati, the average level of teacher effectiveness was low compared to the surrounding suburban districts in response to the existing teacher effectiveness evaluation system; the District designed a knowledge- and skill-based pay system and a new teacher evaluation system during the 2008-2009 school year was developed Milanowski (2014). The assessment system was based on a set of teaching standards derived from the Framework for Teaching. Danielson (2016) asserts that for each standard, a set of rating scales called rubrics describe four levels of effectiveness: unsatisfactory, basic, proficient, and distinguished. Teachers are evaluated using the rubrics based on two major sources of evidence; six classroom observations and a portfolio prepared by the teacher. The portfolio includes artifacts such as lesson and unit plans, attendance records, student work, family behavior, and documentation of professional development activities.

In Finland, staff management is characterized by the very high level of confidence placed in schools. It involves teacher competencies and professionalism as a basis to improve teaching quality. Most schools have implemented annual discussions between school leaders and teachers to evaluate the fulfillment of the personal objectives set up during the previous year and to establish further personal objectives, UNESCO, (2014) as cited in Isore, (2015). In addition, school teachers have positions comparable to national or municipal public servants. School leaders oversee teacher selection once the required license is obtained and in charge of all the

policies that are considered as necessary to the enhancement of teaching quality, among which is teacher evaluation. Consequently, teacher evaluation currently goes hand in hand with other policies within each school.

According to Fullan (2011), South Africa recently introduced policy innovation to enhance the delivery process of a quality education for South African schools which among other included the Integrated Quality Management System (IQMS). IQMS is informed by schedule 1 of the Employment of Educators Act (EEA) No. 76 of 1998. In terms of resolution 8 of 2003, an agreement was reached in the Education Labour Relations Council (ELRC) to integrate programs on quality management which comprised of Developmental Appraisal System (DAS), the performance management system (PMS) and Whole School Evaluation (WSE). The aim of these policy innovation was to strengthen staff management in school in the bid achieve the desired goals and objectives of education.

In Botswana, the first Commission on Education of 1975 and the subsequent White Paper No. 1 of 1977, Education for Kagisano (Social harmony) proposed educational reforms aimed at improving the quality of the education system of Botswana, Republic of Botswana, (1977). The Commission realized that the education system could be improved by assisting schools to enhance the quality of teaching and that this called for more effective supervision of teachers to improve on their effectiveness Hopkin, (1997). A Government White Paper on Job Evaluation for Teachers was implemented in 1988. This stressed the need to subject teachers to some form of continuous assessment to determine their eligibility for salary increments and promotions across effectiveness bars, Habangaan, (1998). This link between appraisal and pay was vehemently opposed by teacher organizations and unions, which resulted in industrial action, Motswakae, (1990). In 1992, because of the Job Evaluation exercise and the resultant problems,

a new instrument entitled “Teacher Effectiveness Appraisal: Form TMS $\frac{3}{4}$ ” was introduced, Republic of Botswana, (1994). The instrument aimed to portray a non-threatening, valid and comprehensive system, which would offer a teacher the opportunity to increase professional development.

In Kenya, formalized procedures for the appraisal of staff management are viewed by educators as logical and essential for accountability, quality improvement and best practice. Kenya’s Ministry of Education portrays appraisal as an attempt, through second party intervention, to ascertain, maintain and improve the quality of work done. Performance appraisal therefore is a basic requirement in school administration which brings on board tactics of effectiveness and proper personnel management with an aim of steering their efforts towards the desired educational goals of a community. As an aspect of administration, it assists in checking of punctuality, discipline, as well as facilitating changes from old ways to modern ways of doing thing at school, (Olembo et al, 1992).

In Uganda, since 1996, the education sector has undergone various reforms in order to send all children to school and ensure that their training in key skills improves (Bitamazire, 2011 in Ochwo, 2013). While implementing these reforms, one area the education system needs to focus on concerns teacher issues which include, but are not limited to, terms and conditions, welfare and teacher effectiveness (NPA, 2015, UNESCO, 2015). Uganda’s progress report (2012) on the achievement of the Millennium Development Goals reveals that schools enrolment in Sub-Saharan Africa has been rising but the school system has remained wasteful in terms of repetition. Repeating reflects poor teaching and learning and thus a case of poor teacher effectiveness.

Performance appraisal system is at the center of effectiveness of all organizations especially in this era of stiff competition, ministry of public service, (2007). Consequently, all organizations are looking for ways in which to enhance the employee effectiveness. In Uganda, there is stiff competition between privately owned schools and public schools. Employee performance appraisal monitors how far and how well employees perform their jobs. Performance appraisal identifies measures and develops job effectiveness of employees in an organization and therefore is a planning technique of employee effectiveness and controlling technique of employee effectiveness. Employee Performance appraisal drives employees in a firm to produce excellent standards of results and even beyond the expectations. Employee effectiveness can be measured in terms of responsiveness, morale, equality and quantity of production and customer satisfaction, Ali & Opatha, (2008). This lies on the premise that proper evaluation should involve the use of appropriate and recommended appraisal practices that form a basis of this study.

In Amudat District, absenteeism, late coming, negative attitudes of children towards education and school dropout rate are high (Head teachers' Termly Report 2018-2021, despite the various effectiveness strategies in place. This leaves the researcher to keep on pondering what really brings all about this. In light of the above, there must be a system that sustains the daily school programs to ensure that teachers work as a team for continued development and to curb discrepancies and deficiencies that impede staff effectiveness during the course of action and its jurisdiction in executing duties. According to Musungu (2022), sustainability of the system require regular sensitization to remind staff on the roles, powers and functions, guidance and counseling to inspire them so that they are able to initiate, invent, innovate and renovate to better the system, motivation which can be done through promotions, demotions, reallocations, transfers, reshuffles, delegations and appointments, and researching through the system to find

out where exactly change is required to restore the situation. To embrace the above, institutional leaders need to think outside the box to devise strategies that keeps the staff in the state of balance in a bit to realize the institutional dreams and potentials. Modalities applied should inculcate in the staff the spirit of ethical leadership, hardworking patriotism, enthusiasm, passion for work and endurance which are key in the development of any institution. It is against this state of affairs that the researcher is concerned to examine the relationship between performance appraisal and staff management in government aided primary schools in Amudat District, Uganda.

1.1.2 Theoretical Perspective

The study will be guided by theory X and Theory Y in order to explore the influence between performance appraisal and teachers' effectiveness. Theory X undertakes that teachers are lazy and wish to work as a little as possible, they lack focus, ambition, dislike responsibility, field dependents and prefer to be led (Baloch and Jariko, 2017). In line to the above, Aina (2014) attests that teachers need to be pressured, governed, and directed intelligently to achieve institutional goals. An institutional manager who inclines to theory X most likely adopts autocratic task oriented management strategies with little regard for the humanity of the teachers. Such a tendency is likely to impart resistance in the teachers and their role effectiveness is likely to be wanting.

This theory fails to appreciate the fact that there are many hardworking teachers in the school system who even go beyond the minimum requirement and exceed job expectations in their undertakings. Equally, the theory also forgets the fact that detection of laziness among the teachers may be a complex undertaking. Nevertheless, the theory helps a manager managing

teachers to be alert and avoid surprises that may come with lazy teachers. In brief, the manager is well prepared for situation relating to laziness should they crop up.

On the other hand, an institutional leader who uses Theory Y in managing the school operates on the basic assumption that his or her teachers like to work, are self-motivated, inherently ambitious, like to volunteer in responsibilities, and prefer a working environment with less tracking or interference by the immediate supervisor (Dharejo et al, 2017). Such a school will likely get high effectiveness from the teachers because they perceive that management allows them to grow and develop. The weakness of the theory is that it is hard to detect interest and motivation to work since both are innate. Moreover, it may also be misleading in circumstances where the motivation and interest is for another aspect altogether not necessarily work. This may lead to wrong assumptions and actions on the part of the manager. Notwithstanding however, the theory aids understanding of what a effectiveness manager has to do in the event of having teachers with a dedication and motivation to work. Hence adopting either Theory X and Y in their effectiveness management strategies will have an impact on staff effectiveness which may also be reflected in the learners' performance.

1.2 Statement of the Problem

Staff management plays a significant role in determining the quality of education and the attainment of the educational objectives. Teachers are expected to prepare schemes of work, lesson plans, teaching and learning materials, teach and assess learners in addition to devoting in time to their duties and being role models at school and community (Education Service Act, 2002, Legal notice supplement, August, 2012) Staff performance appraisal guidelines have therefore been set to evaluate teachers' work effectiveness, guide improvement of teaching skills,

recognize and reinforce teaching Excellence, focus on pupils outcomes and to plan in education activities (Ministry Public Service, 2008).

Despite all these guidelines, there are observable evidence of deteriorating staff management in government aided primary schools in Amudat District. Available reports (Amudat District Education Inspection Report-Quarter 3, (2022), Khauka 2022), Walufu (2023), Musungu Lydia (2023), indicate that there is rampant teacher absenteeism, teachers rarely prepare schemes of work, lesson plans, and instructional materials to support teaching, there is inadequate continuous assessment of learners and teachers heavily rely on teacher centered methods of teaching which has led to deteriorating academic performance of pupils in PLE examinations. This undermines the effectiveness of teachers in Government aided primary schools, their professional code of conduct and ethics that govern government civil servants.

It is anticipated that if these practices are left unattended to, then their consequences may not only continue breeding negative results poor academic performance in PLE, school dropout, absenteeism of teachers and learners, decline in learners discipline and societal values and needs will not be upheld as expected through the learners as already reflected by poor academic performance of learners in Primary Leaving examination (Amudat District PLE Report, 2022). It is therefore against this state of affairs that the researcher intends to examine the relationship between performance appraisal and staff management in a government aided primary schools in Karita Sub County, Amudat District.

1.3 .1 General Objective of the Study

To examine the effect of teachers' management and teachers performance in government aided primary schools in Karita subcounty in Amudat District, Uganda.

1.3 Specific Objectives

This study was guided by the following specific objectives;

- i. To analyze the relationship between management of teachers and teachers level of preparation in government aided primary schools in Amudat District.
- ii. To assess the relationship between management of teachers and teachers level of classroom teaching in government aided primary schools in Amudat District.
- iii. To analyze the relationship between management of teachers and teachers level of assessment of pupils in government aided primary schools in Amudat District

1.4 Null Hypothesis

This study was guided by the following Null Hypotheses.

- i. There is no statistically significant relationship between management teachers and teachers' level of preparation in government aided primary schools in Amudat District.
- ii. There is no statistically significant relationship between management of teachers and teachers' level of classroom teaching in government aided primary schools in Amudat District.
- iii. There is no statistically significant relationship between management of teachers and teachers' level of assessment of pupils in government aided primary schools in Amudat District.

1.5 Scope of the Study

The scope of the study covered the content, geographical and time scope.

1.5.1 Content Scope

The study focused on relationship between management of teachers and teachers' level of preparation, management of teachers and teachers' level of classroom teaching, and management of teachers and teachers' level of assessment of pupils in government aided primary schools in Amudat District.

1.5.2 Geographical Scope

The study was conducted in six government aided primary schools in Amudat District. Amudat District located in Eastern Uganda approximately 360 kilometers (210 mi) by road north east of Kampala, Uganda's' capital and oldest city on an all-weather tarmac high way. The district lies at average elevation of 1156m (3793ft above sea level. the coordinates of the district are; 1⁰ 04'50.0" N34⁰10'30.0E (Latitudes: 1.080556; longitudes: 34.175000). the district is neighbored by Moroto District in the North, Republic of Kenya in the East and North East, Nakapiripirit District in the West, Kween and Bukwo in South.

1.5.3 Time Scope

The information required for assessment of the above topic will run from 2019 to 2024 for a tune of five years for a significant conclusion. This time will be chosen because it gives a good interval to assess teachers' management in primary schools in Amudat District Local Government.

1.6 Significance of the Study

To Amudat District Local Government; the study may help to identify the challenges in conducting an effective performance management process and find suitable remedies.

The study may offer Amudat District handbook manual on how effective performance can be carried out for the benefit of both employees and the district.

To the Ministry of public service, the study may help to assess the performance system in all Local Governments and Ministries effectiveness and where necessary modify it to suit the organizations.

To other future researchers; the findings may be of great benefit to identify gaps not addressed by this study and hence create grounds for future research.

1.7 Operational Definition of Terms

Appraisal: Is the process of judging the value or quality of an employees performance against the set standards.

Performance : Is the process of assessing teachers' activities in relation to the objectives, outputs and targets of duties over a specific period of time.

Teachers' Effectiveness: Is defined as teachers' making use of their knowledge, skills, and abilities at work, being particular about teaching methods, encouraging students creating a fine learning environment and atmosphere and helping students to achieve performance excellence in the study (Beck, 2005)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature that the researcher has reviewed in line with the research objectives under the study. The literature gaps in the topic under study are also identified.

Theoretical Review

The study will be guided by theory X and Theory Y in order to explore the influence between performance and teachers' effectiveness. Theory X undertakes that teachers are lazy and wish to work as a little as possible, they lack focus, ambition, dislike responsibility, field dependents and prefer to be led (Baloch and Jariko, 2017). In line to the above, Aina (2014) attests that teachers need to be pressured, governed, and directed intelligently to achieve institutional goals. An institutional manager who inclines to theory X most likely adopts autocratic task oriented management strategies with little regard for the humanity of the teachers. Such a tendency is likely to impart resistance in the teachers and their role effectiveness is likely to be wanting.

This theory fails to appreciate the fact that there are many hardworking teachers in the school system who even go beyond the minimum requirement and exceed job expectations in their undertakings. Equally, the theory also forgets the fact that detection of laziness among the teachers may be a complex undertaking. Nevertheless, the theory helps a manager managing teachers to be alert and avoid surprises that may come with lazy teachers. In brief, the manager is well prepared for situation relating to laziness should they crop up.

On the other hand, an institutional leader who uses Theory Y in managing the school operates on the basic assumption that his or her teachers like to work, are self-motivated, inherently

ambitious, like to volunteer in responsibilities, and prefer a working environment with less tracking or interference by the immediate supervisor (Dharejo et al, 2017). Such a school will likely get high effectiveness from the teachers because they perceive that management allows them to grow and develop. The weakness of the theory is that it is hard to detect interest and motivation to work since both are innate. Moreover, it may also be misleading in circumstances where the motivation and interest is for another aspect altogether not necessarily work. This may lead to wrong assumptions and actions on the part of the manager. Notwithstanding however, the theory aids understanding of what a effectiveness manager has to do in the event of having teachers with a dedication and motivation to work. Hence adopting either Theory X and Y in their effectiveness management strategies will have an impact on staff effectiveness which may also be reflected in the learners' performance.

Empirical Review

The empirical review was guided by the three objectives of the study as follows

2.1 Teachers management and Teachers' level of Preparation

Atkenson (2010) shares the view that; preparing for a lesson is a systematic attempt to foresee the activities and materials needed for every phase of teaching and learning a given task. Lesson plans provide a guide for managing the learning environment and is essential if a teacher is to be effective and efficient. Teachers should begin by having a clear mental picture of the exact changes to occur among learners and therefore they have to plan ahead regarding what, when and how they are going to teach if they want their students to succeed. Selecting what to teacher implies selecting objectives and content. Deciding when to teach a topic or subject involves structuring a course in a logical sequence. Nevertheless, specifying the nature of lesson plan

required of each teacher is a fundamental duty of effective managers lest teachers come up with their own plans which may lack credibility.

Lesson preparation is conceptualized in terms of the use of lesson plans with appropriate formats, clearly stated objectives, specifying teachers' and students' activities and the lesson evaluation procedures.

Piper et al. (2018) believes in this by pointing out that preparation involves formulation of objectives and organizing learning experiences. This is inline with Khoury (2018) who suggested that teachers must use the understanding of standard or objectives to design appropriate instructional materials that translates into efficiency in teaching and learning process. Therefore, teachers at every level prepare plans that aid in the organization and delivery of their daily lessons. However, it is important to note that these lesson plans vary widely in the style and degree of specificity. Some teachers prefer to construct elaborate detailed and typed outlines; others rely on the briefest of notes handwritten on scratch pads or on the backs of discarded envelopes. Regardless of the format, all teachers have to develop a lesson plan to provide direction toward attainment of the selected objectives. Therefore, this study seeks to investigate whether guidelines to lesson preparation as a management strategy are described and adhered to and how it translated into staff management in primary schools in Amudat District.

Angelo and Cross (2012) also agree that improvement of teacher effectiveness requires the comprehensive feedback on the extent to which those goals and objectives have been achieved. Such goals and objectives guide each teacher in the school and thus everyone in the system would be on the same page. This also applied to primary school managers in Amudat District and therefore the study seeks to determine the influence of specifying goals and objectives on

teacher effectiveness. Managing effectiveness calls for proper designs of schemes of work applicable to each school. A scheme of work shows content to be taught and when but also gives teacher activities for each topic or teaching objective. It also addresses any missing prior learning, includes time and strategies to each skills (such as assignment or essay writing), as well as content, and integrates equal opportunities and key skills into the teaching scheme. Teachers share their approaches and choose the most effective student activity for each topic or objective. Sometimes they agree a choice of activities. An alternative way to achieve active schemes of work is for the teaching team to share and develop a list of active teaching methods or learning strategies that are specifically suitable for the subject. Certain methods may be identified as being particularly useful for certain specific parts of the curriculum and the emphasis are put on the practical methods that promote hands on experience (Cambourne & Turbil, 2019).

Enforcing such strategies into action requires an organized mechanism of management and administration that inspire the teachers to ensure efficiency which is a product of smooth school running. The view of Cambourne and Turbil (2019) is critical but needed testing in a field-based setting which the current study will be undertaken in Amudat district and focused on government aided primary schools.

Capel, Yeask, and Younie, (2016) profess that a scheme of work is personal document, as it will inevitably reflect the approach and teaching style of the individual educator. This too requires a system that creates a conducive atmosphere. Musingafi et al, (2015) claims that a good scheme of work should operate on several levels at the same time; as a guide to the teacher to the sequence of lesson for a particular course; as an expression to the teacher and others of confidence in understanding and interpreting the curriculum from which the scheme of work has

been derived; and as a commitment to the aims and objectives contained within the scheme of work and the relevant curriculum documentation.

From the opinion of Kemp and Hail (2017), it is indicated that schemes of work enable teachers share best practice so the best teaching methods are available to all Hertfordshire Grid for Learning (2016) unearthed that detailed scheme of work feed directly into lesson planning so this is not extra effort so much as bringing work forwards slightly in time. The researcher further contends that schemes of work raise expectation of teaching quality. Active schemes of work can raise expectations of what it means to teach well, as well as showing how this can be done. Having appropriate schemes of work requires effectiveness managers to come up with guiding norms for the same and the current study seeks to explore how managers in Karita Sub-County had handled this particular aspect and how it translated into teacher effectiveness .

According to Tough (2019) in her article “setting performance standards. “ for any organization to be successful, the employer and employee must set and agree on the effectiveness standards that will apply to each activity as well as how the standards will be achieved. Understanding the level of effectiveness required gives the employee a sense of achievement which is one of the key ingredients to achieving standards and it applies to all employees at all levels.

Instructional materials are part of teaching and they refer to any material that can be used for the purpose of demonstration during any lesson delivery. Quite often they are referred to as teaching aids. A wide range of materials can be used for effective delivery in any lessons. According to Trowbridge and Powell (2014), instructional materials fall under four categories; Visual materials, audio materials, audio-visual materials, and community resources. Instructional method includes a variety of components, including classroom strategies, instructional materials,

and assessment models. The foundation for the use of instructional materials in the school system is to transmit information in the teaching and learning process.

Instructional materials according to Abidoeye (2015) refers to a broad range of information resources that constitute and integral components of classroom teaching and learning, and are utilized in an instructional process with the hope of facilitating effective and efficient communication in the teaching and learning process. That is instructional materials are those materials are those materials or objects that help the teacher in making the lesson more interesting on the learners.

Target setting involves setting goals that outline what employees are expected to accomplish and a review and an agreement of a psychological contract. Goals are crucial for initiating engagement because they stimulate energy, focus, and intensity, Gruman and Saks, (2011). In support of this argument, Medlin & Green (2009) examined the relationships among goal setting, employee engagement, workplace optimism, and individual effectiveness. They hypothesized the goal setting would impact employee engagement positively, and engagement would positively impact workplace optimism, which in turn would have a positive relationship with individual effectiveness.

Medlin and Green suggest that to enhance engagement and optimism to improve effectiveness , organizations should implement a goal setting process because it informs employees of their specific responsibilities. In addition to implementing a goal setting process within the organization, Macey et al. (2019) state that there should be an alignment between individual goals and organizational goals for engagement to occur. This is because this alignment ensures that employees engage themselves in tasks that are important to achieve organizational goal. In fact, Armstrong (2006) suggests that employees should be allowed to have a say in setting goals

to increase the likelihood of producing engagement. Because such studies by Setsinger, W.L., R., Brand, S., and Burns, A. (2018) have shown that goal setting indirectly influence effectiveness through engagement, the current study will only focus on the goals aspect of this component. This is because goals are essential in terms of the engagement process as it stimulate (s) energy, focus, and intensity or the feeling of engagement (Gruman and Saks, 2011) The study sought to establish whether target setting in effectiveness appraisal practices leads to engagement and commitment of teachers to their job in USE private schools in Amudat district.

According to the Littman (2015) curiosity is the internal wish or desire for something new to take which will develop the interest or remove the frustration. The researchers found that curiosity provides three types of information or knowledge, first is the intellectual knowledge Litman & Spielberg, (2013) second one is sensory development and third one experiences, features as adventurous, Littman et el (2015). According to the Lowenstein's model (2014) curiosity may serve as a foundation of controlling gap in existing knowledge and the knowledge to be obtained. The motivation of removing the gap existing between the desired knowledge and the current knowledge and to enhance the reliability of an individual is an important perceptive of curiosity. He further argues that the process through which curiosity is satisfied may also provide pleasure. While the above authors consider curiosity as a positive venture in organizational effectiveness, it may create a lot of suspense on the part of employees ending up failing to know what to expect. Even the appraisers may not be able to set a clear and standard appraisal output when the targets are not well set and communicated.

Jensen, & Reinchl (2010) studied effects of teacher appraisal on effective curriculum implementation among teachers in Australia. Teachers were found to be lagging behind in vital areas of curriculum implementation. The study revealed that student performance had stagnated

in Mathematics and fallen sharply in reading. The study further revealed that more effective teachers are the key to producing higher-performing students. The conservative estimates revealed that students with a highly effective teacher learn twice as much as students with a less effective teacher. The study further revealed that the Australian system of teacher appraisal and feedback is broken, and students are suffering as a result.

A study by Badri, et al (2016) on perceptions of secondary teachers' professional development needs, impact and barriers emphasized that high quality career development programs can lead to high significant changes in a learning environment. These include; creation of a favorable school climate, skill development for the teachers and improved use of peer learning strategies. Moreover, the scholars noted that teachers are required to become life-long learners and one of the best ways for them to learn is through career development opportunities tailored for their needs. Teachers should also be provided with opportunities targeted to promote their pedagogical content, technological knowledge, areas of specialization, and other domains that contribute to provision of high quality education. The study by Badri, et.al (2016) was carried out in a different context from this study that examined the influence of PA on lecturers' motivation and students' learning outcomes in Nairobi region.

Amie-Ogan and Onyebuchi (2020) investigated the perceived influence of teacher's performance appraisal on teachers' instructional delivery in public senior secondary schools in Port Harcourt Metropolis, Rivers State. The study adopted the descriptive survey design with a population of two thousand one hundred and thirty one (2,131) teachers in public senior secondary schools in Port Harcourt Metropolis of Rivers State. Simple Random Sampling Technique was used to select a sample of 639 teachers which represented 30% of the total population. A self-structured questionnaire was used to elicit responses from respondents. Mean and Standard Deviation were

used in answering the research questions, while the hypotheses were tested using z-test at 0.05 level of significance. The result of the findings revealed that to a high extent teachers' subject content knowledge and teachers' commitment to managing students learning process influence instructional delivery in public secondary schools. Based on the findings, it was recommended that the Ministry of Education and Teachers Registration Council of Nigeria should collaborate and make necessary provision for training of personnel based on needs assessment so as to enhance teachers' instructional delivery in public senior secondary schools in Port Harcourt Metropolis of Rivers State.

The reason for this study is to establish the influence of teachers' performance and its contributions to quality of teaching in selected public primary schools in Kibera Sub- County in Nairobi County. The specific objectives of this study were to find out the influence of performance appraisal on teacher motivation, establish the impact of continuous professional development on the teachers' performance, determine the influence of setting work standards, determine the influence of feedback on teachers' performance. This study adopted mixed method design. Target population included all teachers in public primary schools in Kibera Sub- County who are 546 in total. The study utilized stratified sampling method; whereas sample size of 221 teachers was selected. The study utilized questionnaires and interview schedules to gather information. The findings revealed that (75.0% [126]) agreed that TPAD enabled the management to identify instructor's performance gaps and provided support for professional development. The findings further indicated that teachers reward their learners who perform better in their teaching subjects (85% [144]). The findings also revealed that setting goals help a teacher to manage time properly (85.2% [144]) implying that through TPAD teachers can now manage their time well and give the content as directed by the lesson objectives. On

Management feedback the highest indicator revealed that supervisor discusses with the teacher work performance during appraisal session and this indicator had a mean of 3.40 (84.0% [142]). This study concluded that TPAD had a great influence on primary school teachers' motivation that determines their performance. The study further concluded that setting work standards played an influential role in promoting the performance of teachers. The study finally concluded that performance feedback as a component of TPAD was integral in efforts to improve performance of primary school teachers. The study recommends that since setting work standards or goals positively related to teachers' performance the TSC should encourage teachers to embrace goal-setting practices and associate them to the attainment of those goals. The study further recommends that the HODs who are the appraisers should provide regular and timely feedback to the teachers.

Munguti and Kanyanjua (2017) study examined on performance appraisals practices and employee productivity in Kenya: A case study of Savannah Cement Ltd. The study adopted a descriptive research design. Primary data was collected using questionnaires. The study established that 360 degree appraisal method was widely adopted in Savannah Cement Ltd to enhance individual employee's work performance thus bringing about improvement in quality and accuracy of work, job knowledge, ability to work as team members and quantity in output. However, the study used cluster random sampling technique which is prone to biasness and higher sampling error.

According to Surbhi (2015) teachers' performance appraisal ratings provide a helpful link between teachers' contributions to student learning outcomes as long as the appraisal process includes defining performance standards. Through the definition of performance standards courtesy of performance appraisal system the teachers output in terms of instructional

competence is guaranteed. This explained by the fact that performance appraisal system is likely to uncover the gaps in teachers' knowledge and application, requisite professional development and other performance standards which cumulatively contribute to competence.

Chirchir and Letangule (2021) affirms that teachers constant professional development, knowledge, and application, as well as teachers' continual time management have a significant impact on their instructional competence and performance, hence boosting students' academic success. The traditional use of performance appraisal has for instance been criticized for the reward of win-lose results as opposed to win-win results in which the system promotes supportive and cooperative behaviour (Rowland & Hall, 2012). Performance appraisal can have major repercussions in terms of employee unhappiness and, as a result, a drop in productivity and organizational commitment when it is conducted in the absence of clear goals. Thus, the present study will investigate Relationship between staff management and teachers performance government aided Primary Schools in Amudat District, Uganda.

2.2 Relationship between teachers Management and Teachers' Level of Classroom Teaching

Classroom teaching promotes engagement because it fosters learning, which increases job competence and likelihood of being successful in achieving ones work goals. Bakker and Demerouti, (2018) for example, Wagner and Harter (2016) found that employee were more likely to remain at their company and recommended the company as a good place to work when their managers regularly checked in with them. Hence, providing supportive feedback allows employees to know that managers care about their effectiveness and success, which increases their levels of engagement (Marciano, 2010).

Additionally, Gruman & Saks (2011) suggest that to enhance engagement, employees need to perceive that appraisals and feedback are provided in a fair manner. Macey et al. (2019) stated that trust and fairness are the foundation for employees to feel and act engaged. Trust is defined as how positively people feel that others will act for them and with them in the future (Macey et al., 2019) and fairness is the extent to which decisions at work are perceived as being fair and equitable, Maslach & Leither, (2018). While the authors seem to agree that feedback promotes engagement. Nevertheless, the researcher sought to establish the effect effectiveness appraisal feedback has on teachers job effectiveness in a rural setting like UPE schools in Amudat District. This is because the scenarios of Performance and acceptance of feedback differ significantly from urban and rural areas.

Murphy and Cleveland (2005) referred to reaction criteria as the “neglected criteria” of performance appraisal research. Satisfaction with appraisal feedback is regarded as one of the most consequential of the reactions to management feedback (for example, Dorfman, Stephan and Loveland, 2006; Giles & Moss Holder, 2000; Keeping & Levy, 2000) for instance, Giles & Moss Holder (2014) and others, Organ, (2018) have asserted that satisfaction as a measure of employees reactions is a more encompassing indicator of reactions to management feedback than more specific, cognitively oriented criteria, such as perceived utility and accuracy of feedback, Keeping & Levy, (2017)

In addition, because management form the basis of several important decisions, satisfaction with feedback signifies recognition and prospects within the organization. Thus, more favorable attitudes about reward contingencies develop when satisfaction is high than when it is low. These various psychological implications of satisfaction with feedback make it a significant

determinant of future behavior and job and organizational attitudes Taylor et al. (2004). The central role of feedback to the appraisal process and the importance of examining rates satisfaction with appraisal feedback are widely acknowledged Ilgen et al., (2019) Keeping & Levy, (2000); Murphy & Cleveland, (2005). Given this, the relative lack of research on reactions to appraisal feedback served as the impetus for this study. Therefore, the primary purpose of this study was to build on previous studies (Wang, M.C., & Walberg, H.J. (Eds.). (2014) and investigate the influence of satisfaction with feedback on subsequent job effectiveness, attitudes and intentions. This was done in a field- based setting.

However, in an exhaustive meta-analysis, Kluger & DeNisi (2016) concluded that although feedback generally improved effectiveness, in more than one third of the studies feedback lowered effectiveness. Their study focused on the effects of effectiveness feedback per se that is to say whether feedback was provided) on effectiveness. This is very different from examining the effects of reactions to effectiveness feedback, such as satisfaction with feedback, on subsequent effectiveness. Because satisfaction with feedback implies acceptance of feedback of ratings and the feedback itself, it could be a better predictor of future job effectiveness than the provision of feedback per se. if rates are dissatisfied with feedback, they are less likely to use feedback to improve effectiveness , Bernardin and Beatty, (2004) Ilgen et al., (2019). Several studies have reported that satisfaction with feedback has a positive effect on employees motivation to improve their job effectiveness , Burke, Weitzel and Weir, 2008; nemeroff & Wexley (2009) Russell and Goode, (2018)

Kluger and Denisi (2016) support these results by ascertaining that effectiveness feedback has the potential to influence future effectiveness of individuals and organization at large. They are supported by Dorfman, Stephen and Loveland (32006) who revealed that satisfaction with

appraisal feedback among staffs is regarded as one of the most consequential of the reactions to employee reactions. Early et al (2019) concludes that feedback discussions include a discussion of outcomes (ratings) and process (strategies to enhance future effectiveness) both of which enhance motivation to perform. The study thus sought to play a moderating role between the previous studies by drawing on views of teachers and head teachers in Universal secondary education schools in Amudat District. This would increase the percentages in favor of either feedback increasing satisfaction or motivation of employees or lowering it. Also, the study shall inform future research of the effect of employee feedback on Job performance of teachers in Universal Primary Education schools.

2.3 Management and Teachers Level of Pupil Assessment

Aloo, Ajowin and Aloka, (2017) conducted a study to determine the impact of Teachers Performance (TPA) policy on effectiveness in curriculum evaluation in public secondary schools in Kenya. The research adopted a Correlational research design. The study found out that TPA policy impacted curriculum evaluation positively. The research affirmed that TPA: reckoned for more than half (52.5%) of the difference in curriculum evaluation. The research concluded that TPA was a significant determinant in curriculum evaluation. The study did not show the sampling procedures used plus the research instruments used in data collection. Therefore, the current study filled the gap using purposive and simple random sampling to select the respondents. Also, questionnaires and interview schedule were used to collect data.

Suter, Areba and Syonhi (2022) investigated the effect of teacher performance appraisal on learner scores. The study adopted a descriptive survey design and was carried out in public secondary schools in Uasin Karamoja County. The target population was 7 TSC sub-County

directors, 156 principals, 342 Teachers, and 8 Quality Assurance Standard officers (QASOs). Sample size was calculated using Yamane formulae. Stratified sampling was used to select schools from 6 sub-counties. Simple random and purposive sampling was used in this study to select respondents. The study used structured questionnaires and interviews scheduled as the main research instruments. Study findings showed that implementation of teacher appraisal system have led to improvement in learner exam performance. Learner promotion rate has risen after the introduction of teacher performance appraisal system. Study concluded that teacher performance appraisal has a positive influence on learner scores. The study recommended that the schools and the ministry of education should ensure that they introduce teacher performance appraisal system feedback.

Nolan (2010) studied The Effect of Teacher Ratings on Teacher Performance and the results reported that low-rated teachers saw increases in their students' English and Math test scores. With release of the ratings, high-rated teachers saw little to no change in their student tests. From the release of teacher ratings, these differential responses from low to high rated teachers suggest possible test score gains. School ratings had no extra impact on student test scores. The study discovered that there was no proof that ratings publication affected teacher turnover or classroom composition. Taylor and Tyler (2012) discovered that performance measures and a quality classroom-observation-based evaluation measures could improve mid-career teacher performance both during the period of assessment, consistent with the traditional predictions; and in subsequent years, consistent with human capital investment. However, the estimated improvements during evaluation were less precise.

Hadi (2016) studied the Relationship between Teachers' Performance Ratings and the Achievement of their Students Education Organization of Zanjan. Teachers' performance appraisal ratings are related to the achievement scores of their students. Performance appraisal scores were negatively correlated with student achievement. This indicates that there is no relationship between the supervisor performance ratings of teachers and the success of the teachers' students. Ojokuku (2015) studied the influence of performance appraisal (PA), which is a vital HR practice, on the performance and motivation of academics in Nigerian universities. The study acquired samples from four public universities in Southwestern Nigeria. Additionally, the study sourced data with the assistance of a questionnaire, while data analysis used multiple and percentage regression analysis. Findings depicted that the performance appraisal system exert a strong influence on overall performance and academics motivation with teaching documents such as lesson notes, schemes of work, lesson plan etc. in order to accomplish their teaching mission.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides a description of the research methodology that was used to conduct the study. These include the research design, study population, sample size and sampling procedures, data collection instruments, validity and reliability of research instruments, quality control mechanisms, data analysis techniques and ethical considerations.

3.1 Research Designs

The researcher used a mixed method approach where a cross-sectional survey design was applied. In this approach quantitative and qualitative analysis was used to seek respondent's views and opinions. A correlation design further was applied to examine the relationship between staff management and teachers' level of assessment and teachers' level of classroom teaching and staff management and teachers' level of preparation in government aided Primary Schools in Amudat, Uganda. These approaches were used for mutual validation of findings for the production of more coherent and a complete picture of the investigation domain.

A complete numerical description of findings with such design was provided. This approach gave consideration because it enables approval and disapproval of assumptions, captures a specific point in time and the data generated can be used for various types of studies Creswell (2005). Therefore using a combination of approaches helped to compile and staff management in government aided Primary Schools Amudat District, Uganda

3.2 Population of the study

Mugenda (2013) defines a study population as a complete set of individuals, cases or objects with common observable characteristics. The study population constitute a total number of 110

respondents; these included the category of head teachers and teachers in Government Aided Schools in Karita Sub County, Amudat district. Head teachers were selected because they formulate policies and regulations in schools, they are also overall cadres who are mandated to ensure supervision and management of school activities. Teachers in this case were considered because they are the implementers of policies formulated by the head teachers.

3.3 Sample Size

Sample size refers to the number of respondents chosen to participate in the study, whose views shall be representative of the general population. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population (Kothari, 2003). After establishing the total population, the researcher used Krejcie and Morgan (1970) table to determine the sample size from the accessible population. In this case the sample size of the study was 96 respondents as indicated in table 3.1

Table 3.1: Population, Sample Size and Sampling Procedure

Schools	Category	Population	Sample Size	Sampling Technique
A	Head teachers	1	1	Census Inquiry
	Teachers	17	14	Simple Random
B	Head teachers	1	1	Census Inquiry
	Teachers	13	11	Simple Random
C	Head teachers	1	1	Census Inquiry
	Teachers	18	15	Simple Random
D	Head teachers	1	1	Census Inquiry
	Teachers	12	12	Simple Random
E	Head teachers	1	1	Census Inquiry
	Teachers	22	19	Simple Random
F	Head teachers	1	1	Census Inquiry
	Teachers	20	19	Simple Random
Total		110	96	

Source: School Records (2024) for Population, Krejcie and Morgan (1970) for Sample Size and the Researcher (2024) for Sampling Technique

3.4.1 Census Sampling.

Is a procedure of systematically acquiring and recording information about members of a given population Behrisch (2016). six (06) head teachers one (01) from each school were selected using census sampling because they are top policy and decision makers as well as implementers of educational programs, knowledgeable and experienced cadres in the school system.

This approach was used for Head teacher because census as a method reduces costs both in monetary terms and staffing requirements such as the facilitation of research assistants, reduces the time needed to collect data and produces the data as required and more detailed information can be asked.

3.4.2 Simple Random Sampling

It is the type of sampling which provides equal chance to every member in the population to be included in the study Lance and Hattori (2006). Out of a population of 220 teachers, 26 teachers were randomly selected to participate in the study. This approach was used because it offers equal chance for respondents to participate and is less expensive. Every teacher in this case was chosen on chance basis in order to register balanced and fair findings.

Simple random sampling was important for such a study because it provided ease of use and gave accurate representation of a large population.

3.5 Data Collection Instruments

Data collection instruments are an integral part of research which involves selection of both qualitative and quantitative data (Amin, 2005). This study used questionnaires and interview guides to collect data.

Questionnaire

Leedy and Ormrod (2001), refer to a set of printed or written questions with a choice of answers, devised for the purposes of a survey or a statistical study. The researcher will use both closed and open-ended questionnaires.

Open ended questionnaires allowed the respondents unrestricted chance to express their personal views. Closed ended questionnaire collect specific and information on the variables under study. Self-administered closed ended questionnaires using Likert scales were used to collect primary data from 90 teachers. Questionnaires were rated on the scale; (4) always, (3) sometimes, (2) when necessary and (1) don't Use. These will be sub divided into 5 sections where section A consisted of the demographical characteristics of respondents, section B will address questions on staff management and teachers' level of preparation, section C will address questions staff management and teachers' level of classroom teaching, Section D will address staff management and teachers' level of assessment of learners while Section E will addressed staff management in the selected government primary schools in Amudat district. Questionnaires will be distributed to teachers in the selected schools which will take a period of 3 days question answering. Questionnaires in this study will be utilized for teachers because teachers are stationed, and they can spare some time to fill questionnaires. Questionnaires will further be used because they cover large samples of respondents which hence will provide information that shall enrich the study.

Interview Guide

Interviewing is a shared face to face interaction between the interviewer and the interviewee (Amin, 2005). Semi structured interview guides will be used. Interviews will be used to collect primary data from head teachers. This instrument will be used with a purpose of collecting more

in-depth information on the relationship between staff performance and staff management in Government Aided primary schools in Karita subcounty Amudat district.

3.6 Documentary Review

Review of documents with relevant secondary data will also be done. Documentary review will involve the use of texts and documents as source materials. Such documents will include government publications on UPE, teachers' effectiveness, management approaches, newspapers, school departmental evaluations, school management charts, and ministry of education policy documents like the Education Acts, teachers' codes among others. This method will provide the researcher with well researched data which will help to enrich the study Odiya (2009).

3.7 Quality Control Mechanisms

The two principle aspects of validity and reliability were used in the study as follows.

Validity of the Instruments

In establishing the validity of instruments, the researcher sought to establish face validity and content validity. This was done by cross- checking the questionnaire items for consistency, relevancy, clarity and ambiguity before the questionnaires are administered to the participants. Then the instrument was discussed with study colleagues to obtain their views, ratification by the supervisor as well as consultation with three independent expert judges in the field of educational management. The experts were asked to indicate whether the items in the instrument are relevant, need improvement or irrelevant. Finally, the researcher will ascertain the instrument validity by calculating the content validity index. Content validity index (CVI) will be used to measure the validity of the instrument to determine whether the instrument has been constructed adequately (Kaplan, 2001) it is used to show the degree to which each item is related as

appropriately, to judge it fit for data collection. The content validity index of the instrument was computed according to Kaplan's CVI formula, thus;

$$CVI = \frac{VR+R}{T}$$

Where: CVI = Content Validity Index

VR= Very Relevant, Relevant,

T - represents total number of items in the questionnaire.

If the computation is found to be 0.7 and above using George & Mallery (2003), the instrument will be considered valid and deemed fit for data collection.

3.8 Reliability of the Instruments

Reliability refers to a measure of degree to which a research instrument yields consistent results or data after repeated trials (Creswell, 2012) to enhance the reliability of the instrument, a pilot study will be conducted. The pilot test was conducted on a representative sample of respondents with similar characteristics to the target sample but otherwise not included in the final study. The aim of pre- testing is to gauge the clarity and relevance of the items. This is to ensure that the instrument captures all the required data. To ensure quality of data, Cronbach's alpha co-efficient will be computed for all variables to confirm the reliability of the instrument using SPSS program. The Cronbach Alpha coefficient confirms whether the items are measuring the similar results, and how they relate to each other. According to Streiner (2003) if the Cronbach alpha coefficient is found greater than 0.9, the tools used was confirmed to be relevant and reliable for the study.

3.8 Methods of Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information collected (Kothari, 2004). In this study, data analysis took two major forms; these shall be quantitative and qualitative approaches.

Quantitative Data Analysis

Quantitative data was analyzed using a statistical package for social sciences version 23.0) for easy analysis and interpretation of results. The data was analyzed using statistical techniques according to the objectives of the study. The responses to the close-ended items in the data collection instrument will be assigned codes and labels. Frequency counts of the responses will be obtained to generate descriptive information about the respondents who participated in the study. This involved computation of the frequencies as well as percentages where applicable. Tables will then be used to present data. According to Creswell (2012), such statistic will help to summarize large quantities of data whilst making the report reader friendly. Meanwhile, Pearson moment correlation coefficient analysis was used to establish the relationship between the variable under the study.

3.9 Qualitative Data Analysis

Qualitative data that was collected from the field equally analyzed according to the research objectives. Qualitative data from interviews was sorted, edited and categorized into key themes according to the stated objectives so that the information given is complete and consistent. The contents will then be analyzed and reported alongside the quantitative data. The interview responses was transcribed and reported verbatim. Generally, content analysis will be done to make sense of the qualitative data. The essence thereof, was to compliment the data from the

questionnaire as well as drawing similarities and differences within the two forms of data collected.

3.10 Ethical Considerations

The researcher ensured that the study does not violate ethical issues whatsoever.

Under ethical considerations, verbal consent to participate in the study obtained from all the respondents.

Furthermore, the researcher received an approval from the education and local leaders to interview the respondents.

To the respondents, the researcher gave their verbal consent before filling the questionnaire and responding to interview guide questions.

Further still, to ensure confidentiality, the researcher ensured that all the information provided by the respondents is confidential and will only be used for academic purposes.

Meanwhile, the researcher informed the respondents of their right to withdraw from the study at any time if wish without any repercussions, where need be, the respondents have a right to request for a copy of the findings of the study once complete.

CHAPER FOUR

DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter dealt with the presentation of data, analysis and discussion of the findings of the study. This was done according to the objectives of the study. The researcher used frequency distribution tables in presenting the data and use of short quotations in support of the qualitative data. Pearson Moment correlation coefficient was used to establish the relationship between Performance Appraisal and Teachers' effectiveness in government aided primary schools Karita Sub County, Amudat District, Uganda.

Response Rate

The researcher distributed 90 questionnaires to the respondents (teachers), however on returning the questionnaires, all the 90 questionnaires and all the 6 interview guides were brought back and these were considered for data collection.

Statistically, the Number of Questionnaires Distributed

$$= \frac{\text{Response Rate}}{\text{Number of Questionnaires \& Interview guide}} \\ = \frac{90}{90} \times 100$$

100% Questionnaires were answered.

$$= \frac{\text{Response Rate}}{\text{Interview Guides distributed \& questionnaires}} \\ = \frac{6}{6} \times 100 = 100\%$$

100 % interview guides.

This meant that the respondents were willing and able to participate in the study because performance appraisal is a critical factor in the management of staffs.

4.1.2 Demographic Features of the Respondents

This section discussed the background information of the respondents (Teachers) who were relevant to the study. A case in point is age bracket, gender, working experience and highest level of respondents were of great relevance to the study. Their analysis was done in frequencies and percentages which are presented in tables as follows: -

Distribution of Respondents by Gender

This meant identifying the number of male and female respondents who took part in the study. Their responses were as follows in table 4.1.

Table 4.1: Distribution of Respondents by Gender

	Frequency	Percent
Male	53	59.0
Valid Female	37	41.0
Total	90	100.0

Source: Field Data (2024)

In reference to table 4.1, 53 (59.0%) of the respondents were male while 37 (41.0%) were female. It was noted that majority of the respondents were male than female because most government aided primary schools in Karita Sub County, Amudat District, Uganda have employed more of male than female. Also, as far as the study is concerned, male respondents were more curious and more interested in the study. However, both genders were represented in the study. Gender was relevant in this study because it was important to identify the various views of both male and female respondents.

4.2 Distribution of Respondents by Marital Status

Respondents were asked about their marriage status and the responses that were obtained are reflected in table 4.2.

Table 4.2: Distribution of Respondents by Marital Status

	Frequency	Percent
Valid		
Married	62	68.7
Single	17	18.7
Divorced	11	12.7
Total	90	100.0

Source: Field Data (2024)

Table 4.2 shows the marital status of respondents, 62 (68.7%) were married, 17 (18.7%) were single, 11 (12.7%) were divorced. It was established that majority of the respondents were married simply because it's demanded by adults or people who are mature enough and are able to manage families. However, some other categories of respondents were single and divorced. Marital status of the respondents was relevant in this study because it enables the researcher to adopt information from mature people of sound mind and those who responsible in their capacities.

4.3 Distribution of Respondents by Age bracket

Respondents were asked about their age brackets and the responses that were obtained are reflected in table 4.3.

Table 4.3: Distribution of Respondents by Age bracket

	Frequency	Percent
Valid		
Less than 30 years	17	18.7
31-35 years	20	22.1
36-40 years	11	12.7
41-45 years	10	11.2
46-50 years	09	10.0
51-55 years	08	9.3
56-60 years	08	8.6
60+	07	7.5
Total	90	100.0

Source: Field Data (2024)

Table 4.3 shows the age bracket of respondents, 17(18.7%) were less than 30 years, 20 (22.1%) were 31-35 years, 11 (12.7%) were 36-40 years whereas 10 (11.2%) were 41-45 years, 09 (10.0%) were 46-50 years, 08 (9.3%) were 51-55 years while 08 (8.6%) were 56-60 years while 07 (7.5%) were above 60 years. It was established that majority of the respondents were 31-41 years. It was established that all respondents were mature enough and relevant to the study, the information they provided was reliable which hence helped to enrich the study on the relationship between teacher's management and Teachers' effectiveness in government aided primary schools Karita Sub County, Amudat District, Uganda.

Distribution of Respondents by Work Experience

This meant the period of time spent working as teacher. Respondents were asked about their working experience and their responses were as follows in table 4.4.

Table 4.4: Distribution of Respondents by Work Experience

	Frequency	Percent
Less than 3 years	17	18.7
3-5 years	32	35.1
Valid 6-8 years	23	25.4
Above 10 years	18	20.9
Total	90	100.0

Source: Field Data (2024)

In reference to the table 4.4: it was noted that 17 (18.7%) of the respondents have served for less than 3 years, 32 (35.1%) for 3-5 years, 23 (25.4%) have served for 6-8 years whereas 18 (20.9%) had served had served for 10 years, it was noted that 32 (35.1%) had served for 3-5 years. Findings indicated that all teachers had enough experience in the teaching profession.

Hypothesis H_{01} : There is no Statistically Significant Relationship between Performance Appraisal and Teachers' Level of Preparation in Government Aided Primary Schools in Amudat District.

Teachers Prepare Lesson Plans for Teaching Process

This meant the evaluation and assessment of teachers to influence performance in institutions. Respondents were asked and their responses were as follows;

Table 4.5: Teachers Prepare Lesson Plans for Teaching Process

	Frequency	Percent
Always	29	32.1
Sometimes	32	35.1
Valid When Necessary	26	29.8
Don't Use	03	3.0
Total	90	100.0

Source: Field Data (2024)

According to table 4.5, Teachers prepare lesson plans for teaching process. According to the researcher's findings, 32 (35.1%) of the respondents said always, 29 (32.1%) said sometimes, 26 (29.8%) when necessary whereas 03 (18.7%) disagreed respectively. Research findings indicated that always teachers prepare lesson plans for the teaching process. It was noted that lessons plans are sometimes prepared by the teachers to help teachers to bridge the curriculum's intent with the daily teaching and learning in class, provides a step-by-step guide to teachers to investigate deep into what he / she is teaching and tells how the teaching should progress with the contents of the lesson. However, it was noted that many of the teachers in Amudat District have not taken efforts to always prepare lesson plans and as such, it has affected the effectiveness in government aided primary schools in Amudat District. Atkinson (2010) concurs with the study findings asserting that; preparing for a lesson is a systematic attempt to foresee the activities and materials needed for every phase of teaching and learning a given task. Lesson plans provide a guide for managing the learning environment and is essential if a teacher is to be effective and efficient

Teachers Report to School on Time

This meant intervals in teachers' reporting to schools. Respondents were asked and their responses were as follows;

Table 4.6: Teachers Report to School on Time

	Frequency	Percent
Always	25	27.6
Sometimes	36	39.6
Valid When Necessary	22	23.9
Don't Use	08	9.0
Total	90	100.0

Source: Field Data (2024)

According to table 4.6. Teachers Report to School on Time, according to the researcher's findings, 25 (27.6%) of the respondents said always, 36 (39.6%) said sometimes, whereas 22 (23.9%) said when necessary while 08 (9.0%) said don't use respectively. It was noted that majority of the respondents said sometimes teachers report to school on time. It was noted that reporting at school on time helps in ensuring early preparation of lessons and a days' schedule of activities. Schools in Amudat District have formulated rules and regulations on arrival and departure however in some cases, teachers continue to report late at school and as a result, it affects their effectiveness. This was in line with Chirchir and Letangule (2021) who affirms that teacher's constant professional development, knowledge, and application, as well as teachers' continual time management have a significant impact on their instructional competence and performance, hence boosting students' academic success.

Teachers prepare schemes of work to guide in lesson preparation

This meant the process of making a schedule to guide in the teaching and learning process.

Respondents were asked whether teachers prepare schemes of work to guide in lesson preparation and their responses were as follows.

Table 4.7: Teachers prepare schemes of work to guide in lesson preparation

	Frequency	Percent
Always	32	35.1
Sometimes	42	46.3
Valid When Necessary	13	14.9
Don't Use	03	3.7
Total	90	100.0

Source: Field Data (2024)

In reference to the table 4.7 findings indicated that teachers prepare schemes of work to guide in lesson preparation. According to the researcher's findings, 32(35.1%) of the respondents said always, 42(46.3%) said some times, 13(14.9%) said, when necessary, whereas 03(3.7%) said don't use respectively. Whereas some teachers wrongly claim that they are knowledgeable, skillful and experienced to continue teaching without any scheme of work, professionally it is not acceptable because it is a part of the teaching profession to have a scheme of work to guide the teaching and learning process. This affects the effectiveness in the teaching profession. In line with Musingafi et al, (2015), he points out that a good scheme of work should operate on several levels at the same time; as a guide to the teacher to the sequence of lesson for a particular course; as an expression to the teacher and others to provide confidence in understanding and interpreting the curriculum from which the scheme of work has been derived; and as a

commitment to the aims and objectives contained within the scheme of work and the relevant curriculum documentation.

Teachers follow the school time table to conduct their daily activity.

Respondents were asked whether teachers follow the school time table to conduct their daily activity and their responses were as follows.

Table 4.8: Teachers follow the school time table to conduct their daily activity.

	Frequency	Percent
Always	48	53.7
Sometimes	28	31.3
Valid When Necessary	13	13.4
Don't Use	01	1.5
Total	90	100.0

Source: Field Data (2024)

In reference to the table 4.8: it was noted that teachers follow the school time table to conduct their daily activity. According to the researcher's findings, 48 (53.7%) of the respondents said always, 28 (31.3%) said sometimes, 13 (13.4%) said, when necessary, whereas 01(1.5%) respectively. It was noted that majority of the teachers agreed with the statement. In their view, they said; the school timetable is set to guide the teaching and learning activity in schools, it comprises of all the learning sessions of all teachers and their respective subjects, and therefore it is a mandate and obligation of teachers to ensure that they follow the time table to ensure efficiency and effective in their work delivery, however to a small extent, some teacher due to unavoidable circumstances, they tend not to follow the school time table which in the long run affects their effectiveness in primary schools in Amudat District. This was in relation to Tough

(2019) who in her article said “setting performance standards. “for any organization to be successful, the employer and employee must set and agree on the effectiveness standards that will apply to each activity as well as how the standards will be achieved. Understanding the level of effectiveness required gives the employee a sense of achievement which is one of the key ingredients to achieving standards and it applies to all employees at all levels.

Teachers in my school guide and counsel learners

This meant the process of guiding learners both in and outside school. Respondents were asked whether teachers in their school guide and counsel learners and their responses were as follows.

Table 4.9: Teachers in my school guide and counsel learners

	Frequency	Percent
Always	40	44.0
Sometimes	38	41.8
Valid When Necessary	13	11.2
Don't Use	01	3.0
Total	90	100.0

Source: Field Data (2024)

According to the researcher’s findings, 40 (44.0%) of the respondents said always, 38 (42.2%) said sometimes, whereas 13 (11.2%) said when necessary while 01 (3.0%) don’t use respectively. It was noted that majority of the teacher said they always guide and counsel learners, they said guidance and counselling is both academic and discipline. It is aimed at addressing moral upbringing of pupils and creating an environment where pupils respect, obey and comply with the existing school rules and regulations. This encourages performance and

effectiveness in the services. However, to some extent, some pupils are unruly and stubborn which to a great extent affects the effectiveness in the service.

In our school, teachers discipline learners who misbehave

This meant instilling discipline and moral behaviors among pupils. Respondents were whether teachers discipline learners who misbehave and their responses were as follows in table 4.10.

Table 4.10: In our school, teachers discipline learners who misbehave

	Frequency	Percent
Always	29	31.7
Sometimes	33	36.9
Valid When Necessary	26	28.4
Don't Use	03	3.0
Total	90	100.0

Source: Field Data (2024)

In reference to the table 4.10: it was noted that teachers discipline learners who misbehave, according to the researcher's findings, 29 (31.7%) of the respondents said always, 33 (36.9%) agreed, 26 (28.4%) when necessary, whereas 03 (3.0%) don't use respectively. This discipline is part of the academic aspect, it mainly looks at shaping moral behaviors and guiding learners to be better citizens and members of the community.

In addition, it was noted that teachers prioritize teaching and fail to give attention to the discipline of pupils which in the long run affects moral behaviors of learners and in long run affects the moral behaviors of pupils which hence affects effectiveness of teachers in Primary schools in Amudat District.

Teachers conduct timely lessons in class

Respondents were asked whether teachers conduct timely lessons in class and their respondents were as follows

Table 4.11: Teachers conduct timely lessons in class

	Frequency	Percent
Always	28	31.3
Sometimes	45	50.0
Valid When Necessary	10	11.2
Don't Use	07	7.5
Total	90	100.0

Source: Field Data (2024)

According to the researcher's findings, 28 (31.3%) of the respondents said always, 45 (50.0%) said sometimes whereas 10 (11.2%) said when necessary 07 (7.5%) don't use respectively. It was noted that sometimes teachers conduct timely lessons in class. It was noted that often times, teachers are taken up in non-school activities and sometimes end up not taking up their lessons on time. This often times results into delays in completion of the school syllabus which in the long run affects the effectiveness of teachers in primary schools in Amudat District. This was in line with Khoury (2018) who suggested that teachers must use the understanding of standard or objectives to design appropriate instructional materials that translates into efficiency in teaching and learning process. Therefore, teachers at every level prepare plans that aid in the organization and delivery of their daily lessons.

Hypothesis H₀₂: There is no Statistically Significant Relationship between Management of teachers and Teachers’ Level of Classroom Teaching in Government Aided Primary School in Amudat District.

In my school, teachers are always in class and on time.

This meant daily reporting in class to carry on duties. Respondents were asked whether in my school, teachers are always in class and on time and their responses were as follows.

Table 4.12: In my school, teachers are always in class and on time.

	Frequency	Percent
Always	15	16.8
Sometimes	59	65.2
Valid When Necessary	07	7.5
Don’t Use	09	10.5
Total	90	100.0

Source: Field Data (2024)

Table 4.12 shows that the teachers are always in class and on time. According to the researcher’s findings, 15 (16.8%) said always, 59 (65.2%) said sometimes, 07 (7.5%) said don’t know whereas 09 (10.5%) don’t use. Results indicated that not always teachers are in class and on time, often sometimes teachers fail to be on time at school and in class in government aided primary schools in Amudat District. This incident violates the school rules and regulation and often times affects the effectiveness of teachers in government aided primary schools in Amudat Municipality. This was in relation to Bakker and Demerouti, (2018) who said that classroom teaching promotes engagement because it fosters learning, which increases job competence and the likelihood of being successful in achieving one’s work goals.

Teachers give assignments to pupils

This meant daily assessments given to pupils to expand on knowledge. Teachers were asked whether teachers give assignments to pupils.

Table 4.13: Teachers give assignments to pupils

	Frequency	Percent
Always	41	45.5
Sometimes	23	25.4
Valid When Necessary	11	12.7
Don't Use	15	16.4
Total	90	100.0

Source: Field Data (2024)

According to the findings, 41 (45.5%) said always, 23 (25.4%) said sometimes, whereas 11 (12.7%) said, when necessary, while 15 (16.4%) said don't use. It was noted that majority of the respondents agreed with the statement that teachers give assignments to pupils. This implied that assignment is given to test the intelligence of pupils in class work, help to evaluate the understand of concepts by pupils and gives guarantee to teachers that whatever is taught is grasped by learners in class hence gives them the guarantee of excelling in class and passing. Therefore, class assignments are very important to learners in primary schools in Amudat District.

Homework is given to pupils to keep them busy at home

This meant home based exercises and assignments given to learners. Respondents were asked whether homework is given to pupils to keep them busy at home and their responses were as follows.

Table 4.14: Homework is given to pupils to keep them busy at home

	Frequency	Percent
Always	25	27.6
Sometimes	43	47.8
Valid When Necessary	20	22.4
Don't Use	02	2.2
Total	90	100.0

Source: Field Data (2024)

Table 4.14 above shows that homework is given to pupils to keep them busy at home, it was noted that 25 (27.6%) said always, 43 (47.8%) said, when necessary, 02 (2.2%) said don't know. Findings indicated that sometimes homework is given to pupils to keep them busy at home, it further teaches pupils to know how to set priorities, helps teachers to determine how well the lessons are being understood by pupils and teaches pupils to know how to solve problems and understand review of class materials for better understanding of class work. Whereas homework is not always given, it affects the effectiveness of teachers in ensuring knowledge acquisition for learners.

Teachers in our school form pupil's discussion groups

This meant the process of grouping pupils together for an academic purpose. Respondents were asked whether teachers in our school form pupil's discussion groups

Table 4.15: Teachers in our school form pupil’s discussion groups

	Frequency	Percent
Always	25	27.6
Sometimes	43	47.8
Valid When Necessary	20	22.4
Don’t Use	02	2.2
Total	90	100.0

Source: Field Data (2024)

Table 4.15 above shows that teachers in our school sometimes form pupil’s discussion groups, it was noted that 25 (27.6%) said always, 43 (47.8%) said sometimes, 20 (22.4%) said when necessary whereas 02 (2.2%) said don’t use. Findings indicated that sometimes discussion groups are created for a better understanding of the subject, helps to solve problems, improves the listening skills and confidence among pupils, enhances communication and interpersonal skills and improves team building among pupils which in the long run helps to improve the effectiveness in teachers’ work delivery. Further still, it was noted that some discussion groups are not often created in class, they are formed once in a while and as such it affects the effectiveness of teachers in primary schools in Amudat District.

Teachers engage all learners in the participation of classroom activities

This refers to the engagement of learners in participation of classroom activities. Respondents were asked whether teachers engage all learners in the participation of classroom activities.

Table 4.16: Teachers engage all learners in the participation of classroom activities

	Frequency	Percent
Always	41	45.5
Sometimes	23	25.4
Valid When necessary	11	12.7
Don't use	15	16.4
Total	90	100.0

Source: Field Data (2024)

Table 4.16 above shows teachers engage all learners in the participation of classroom activities. According to the researcher's findings, 41 (45.5%) said always, 23 (25.4%) said sometimes whereas 11 (12.7%) said, when necessary, while 15(16.4%) don't use. It was established that majority of the respondents said always. It implied that teachers have actively engaged in the participation of classroom activities. Such activities include guidance and counseling, class group discussions, class exercises, classroom interactions and quiz sessions. It was noted that during classroom sessions, there is intensive classroom activities which require attention.

Teachers delegate to fellow teachers to influence performance.

This refers to the process of delegating teachers' activities to influence performance.

Respondents were asked whether teachers delegate fellow teachers to influence performance.

Table 4.17: Teachers delegate to fellow teachers to influence performance.

	Frequency	Percent
Always	27	29.9
Sometimes	45	50.0
Valid When necessary	13	14.9
Don't use	05	5.2
Total	90	100.0

Source: Field Data (2024)

Table 4.17 above shows teachers delegate to fellow teachers to influence performance. According to the researcher's findings, 27 (29.9%) said always, 45 (50.0%) said sometimes whereas 13 (14.9%) said, when necessary, while 05 (5.2%) don't use. Findings implied that delegation is an important aspect in ensuring continuity in performance, it helps people to recognize their importance to the team, which fosters a deeper sense of commitment and engagement, increase the morale, confidence and productivity which helps to increase the effectiveness of teachers. However, delegation in Primary schools in Amudat District is not effective because teacher do not embrace it and this affects the effectiveness in teachers' effectiveness.

Teachers in school give exercises and mark students' books

This meant the continuity of giving exercises to pupils to build their level of understanding.

Respondents were asked whether teachers in schools give exercises and mark students' books.

Table 4.18: Teachers give exercises and mark pupils' books

	Frequency	Percent
Always	33	36.7
Sometimes	18	20.2
Valid When necessary	27	29.8
Don't use	12	13.3
Total	90	100.0

Source: Field Data (2024)

Table 4.18 above shows that teachers in school give exercises and mark students' books, it was noted that 33 (36.7%) said always, 18 (20.2%) said sometimes, 27 (29.8%) said when necessary whereas 12 (13.3%) said don't use. Findings indicated that always teachers give exercises and mark pupils' books. It was noted that it is an obligation that teachers have to fulfill to ensure effectiveness in their performance. It is a form of assessments that teachers use to get confirmation that pupils have fully understood what is taught in class.

In an interview still with the head teacher of school C, *“he highlighted classroom activities to include; teaching and learning, guidance and counselling, group discussion, interactions among other activities. These activities are spear headed by the class teacher; however, some teachers are not effective and efficient.”*

In an interview furthermore, it was noted from the head teacher of school E that *it* is a mandate by the teacher of school to always prioritize classroom activities to raise the standard of the school and their effectiveness in performance.

H₀₃ There is no Statically Significant Relationship Between Management of teachers and Teachers Level of Assessment

Homework is given to pupils on a daily basis

This meant assessment given to work on while at home. Respondents were asked whether homework is given to pupils on a daily basis and their responses were as follows.

Table 4.19: Homework is given to pupils on a daily basis

	Frequency	Percent
Always	12	4.5
Sometimes	84	31.3
Valid When necessary	102	38.1
Don't use	70	26.1
Total	268	100.0

Source: Field Data (2024)

In reference to 4.19. Homework is given to pupils on a daily basis. It was noted that 12 (4.5%) said always, 84 (31.3%) sometimes, 102 (38.1%) said when necessary whereas 70 (26.1%) said don't use. It was noted that homework keeps pupils busy at home, motivates them to read their books and improves good grades, teaches pupils how to solve problems and gives chance for parents to see what pupils study at school.

End of term examination are given to learners

This refers to end of term assessments given to test students' cognitive skills as far as what they learn in class is concerned. Respondents were asked whether end of term examinations are given to learners.

Table 4.20: End of term examination is given to learners

	Frequency	Percent
Always	28	30.6
Sometimes	25	28.1
Valid When necessary	18	19.8
Don't use	19	21.5
Total	90	100.0

Source: Field Data (2024)

According to table 4.20, end of term examination is given to learners as indicated by 28 (30.6%) who said always, 25 (28.1%) said sometime whereas 18 (19.8%) said, when necessary, while 19(21.5%) said don't use. It was noted that end of term examination is meant to assess pupils academically to determine whether they understand concepts taught in class. The expectation of end of examination is to excel pupils and enable them to pass their examinations.

Teachers organize inter school academic competitions

This meant competitions between two or more schools based on knowledge sharing and level of understanding. Respondents were asked whether teachers organize inter school academic competition. Their responses were as follows.

Table 4.21: Teachers organize inter school academic competitions

	Frequency	Percent
Always	32	35.1
Sometimes	26	29.1
Valid When necessary	24	26.8
Don't use	08	9.0
Total	90	100.0

Source: Field Data (2024)

According to table 4.21, teachers organize inter school academic competitions as indicated by 32 (35.1%) who said always 26 (29.1%) said sometimes, 24 (26.8%) said when necessary whereas 08 (9.0%) said don't use. It was found out that interschool academic competition is very important among school and pupils. Such academic related programs inspire learners, motivate learners and make learners competitive in making research and discovering the unknown to enable to have a wide range of knowledge to favorably compete in the academic competition.

Exercises are given to learners on a daily basis

This refers to classroom assessments carried out to examine learners' levels of understanding.

Respondents were asked whether exercises are given to learners on a daily basis.

Table 4.22: Exercises are given to learners on a daily basis

	Frequency	Percent
Always	29	32.1
Sometimes	31	34.7
Valid When necessary	10	11.6
Don't use	20	21.6
Total	90	100.0

Source: Field Data (2024)

According to table 4.22, end of term examination is given to learners as indicated by 29 (32.1%) said always, 31 (34.7%) said some times, 10 (11.6%) said when necessary whereas 20(21.6%) don't use. It was noted that exercises in class are part of the teaching and learning process, it involves learners responding to assignments after sessions of teachers explaining endeavoring to make them understand what is taught in class.

Teachers organize discussion groups.

This refers to the combined discussions of pupils, combined in groups to enable knowledge sharing. Respondents were asked whether teachers organize discussion groups.

Table 4.23: Teachers organize discussion groups.

	Frequency	Percent
Always	28	31.3
Sometimes	36	40.3
Valid When necessary	18	19.8
Don't use	08	8.6
Total	90	100.0

Source: Field Data (2024)

In reference to 4.23. Homework is given to pupils on a daily basis. It was noted that 28 (31.3%) said always, 36 (40.3%) said sometimes, 18 (2.2%) said when necessary whereas 08 (8.6%) said don't use. It was noted that class discussion groups are part of the assessment practices carried out in school, they are aimed at empowering learners to become actively involved to improve their performance grades. However, it was noted that most of the teachers in primary schools in Amudat District do not often organize discussion groups for the learners and as a result, it has affected teachers' effectiveness in primary schools in Amudat District.

Teachers assess learners individually

This refers to the individual assessment of pupils. Respondents were asked whether teachers assess learners individually. Their responses were as follows.

Table 4.24: Teacher assess learners individually

	Frequency	Percent
Always	28	31.4
Sometimes	37	40.3
Valid When necessary	15	17.1
Don't use	10	11.2
Total	90	100.0

Source: Field Data (2024)

In reference to 4.24. Teachers assess learners individually. It was noted that 28 (31.4%) said always, 37 (40.3%) said sometimes, 15 (17.1%) said when necessary whereas 10 (11.2%) said don't use. It was noted that by teachers individually assessing learners, it helps by giving adequate attention to learners however in primary schools in Amudat District, it is sometimes done which somehow affects teachers' effectiveness because it is not done always. In line with

Early et al (2019) concludes that feedback discussions include a discussion of outcomes (ratings) and process (strategies to enhance future effectiveness) both of which enhance motivation to perform.

This refers to the process of establishing goals, objectives for teachers to work on and ensure they achieve them accordingly. Respondents were asked whether management by objective is carried to improve performance

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the conclusions and recommendations in reference to the relationship between performance appraisal and teachers' effectiveness in government aided primary schools in Amudat District, Uganda. Areas of future research that can supplement this study are also suggested.

5.1 Discussion

The conclusions were made in line with the major objectives that guided the study.

5.1.1 To Analyze the Relationship between Management of teachers and Teacher Level of Preparation in Government Aided Primary Schools in Amudat District.

Following the results as obtained, analyzed, interpreted and discussed, the researcher statistically concludes that there is a positive and significant relationship between management of teachers and teachers' level of preparation, it was noted that through performance appraisals, teachers moderately prepare lesson plans for teaching process, report to school on time, prepare schemes of work, follow the school time table to conduct their daily activity, guide and counsel learners, discipline learners who misbehave and conduct timely lessons in class. It was observed that performance appraisal plays an instrument role in ensuring the effectiveness in their preparedness in government primary Schools in Amudat District.

5.1.2 To assess the relationship between management of teachers and teachers level of classroom teaching in government aided primary schools in Amudat District.

It is concluded that there is a positive and significant relationship between management of teachers and teachers' level of classroom teaching in Government Aided Primary Schools in Amudat District hence rejecting the null hypothesis while accepting the alternative. This implied that teachers moderately give assignments to pupils, engage all learners in the participation of classroom activities, give exercises and mark their books, delegate to fellow teachers to influence effectiveness. This greatly improve the academic grades of pupils and the teachers' efficiency and effectiveness in work delivery.

5.1.3 To Analyze the Relationship between management of teachers and Teachers Level of Assessment of Pupils in Government Aided Primary Schools in Amudat District.

It is concluded that there is a positive and significant relationship between management of teachers and teachers' level of assessment of pupils in Government Aided Primary Schools in Amudat District hence rejecting the null hypothesis while accepting the alternative. This implied that teachers moderately engage pupils in homework assignments, classroom tests, end of term examination, inter school academic competitions, discussion groups to intensify their level of understanding of pupils in Government Aided Primary Schools in Amudat District.

5.2 Recommendations

In reference to study findings and conclusions of the study, the following recommendations are made in line with the major objectives that guided the study:

Research Objective one: To Analyze the Relationship between management of teachers and Teacher Level of Preparation in Government Aided Primary Schools in Amudat District.

It is recommended that there is need for head teachers of primary school to continuously evaluate and assess their teachers to improve the effectiveness in work delivery of their teachers.

Teachers in government aided primary schools are encouraged to embrace the culture of being prepared and being orderly by ensuring early preparation of lessons plans and schemes of work.

Research Objective Two: To Assess the Relationship between management of teachers and Teachers' Level of Classroom Teaching in Government Aided Primary School in Amudat District.

There is need for head teachers of Government Aided Primary schools to encourage teachers to double their effort in classroom activities by ensuring they intensify the teaching and learning activities, classroom discussions to improve performance and increase on their effectiveness.

There is need for expansion of classroom structures in most of the government aided primary schools to accommodate the overwhelming number of pupils in class. This can help to improve grades and teacher effectiveness

Teachers in government aided primary schools need to embrace teachers' workshops that are organized by the Ministry of Education to build knowledge and skills in the teaching profession as this may help to increase their effectiveness in work delivery.

Research Objective Three: To Analyze the Relationship between management of teachers and Teachers Level of Assessment of Pupils in Government Aided Primary Schools in Amudat District.

The study recommends that intensity in assessment is required to improve pupils' scores in tests, class assessments and end of term examinations.

Head teachers of primary schools in Government Aided Primary Schools are encouraged to monitor teachers by ensuring that they comply with work duties and work to embrace their profession by following the professional ethics of their work.

5.3 Areas for Further Research

This section suggests further areas of study as presented.

- Qualitative study to examine the impact of school culture on teachers' effectiveness in Government Aided Primary Schools.
- Another study to be carried out on the effect of training on head teacher, performance appraisal management so as to improve on teacher's effectiveness in Amudat district because the current study focused only in Karita sub-county living out other Sub-counties and town councils in the district.
- A qualitative study also to be conducted on the similar topic so as to come up with gaps left with the current study.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

SECTION A: BIO DATA

1. Gender (1) Male (2) Female
2. Marital status
(1) Married (2) Single (3) Divorced
3. Age bracket
(1) Less than 30 years (2) 30-35 years (3) 36-40 years
(4) 41-45 years (5) 46-50 years (6) 51-55 years (7) 56-60 years
(8) 60 years +
4. Work experience
Less than 3 years
3-5 years
6-8 years
Over 8 years

SECTION B (TICK) THE RESPONSE THAT DESCRIBES YOUR LEVEL OF AGREEMENT.

a) To examine the Relationship between Management of teachers and teachers' level of preparation in Government Aided Primary Schools in Amudat District.

Please tick the appropriate box according to your opinion (and what is in practice in your office) based on the following statements as you rate the following statements using the scale provided below:

Always	Sometimes	When necessary	Don't Use
4	3	2	1

Relationship between management of teachers and Teachers' Level of Preparation in Government Aided Primary Schools in Amudat District.		Always	Sometimes	When necessary	Don't Use
TLP1	Teachers prepare lesson plans for teaching process				
TLP2	Teachers report to school on time				
TLP3	In my school, schemes of work are always prepared				
TLP4	Teachers follow the school time table to conduct their daily activity.				
TLP5	Teachers in my school guide and counsel learners				
TLP6	In our school, teachers discipline learners who misbehave				
TLP7	Teachers conduct timely lessons in class.				

C) To Assess the Relationship between management of teachers and Teachers' Level of Classroom Teaching in Government Aided Primary School in Amudat District.

Please tick the appropriate box according to your opinion (and what is in practice in your office) based on the following statements as you rate the following statements using the scale provided below:

Always	Sometimes	When necessary	Don't Use
4	3	2	1

To Assess the Relationship between management of teachers and Teachers' Level of Classroom Teaching in Government Aided Primary School in Amudat District.		Always	Sometimes	When necessary	Don't Use
LCT1	In my school, teachers always in class and on time.				
LCT2	Teachers give assignments to pupils				
LCT3	Homework is given to pupils to keep them busy at home				
LCT4	Teachers in our school form pupil's discussion groups				
LCT5	My teachers engage all learners in the participation of classroom activities				
LCT6	Teachers delegate to fellow teachers to influence performance.				
LCT7	Teachers in my school give exercises and mark students books				

D) To Analyze the Relationship between management of teachers and Teachers Level of Assessment of Pupils in Government Aided Primary Schools in Amudat District.

Please tick the appropriate box according to your opinion (and what is in practice in your office) based on the following statements as you rate the following statements using the scale provided below:

Always	Sometimes	When necessary	Don't Use
4	3	2	1

Relationship between management of teachers and Teachers Level of Assessment of Pupils in Government Aided Primary Schools in Amudat District.		Always	Sometimes	When necessary	Don't use
TLA1	Teachers give classroom tests to learners				
TLA2	Homework is given to teachers on a daily basis				
TLA3	End of term examination are given to learners				
TLA4	Teachers organize inter school academic competitions				
TLA5	Exercises are given to learners on a daily basis				
TLA6	Teachers organize discussion groups.				
TLA7	Teacher assesses learners individually				

APPENDIX II: RESEARCH TIME SCHEDULE

ACTIVITY/TIME	JULY 2023	AUG- SEP 2023	OCT 2023	NOV- DEC 2023	MAR- APR 2024	JUNE 2024	JULY 2024	SEPT 2024
Selection of Topic and supervisors	✓							
Review of journal articles		✓						
Developing Research Proposal			✓	✓				
Submission of Research Proposal					✓			
Data Collection						✓		
Data Analysis							✓	
Report Writing								✓
Submission of Draft Dissertation								✓

APPENDIX III: RESEARCH BUDGET AND TIME FRAME

Activity	Description of Activity	Duration	Cost
Study Material	Accessing Journals & Articles	1month	50,000
Stationery	Rims of paper, pens, pencils, Tonner other consumables	1month	50,000
Printing & Binding	Printing & binding the questionnaires, Research proposals Research proposal & final report	One week	100,000
Data collection	Research assistants (1)	14 days	75,000
Transport costs	Travel expenses in the field	10days	75,000
Data Analysis costs			400,000
Total Budget Expenses			750,000

APPENDIX IV: PERMISSION LETTER



P.O.Box 236, Tororo
Gen: +256-45448843
Dir: +256-45448844
Mob: +256-782998874
Fax: +256-454436517
Email: info@busitema.ac.ug
Website: www.busitema.ac.ug

FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY
MR^{MS} KURONG GODFREY.....is a student
of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,
Nagongera Campus. His/her Registration Number is BU/UP/2022/0275

The purpose of this letter is to formally request you to allow him/her to access any information in
your organization which is relevant to his/her research.

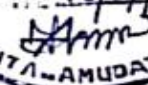
His/her research topic is EFFECTS OF TEACHING STAFF
MANAGEMENT ON ACADEMIC ACHIEVEMENT
OF LEARNERS IN KARITA SUBCOUNTY, AMUDAT DISTRICT

Yours Sincerely

Dr. Kaweesi Muhammad
Ag Head of Department, Education

BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION
NAGONGERA CAMPUS
P.O. BOX 236, TORORO (U)

06 MAY 2024

KARITA-AMUDAT DIST.
DATE 16/09/2024


NAMODO PRIMARY SCHOOL
P.O. BOX 2622
AMUDAT
17 SEP 2024
SIGN: 
AMUDAT DISTRICT

HEADTEACHER
OKALES PRIMARY SCHOOL
17 SEP 2024
AMUDAT DISTRICT

HEADTEACHER
OKALES PRIMARY SCHOOL
17 SEP 2024
AMUDAT DISTRICT

HEADTEACHER
KARITA PRIMARY SCHOOL
AMUDAT DISTRICT
DATE: 16/9/2024




**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms KURONG GODFREY is a student

of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,

Nagongera Campus. His/her Registration Number is Bu/up/2022/0275

The purpose of this letter is to formally request you to allow him/her to access any information in your organization which is relevant to his/her research.

His/her research topic is EFFECTS OF TEACHING STAFF

MANAGEMENT ON ACADEMIC ACHIEVEMENT OF LEARNERS IN KARITA SUBCOUNTY AMUDAT DISTRICT

Yours Sincerely,


Dr. Kaweesi Muhammad
Ag Head of Department, Education

BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION
06 MAY 2024
NAGONGERA CAMPUS
P.O. BOX 236, TORORO (U)

NAMODOKOKKA P/SEN.
DATE 16/09/2024
Mmm
KARITA AMUDAT DIST.

NAMODO PRIMARY SCHOOL
P.O. BOX 2622 AMUDAT
16 SEP 2024
SIGN: [Signature]
AMUDAT DISTRICT

HEADTEACHER
LOKALES PRIMARY SCHOOL
17 SEP 2024
[Signature]
AMUDAT DISTRICT

HEADTEACHER
LADY SCHOOL
CMEP
17 SEP 2024
[Signature]
RO AMUDAT DISTRICT

HEADTEACHER
KARITA PRIMARY SCHOOL
AMUDAT DISTRICT
DATE: 16/09/2024
[Signature]

