

**TEACHERS' EMOLUMENTS AND TEACHERS PERFORMANCE IN SELECTED  
SECONDARY SCHOOLS IN IKI-IKI TOWN COUNCIL IN BUDAKA DISTRICT**

**FATINA NAWIRE**

**RJ22/MUC/BED/032**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR  
OF EDUCATION OF UGANDA CHRISTIAN UNIVERSITY**

**October, 2024**



**UGANDA CHRISTIAN  
UNIVERSITY**

*A Centre of Excellence in the Heart of Africa*

## DECLARATION

I NAWIRE FATINA, declare that to the best of my knowledge that the work presented here in this report is my original and first of its kind presented for the award of a bachelor's Degree in Education.

Signed: -----

Date: 25/11/2024

REG: RJ22/MUC/BED/032

## APPROVAL

I certify that this report satisfies the partial fulfillment of the requirements for the award of the bachelors Degree of education of Uganda Christian University.

.....  
MARIONA PETER

Supervisor

.....

Date. 25-06-2024

## **DEDICATION**

I dedicate this piece of work to God the Almighty for wisdom and understanding, my beloved Husband Mr. Nsunah Goerge Mwereza, my Daughter Naigino Toscah Tamale you make me happy, my Rev. Mugwa Difasi for the spiritual and physical support through counseling and prayer, the entire rays of worship family for your tireless encouragement for me on this journey of academics.

Finally to my entire family.

## **ACKNOWLEDGEMENT**

I acknowledge God for enabling me to write this research report; many people have helped me towards my success of compiling this report.

Lastly, I also extend my sincere gratitude to my academic supervisor Mr. Makosya Peter for your effective advice and above all sparing his time under his busy schedule to supervise me.

May the Almighty God bless you abundantly Amen.

## **TABLE OF CONTENTS**

DECLARATION .....	i
APPROVAL.....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS .....	v
ABSTRACT .....	viii

### **CHAPTER ONE**

#### **INTRODUCTION**

1.0 Introduction .....	1
1.1 Back ground of the study .....	1
1.2. Problem statement .....	3
1.3. The purpose of the study .....	4
1.4 Objectives of the study .....	4
1.5 Research questions .....	5
1.6 Scope of the study .....	5
1.7 Significance of the study .....	6

### **CHAPTER TWO**

#### **LITERATURE REVIEW**

2.0 Introduction .....	7
2.1 Teachers' emoluments and Teachers' Preparation of Pedagogical Documents.....	7
2.2 Teachers' emoluments and Teachers' Classroom Instruction and Management .....	9
2.3 Teachers' emoluments and Teachers' Assessment and Evaluation of Learners .....	12

### **CHAPTER THREE**

#### **METHODOLOGY**

3.0 Introduction .....	15
3.1 Research Design.....	15
3.2 Study Population .....	15
3.3 Sample Size .....	16

3.4 Research procedure .....	16
3.5 Sampling Techniques .....	17
3.6 Data Collection Methods.....	17
3.7 Data Collection Instruments .....	18
3.8 Validity.....	19
3.9 Reliability .....	19
3.10 Data Analysis .....	19
3.11 Ethical Considerations.....	20
3.12 Limitations of the study.....	20

**CHAPTER FOUR**

**DATA PRESENTATION ANALYSIS AND INTERPRETATION**

4.1 Introduction .....	22
4.1 Personal (Biographic) Data .....	22
4.1.1 Respondents' age.....	22
4.1.2 Sex of the respondent .....	23
4.1.3 Respondents' Education .....	23
4.2 Presentation and analysis of study findings .....	24
4.2.1 The effect of teachers' emoluments on teachers' preparation of pedagogical documents.....	24
4.2.2 The effect of teachers' emoluments on teachers' classroom instruction and management .....	27
4.2.3 The relationship between teachers' emoluments and teachers' assessment and evaluation of learners.....	29

**CHAPTER FIVE**

**SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

5.0 Introduction .....	32
5.1: General background of Respondents: .....	32
5.2 Discussion of study findings .....	33
5.2.1: The effect of teachers' emoluments on teachers' preparation of pedagogical documents in selected secondary schools in Iki-Iki town council in Budaka district.....	33
5.2.2 The effect of teachers' emoluments on teachers' classroom instruction and management in selected secondary schools in Iki-Iki town council in Budaka district.....	36
5.3 Summary of study findings and conclusions.....	41

REFERENCES.....	43
APPENDIX I.....	47
APPENDIX II .....	50
APPENDIX III .....	51
APPENDIX IV .....	52

## **ABSTRACT**

The study focused on the relationship between teachers' emoluments and teachers' performance in selected secondary schools Iki-Iki town council in Budaka district. The specific objectives that guided the study included; to determine the relationship between teachers' emoluments and teachers' preparation of pedagogical documents, teachers' classroom instruction and management and teachers' assessment and evaluation of learners. The study basically used cross sectional survey which involved quantitative and qualitative designs. The study population was 99, which considered 95 teachers, 03 head teachers and 01 education officer while the sample size was 80. The data was analyzed using descriptive statistics; frequencies and percentages.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter included the background of the study, problem statement, purpose of the study, study objectives, research questions, scope of the study, significance of the study and conceptual frame work

### **1.1 Back ground of the study**

Institutions have to invest highly in human capital in order to improve on their performance. The performance of employees is for the survival of the production process in the institution/school. It's important that such production processes are supported by a well stream lined and purposeful driven human labor which is willing and determined to challenge its self to the maximum to meet the set objectives (Aggawal, 2008). In the general view, institutions should do it through different strategies like remuneration of its employees. The appraisal process begins with the establishing of performance standards and they are usually articulated in a phrase as "a full day's work" (Harrison, 2008) asserts that the expectations a manager has in terms of work performance by his or her subordinates.

In the Global context, people influence important aspects of institutional performance in many ways. They conceive and implement the organizational strategy to determine its capabilities. Competencies are required to execute the /strategy and they are primarily a function of skills and knowledge of an organization human's capital. So the organization has to treat its employees as most important assets and it has to be knowledgeable on what motivates employees to reach their full potential (Lukwago, 2007) though not easy to know

what motivates them, an effort has to be made. Tendencies to invest in high performance have been low over the years limited by the Constancy of organization in approaching employee's evaluation from a socialist perspective.

Traditionally, individual performance in organization has been centered on the evaluation of performance of and allocation of incentives. Organizations are starting to acknowledge planning and enabling individual remuneration since it has a critical effect on its performance. The planning process is one of the primary elements of the total reward system. It is the process that impact s performance between pay checks and provides the basis on which individual's results are measured. It is the bonding agent in programs that direct rewards to true performance. The primary focus of reward and recognition programs are how organizations defines their reward schemes and communicate this in a manner that employees understand the link between reward and performance (Fook, 2009).

The notion of rewarding employees for" a job well done" has existed since the 19th century. The piece work systems were first implemented (Aggawal, 2008). Piece work systems simply involve plans which directly associate the employees' level of pay to their output and this can be seen in both public and private sectors.

Reepen, (2010) urges that in general employees were losing money with a traditional merit programs used during this period .under the transitional system "a meritorious" employee received permanent pay system as their performance improved. Today many organization and companies are implementing incentive programs which recognize employees' effort and reward them accordingly in a multitude of ways this idea works for both the employer and employee hence a powerful driver of teachers performance (Ciccy, 2013) and this can be in form of pay increase, early payment and other forms of rewards.

Performance reward system have been a long system particularly in the United States of

America (2003) which advocated for policies, processes and practices for rewarding its employees in accordance with their contributions, skills, competences, extra as supported by Harvey-Beavis (2003) this implies that performance best rewards corresponds closely with employees actual experiences. The distinguishing feature of a performance based-scheme is that it rewards all sanctions teachers based upon some form of performance evaluation (Hill, etal 2000). Today, some analysts have proposed that intrinsic rewards such as seeing students improve in performance; increased feelings of wellbeing and so on are better motivators of teachers.

Researchers have shown that managers can employ different strategies to motivate or remunerate employees. But they also keep in mind that different strategies would have different motivational effect on different people ((Lukwago, 2007). The quality of education depends on the teachers as reflected in the performance of their duties. Over time, students' academic performance in both internal and external examinations had been used to Excellency in teachers and teaching (Mbiti2004). Teachers have a great influence in student's academic achievements and they also play a crucial role in educational attainment (kapfunde 2000) as they interact with their students. Both teaching and learning depends on whether an effective teacher has been conceptualized as one who produces desired result in the course of his duty as a teacher (Hill, 2000).

## **1.2. Problem statement**

It is observed that there is high positive relationship between payment, material reward, living environment and performance of teachers (Musaazi, 2006, Walukhu 2007, and Ciccy, 2014) which leads to high self -esteem and generally motivates them. It is expected that without such rewards, teacher's performance would be low in spite of better management in

most secondary schools in Iki-Iki town council in Budaka District (Eastern Uganda).

There are high concerns that most of the secondary school teachers are poorly motivated due to a combination of factors like low morale and job satisfaction, poor incentives and other behavioral sanctions. This leads to high turnover of teachers, absenteeism, late coming, teaching more than one school, less time and getting involved in other economic activities (Okumbe2007, and Musaazi2006). Hence the standards of professional conduct and performance are low in many secondary schools.

This poor pay if not addressed, might have a devastating and reduced performance on not only teachers but entire schools and education fraternity. It is based on this that the study on teacher's emoluments and their performance in secondary school in Iki Ikitown council, Budaka district is set carried out to alter the status quo in the area.

### **1.3. The purpose of the study**

The purpose of the study is to establish the influence of teachers' emoluments on their performance in secondary schools in Iki Iki town council in Budaka district in Eastern Uganda.

### **1.4 Objectives of the study**

The objectives of this study include;

1. To determine the effect of teachers' emoluments on teachers' preparation of pedagogical documents.
2. To find out how teachers' emoluments affect teachers' classroom instruction and management.
3. To find out the relationship between teachers' emoluments and teachers' assessment and evaluation of learners.

## **1.5 Research questions**

1. What is the effect of teachers' emoluments on teachers' preparation of pedagogical documents?
2. How do the teachers' emoluments affect teachers' classroom instruction and management?
3. What is the relationship between teachers' emoluments and teachers' assessment and evaluation of learners?

## **1.6 Scope of the study**

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

### **1.6.0 Content scope**

In this study I selected three secondary schools found in Iki Iki town council within in Budaka district. The content specifically looked at the effect of teachers' preparation of pedagogical documents, teachers' classroom instruction and management and teachers' assessment and evaluation of learners on their performance in selected secondary schools in Iki Iki town council in Budaka district.

These schools have been selected for the study because they have large numbers of students and they have poor performance.

### **1.6.1 Geographical scope**

Budaka District is located in Eastern Uganda. Budaka District is bordered by Butebo district, Palisa district, Kibuku district and Butaleja district. The coordinates of the district are: 00 57N, 34 20E. It has an area of 518.8 square kilometers (200.3 sq mi).

### **1.6.2 Time scope**

The study examined teacher's emoluments and teachers performance in selected secondary schools in Iki Iki town council in Budaka district from January 2020 to March 2023

### **1.7 Significance of the study**

This study will be significant because it will help the government in regulating teachers' pay and understand the strategies of motivating teachers for better performance.

This study will be significant because it will help the school administrators to what teachers need for better performance of learners.

Lastly the school heads and proprietors will acquire some knowledge and also gain better skills in remunerating teachers.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a critical review related literature on the influence of Teachers' emoluments on teachers' performance. The literature is particularly cited from around the world, local government, country level and the district level. This review was organized according to the sub-themes related to the study objectives as seen below.

- Teachers' emoluments and teachers' preparation of pedagogical documents.
- Teachers' emoluments and teachers' classroom instruction and management.
- Teachers' emoluments and teachers' assessment and evaluation of learners.

#### **2.1 Teachers' emoluments and Teachers' Preparation of Pedagogical Documents**

The Education Act (2008) stipulates that teachers are responsible for the teaching and learning process in and outside the classroom. They are therefore expected to prepare schemes of work, lesson plans, make and use instructional materials, assess, record, keep and use individual pupils' levels of competences to evaluate their performance. The teachers are therefore charged with improving the quality of education by making all the necessary preparation that will make learning interesting and easy to pupils.

Aggarwal (2008) defines a scheme of work as a road map or plan of action of what to be taught. It is therefore an interpretation of a syllabus which organizes content by breaking it up into teaching weeks and lessons in a sequential manner.

Otto (2008) assures teachers that "lesson planning calls for a good scheming because it is here that you derive your lesson". "He adds that lesson planning is the end unit that converts the

syllabus content and scheme of work into actual classroom learning". In other words, it is a breakdown of a scheme of work into lessons arranged in such a way that it becomes easier to identify and follow. In accordance to Otto (2008) descriptions there is need for teachers to lesson plan systematically and logically while following the content in the syllabus. Therefore the supervisor (head teacher) is required to analyze all the short falls so as to develop the teacher's professional growth by analyzing how the teacher has broken down the content in relation to the syllabus prescription.

In regard to the monitoring of teacher schemes of work and lesson plans which is expected to be done daily, weekly, monthly, and termly to check for content coverage and breakage, Maicibi (2005) proclaimed that: "it is what the school management does with personnel to maintain or change the school operation mechanism in ways that directly influence teaching process employed to promote learning".

Walukhu (2007) in his research on use of instructional materials in primary schools in Mbale district stresses that "emoluments play a leading role in improving the use of instructional materials in the schools, provide safe storage of them, prepare guidelines for their use and provide annual budget line items for these materials"..

Walukhu further suggest that, this approach is employed when both the supervisor and teacher intensively care about the problem at hand, and are involved in carrying out a decision to solve a problem. Glickman and college also suggested that this approach should be employed when both the head teacher and teacher have approximately the same degree of expertise on an issue to decide upon. The more supervisors involve teachers in decisions affecting their instructional practices, the more the latter make an effort to contribute and are willing to implement a plan

they have been part of. Everest (2012) and reepen (2010) are in line with Lyadda, (2007), in light to this, they elaborate that when teachers are equipped drastically, it improves on performance levels of teachers and students as well. From the researcher's point of view, it means that once teachers are equipped, they are positioned to effectively teach and assess learners and hence motivating them to work harder.

According to Lyadda, (2007), lower remunerations in most less developed countries have lowered the morale of teachers, resulting in teachers neglecting their work. Most teachers now days teach without adequate preparations. This therefore calls for head teachers to conduct continuous supervision so that teachers are reminded of their professional obligations. If teachers are not motivated, they may begin absenteeism or even dodge lessons while in the school and sometimes may go to class when not prepared which will reduce their performances.

There are also situations where teachers may be weak professionally and lazy to the extent that they cannot produce quality work unless supervision is done. Supervision helps such teachers as well as those who are professionally capable to have an opportunity to become reflective, critical and creative thinkers and thus become effective in teaching (Hill, 2000). Remuneration is therefore a tool in the education system which awakens lazy teachers as well as stimulating their professional growth which brings about good performance.

## **2.2 Teachers' emoluments and Teachers' Classroom Instruction and Management**

In African countries and Uganda in particular, head teachers have the responsibility of ensuring that teachers adhere to school rules and performance tasks through close supervision. Mwesigwa (2011) observed that class room visitations and emolument of teachers during teaching is the best way of improving teacher's performance. This is because instructional supervision draws its data from its first hand observation of teaching events and involves face to face interaction between

the supervisor and the teachers in the analysis of teaching behaviors and activities of instructional development.

Cissy (2007) in her research on emoluments and teacher performance in catholic schools in Luwero district also said that emoluments assist teachers to solve their instructional problems like lack or inadequacy of facilities. She revealed that through emolument, head teachers can establish the necessity and availability of appropriate text books and other instructional materials and their importance in their teacher lesson presentation and delivery during the learning, teaching process. Her views also indicated that use of instructional materials stimulates and increases pupils' attention and interest in learning as well as a motivation to the teacher lesson presentation.

Awoyele (2008) quoted Ali (2002) that ``the reasons for observing classroom teaching are to help teachers by providing systematic feedback''. Consequently Musungu and Nasongo (2008) revealed that, ``the role of head teachers is to promote academic performance''. More findings of their study showed that; ``head teachers instructional role include:- regular checking of teachers professional records, regular classroom supervision and management plan for carrying out curriculum goals''. Basing on the above obligations, head teachers in UPE schools in Bungokho South should enhance classroom supervision of teachers by drawing programs indicating when a particular teacher is going to be supervised.

Furthermore, the MOES (2006) EMSI module 4 goes an extra mile to explain that; ``when conducting class room instruction and support, the head teacher is expected to analyze the following areas:-

- Are prepared schemes of work and lesson plans being followed according to syllabus content?

- Are lessons delivered with encouragement of learner centred activities?
- Do teachers take keen interest in individual needs of pupils by ensuring that teaching and learning activities are differentiated according to the needs of particular pupils' special needs?
- Do teachers give assessment activities to measure their pupil's achievement levels and competencies?

Education service commission (2009) asserts that proper classroom management and presentation positively affects pupils in broad ways of performance in most schools. They argue that; a well-organized class with a conducive environment, attentive pupils with well dedicated teachers has the advantage over their counter parts without such amenities. This view requires that the head teacher should be available during class room instruction in order to motivate and support the teacher in achieving the above objective.

Benell(2004) stated in his research that; basing on its functions and purposes, instructional supervision is perceived as formal supervision since it is carried out periodically by heads of schools. In support of this, Okumbe (2007), assert that an instructional support has to be ``an already professionally qualified teacher, with the pedagogical skills at his or her figure tips, and his or her instructional leadership skills must be consciously developed through training.

Basing on the above reviewed literature, it is partially revealed that general and instructional support has a significant correlation with teacher work performance in schools. This implies that emoluments stimulate positive teacher performance which in turn improves on the academic achievement of learners.

### **2.3 Teachers' emoluments and Teachers' Assessment and Evaluation of Learners**

Continuous assessment of learners has been increasingly important in education system today, although it was previously one of the silent issues (MOES (2008). Similarly the National Curriculum Development Centre (NCNC) (2005) quoted the MOES circular, no. 2/05 stating that learners progress shall be accessed through continuous assessment and national examination in mid way cycle and at the end of the cycle in view of the above NCDC (2007) defines assessment as a way of finding out how much a learner has achieved either during or after the teaching and learning process.

It further defines continuous assessment as, “a systematic objective and comprehensive way of regularly collecting and accumulating information about pupils learning achievements over a period of study”. Assessment and evaluation in this study encompasses lesson exercises, homework, weekly tests and other follow up assignments in the course of teaching and learning process.

NCDC (2007) further identified the importance of assessment as an aid to:

- Identify children with learning difficulties
- Assess how much the learner knows.
- Check on the teacher and curriculum effectiveness.
- Provide information and motivation for parents and other stake holders.
- Establish records and measure progress from year to year.
- Help to decide whether the learner is ready to for the next stage.

Basing on the above importance of assessment the researcher sees it very vital for head teachers to motivate teachers at every stage of learning process in order to achieve the objective.

On the other hand the Education Standards Agencies (ESA) ( 2008) encourages head teachers to analyze the record of learners continuous assessment and use them to design strategies for improvement and must provide stake holders with pupils performance records. The MOES (2006) EMSI module 4 emphasized that: ``head teachers and other education managers are responsible for ensuring that proper and appropriate pupil assessment take place in the schools and argued that this could only occur when schools draw up an assessment plans for all classes and motivate teachers’’.

Everest (2012) also under took a study in Accra and found out that; assessment skills among teachers particularly checking through pupils work and making correct comments eventually improved their performance. However, Everest (2012) did not bring out clearly the number of times a teacher should be assessed, thus a gap which needed to be filled. The researcher believes that the more times a teacher is assessed, the higher the possibility of assessing learners and the higher the chances of better performance of which the reverse is true.

The Ministry of Education and Sports (2007) instructed that ``head teachers were to support teachers in utilizing the various assessment methods’’. Teachers left on their own may find it difficult to create and update necessary records of assessment and to interpret information and yet it could be a basis for teaching.

NCDC (2009) further observed that "assessment is used to rank learners using different tools such as observation, guides, essays, quizzes, tests and debates which help the teacher to identify individual needs so as to provide appropriate interventions. ESA (2008 added that assessment intends to help teachers and learners. Assessment should therefore be monitored by the head teacher so that it is included as part of each activity in the learning process and part of each

lesson plan. This once done will help the teachers to know the strength and weaknesses of each pupil in class and look for the necessary remedy.

According to Mwesigwa (2010) continuous assessment help teachers and learners to achieve the required goals. The process of teaching is not complete until the component of assessment of the learners is fulfilled. As one of the important components in the process of learning, the head teacher should ensure that teachers are paid to better their performance.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The chapter presented the research methodology that was applied in the study. It comprised of the research design, study population, sample size, sampling techniques and procedures, data collection methods, research instruments, data processing and analysis, instrument reliability and validity and ethical considerations.

#### **3.1 Research Design**

The researcher used a descriptive survey research design to establish the influence of teacher emoluments and teachers performance in selected secondary schools in Iki Iki town council in Budaka district. Descriptive survey design is a method of collecting information by interviewing individuals and using documents as well as observing the study environment to collect the necessary data about the research topic. This method is preferable for extensive research because it is an excellent method for the measurement of characteristics of large population (Orodho, 2003). It maintains a high level of confidentiality, it is convenient and enables data to be collected faster, enables questions to be asked personally in an interview or impersonal about things which cannot be observed easily. It also gives the study an opportunity to get accurate view of response to issues as well as test theories on social relationship at both the individual and group level (Kothari, 2003).

#### **3.2 Study Population**

According to Kothari (2006), a population is a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher. Mugenda (2003) also defines population as a group of individual persons, objects or

items from which samples are selected. A study population in this inquiry is a group of people who meet the characteristics of being head teachers, teachers and education officer from which a research sample was drawn. The study was carried out in selected secondary schools in Budaka district considering 95 teachers, 03 head teachers and 01 and one education officer giving a total target population of 99 respondents.

### 3.3 Sample Size

A sample is a representative part of the population under study from which generalizations can be made of the population (Amin, 2005). Sample size was determined using Krejcie & Morgan Table (1970). Table 3.1 shows sample size and sampling techniques. The sample size in this study was 80 respondents which was got from 76 teachers, 03 head teachers and 01 education officer.

**Table: 3.1 Shows target population, sample size and sampling techniques.**

Category	Target population	Sample size	Sampling Technique
Teachers	95	76	Simple random sampling
Head teachers	03	03	Purposive sampling
District education officer	01	01	Purposive sampling
<b>Total</b>	<b>99</b>	<b>80</b>	

**Source: (Budaka District Local Government Registry); Modified by the researcher 2024**

### 3.4 Research procedure

After approval of the research proposal and designing of the data collection instruments, the researcher obtained an introductory letter from the department of education of Uganda Christian University Mbale University College, introducing her to the authorities of the respective places

where the study took place. The researcher then made prior arrangements and booked the respondents to provide information for the study. The researcher then personally administered the interview schedule to the selected respondents and also collected data from the school documentaries like minutes of meetings, circulars and other sources that were availed by the school authorities. Thereafter, the researcher collected the information from the respondents and took them for analysis.

### **3.5 Sampling Techniques**

#### **3.5.1 Simple random sampling**

Simple random sampling which is also called probability sampling method gave equal chances to participate in the study and is not biased. Probability sampling was applied to get teachers for the study.

#### **3.5.2 Purposive Sampling**

Purposive sampling technique is a non-probability sampling method whereby a researcher selects a number of objects that poses features of interest from a given population to form part of the sample (Harrison, 2010). Purposive sampling was used to select head teachers and district education officer.

### **3.6 Data Collection Methods**

Data was collected using interview guides, questionnaires and observation methods. This helped the researcher in making a more comprehensive analysis of the variables under the study.

#### **3.6.1 Questionnaire**

As justified by Amin (2005), a questionnaire is a carefully designed instrument for data collection in accordance with specifications of the research questions. It consists of a set of questions to which the respondents provide their views in writing. There was a self-administered

questionnaire for the teachers to show their level agreement on the influence of teacher emoluments and teachers performance in selected secondary schools in Iki Iki town council in Budaka district.

### **3.6.2 Interview method**

Qualitative data is regarded as ‘word data’ from participants through interview, with a view to identifying themes and patterns that can explain phenomenon (Amin, 2005; Berg, 2003). Data was collected from teachers, head teachers and district education officer using interview method because it allows for proximity, probing and instant transcription of data and saves on time.

### **3.7 Data Collection Instruments**

The questionnaire, interview guides, document review checklist, observation method and was used because they are appropriate to the research objectives.

#### **3.7.1 Interview Guide**

An interview guide is a set of items that seek to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. Also Kothari (2006), states that an interview is a conversation where a researcher tries to get information from the interviewee and records it by him/herself. The researcher used open ended questions during this interview because they enable the respondent to bring out their views and the researcher sorted out according to the study purpose.

#### **3.7.2. Document Review Checklist**

Amin (2005) asserts that document review involves locating sources of and identifying relevant reports, minutes of meetings, newspaper articles and policy documents for review. It requires critical examination of public and privately recorded information relevant to the study. A

document review checklist is a list of documents that a researcher plans to rely on to extract data relevant to study questions.

Documentary review in schools are used to get information from school meeting minutes, admission books, class registers, inventory books, assessment record book, staff list and school work plans among other sources.

### **3.8 Validity**

According to Polit& Beck (2012) validity of instrument is a degree to which an instrument measures what it is supposed to measure. In this study construct validity will be used. This involved the researcher formulating questions which were reviewed by the supervisor and other research experts to ensure that the questions cover the objectives.

### **3.9 Reliability**

According to Mugenda and Mugenda (2014) and Amin (2005), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of instruments will be established basing on preliminary results derived from the pilot study. In order to ascertain reliability of this study, a pilot study was conducted to respondents from the neighboring sub county to establish the relationship. This was done in order to identify questions that might have been unclear or ambiguous to them. The questions that gave ambiguous answers were revised and formulated again so that they give reliable answers during the final process of data collection.

### **3.10 Data Analysis**

Data analysis is the process of gathering raw data and modeling it into information to answer research questions. Qualitative data was analyzed by content using the Content Analysis Technique (CAT). Data obtained from different respondents were categorized on themes based

on study objectives. The content of the themes were then analyzed qualitatively. The technique was less costly and user friendly.

### **3.11 Ethical Considerations**

According to Mugenda and Mugenda (2014), ethical considerations deal with issues of ethics and human dignity specifically concerning informed consent, privacy and confidentiality, anonymity and researchers' responsibility during the research process.

- The researcher sought consent by informing respondents about the purpose of the study as purely academic research.
- Respondents were assured that personal identity and information given would only be used for academic purposes and be treated as confidential.
- A consent form was administered by the researcher and signed by respondents agreeing to participate in the study voluntarily.
- The researcher also planned for interviews and contacts the respondents before the actual date for interviewing so that they would be available for data collection to take place.
- The researcher followed the accepted norms and regulations of research discipline more especially by withholding respect of people's views and allowing them to give information at their will.

### **3.12 Limitations of the study**

According to Best and Kahn (1998) limitations are conditions beyond the control of, the researcher that may place restrictions on the conclusions of the study and their application to other situations.

- Being a self-sponsored venture, the researcher was constrained financially which limited the extent to which deep investigations were made on a wider basis for a larger respondent group to be used. However, this was overcome by soliciting internally and from friends for financial support hence making the study a success.
- Securing interview time with some respondents was hard because they are usually busy attending to their on activities throughout the day. This challenge was solved by the researcher re-scheduling interviews in different days and weeks at their convenience to ensure their views are incorporated in the report.
- On the other hand some of those who took part did not provide all the required data which resulted into call-backs. However, this was overcome by first assuring the respondents about the intentions of the study as being for academic purposes

## CHAPTER FOUR

### DATA PRESENTATION ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

The data from the questionnaires were statistically analyzed by a statistician. The SPSS version 20 program was used for the data analysis. The findings were discussed according to the sections of the questionnaire and then with reference to the three objectives. Personal (biographical) data was also analyzed in this chapter.

#### 4.1 Personal (Biographic) Data

This section of the questionnaire covered the respondents' age, sex, age and formal school type (public or private). Though not central to the study, the personal data helped contextualize the findings and the formulation of appropriate recommendations to enable more undergraduate students appreciate the fact that finances are the basis for improving academic performance.

##### 4.1.1 Respondents' age

**Table 4.1 showing age of respondents**

Age	FREQUENCY	PERCENTAGE
18-25	15	19
36-35	20	25
36-49	35	43
50 and above	10	13
	80	100

#### Primary data 2023

The age range of teachers in secondary schools of Iki-Iki town council in Budaka district were as follows, 19% were from 18-25 years, 25% were from 26-35 years, 43% were from 36-49 years

and 13% were 50 years and above. This also indicated that majority of the teachers were ranging from 36-49 years which gave 43%.

#### 4.1.2 Sex of the respondent

**Table 4.2 showing respondents' sex**

<b>SEX</b>	<b>FREQUENCE</b>	<b>PERCENTAGE</b>
Female	24	30
Male	56	50
<b>Total</b>	<b>80</b>	<b>100</b>

#### **Primary data 2024**

When respondents were asked about their sex, 50% were discovered to be males while 30% were discovered to be females.

#### 4.1.3 Respondents' Education

**Table 4.3 showing Respondents' education level**

<b>Education level</b>	<b>FREQUENCY</b>	<b>PERCENTAGE (%)</b>
“A” level	26	33
Diploma	43	54
Degree	10	12
Masters	1	01
<b>TOTAL</b>	<b>86</b>	<b>100</b>

#### **Primary data 2023**

When respondents were asked about their education level, it was found out that 33% were ‘A’ level leavers, 54% were diploma holders, 12% were degree holders and only 01% were masters holders.

## **4.2 Presentation and analysis of study findings**

This section provided key findings in line with study objectives as provided in the sub sections below. In order to ease interpretation of data in Tables 4.4, 4.5 and 4.6, the proportion of respondents who strongly disagreed was combined with that of respondents who disagreed because, in any case, both of them had disagreed. Likewise, the proportion of those who strongly agreed and those who agreed were also combined because both had agreed.

### **4.2.1 The effect of teachers' emoluments on teachers' preparation of pedagogical documents.**

In determining the effect of teachers' emoluments on teachers' preparation of pedagogical documents in selected secondary schools in Iki-Iki town council in Budaka district, respondents were probed with several questions as tabulated below in table 4.4. The respondents were required to select one of the answers which suit the statement posed to them and their responses were quantified in percentages as below;

Please tick an option showing the extent to which you agree or disagree with the statement.

SA=strongly agree, A=Agree, SD=strongly disagree, D=disagree, UD=undecided

**Table 4.4 showing responses about the effect of teachers’ emoluments on teachers’ preparation of pedagogical documents in selected secondary schools in Iki-Iki town council in Budaka district (n=80)**

<b>Statement</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>UD (%)</b>
I prepare lesson plan daily before teaching	11	19	40	25	05
My lesson plans and schemes are related to syllabus content	15	53	05	20	07
I prepare the learning aids before teaching every lesson.	56	14	14	16	00
My schemes of work covers all the teachable units for each term as reflected on the teaching syllabus	65	15	12	05	03
I carry all the class tools to class wherever I go to teach	33	17	20	05	25

Data presented in Table 4.4 revealed that (65%) of the respondent teachers disagreed with the view of preparing lesson plans daily before teaching while 30% agreed with the view of preparing lesson plans daily before teaching. Only 05% of the respondent teachers were uncertain. This indicates that majority of the teachers in secondary schools in this area don’t prepare lesson plans on daily basis and this could be attributed to low remuneration of teachers.

It was also revealed in Table 4.4 on the second question item that % 68 of the respondents teachers agreed that most teachers make lesson plans and schemes of work which are related to syllabus content, 25% disagreed while only 07% were uncertain of the said statement. This implies that majority of the teachers in secondary schools of Iki-Iki town council make schemes of work which are related to syllabus content.

The results in question item three further indicated that 70% of the respondent teachers agreed with the view that teachers prepare the learning aids before teaching every lesson leaving out 30% which disagreed with the statement. This implied that most teachers in secondary schools of Iki-Iki town council in Budaka district prepare the learning aids before teaching every lesson. This may mean that schools in this area provide instructional materials to the teachers which motivated them to carry to class for every lesson.

Another 80% of the respondent teachers agreed that their schemes of work covers all the teachable units for each term as reflected on the teaching syllabus, 17% disagreed while 03% were uncertain implying that most teachers in Iki-Iki town council make schemes of work which covers all the teachable units for each term as reflected on the teaching syllabus.

My schemes of work covers all the teachable units for each term as reflected on the teaching syllabus

Lastly, 50% of the respondent teachers agreed that they carry all the class tools to class wherever they go to teach, 25% were not sure while 25% disagreed with the statement implying that most teachers of secondary schools in Iki-Iki town council carry all the class tools to class wherever they go to teach.

#### 4.2.2 The effect of teachers' emoluments on teachers' classroom instruction and management

In determining the effect of teachers' emoluments on teachers' classroom instruction and management in selected secondary schools in Iki-Iki town council in Budaka district, respondents were probed with several questions as tabulated below in table 4.4. The respondents were required to select one of the answers which suit the statement posed to them and their responses were quantified in percentages as below;

Please tick an option showing the extent to which you agree or disagree with the statement.

SA=strongly agree, A=Agree, SD=strongly disagree, D=disagree, UD=undecided

**Table 4.4 showing responses about the the effect of teachers' emoluments on teachers' classroom instruction and management in selected secondary schools in Iki-Iki town council in Budaka district (n=80)**

<b>Statement</b>	<b>SA</b> <b>(%)</b>	<b>A</b> <b>(%)</b>	<b>SD</b> <b>(%)</b>	<b>D</b> <b>(%)</b>	<b>UD</b> <b>(%)</b>
The teaching objectives are always <b>SMART</b> .	20	33	22	25	00
I use learner centered approaches to teach	34	27	29	10	00
I often invite my head teacher to attend my lessons when I am teaching the learners	78	12	00	10	00
Teacher always use instructional materials to aid my teaching	67	18	15	00	00

I always teach enough content and cover the syllabus in time	36	44	20	00	00
--	----	----	----	----	----

When respondents were asked to give their opinion about whether the teaching objectives are always **SMART** 53% of the respondents agreed, 47% disagreed showing that majority of the respondents disagreed with the statement that the teaching objectives are always **SMART**. This also implies that majority of the teachers agreed that the teaching objectives are always **SMART**.

In question item 2 of table 4.5, 61% of the respondents agreed with the view that they use learner centered approaches to teach in their schools while 39% disagreed with this opinion implying that majority of the respondents agreed that teachers in secondary schools of Iki-Iki town council in Budaka district use learner centered approaches to teach students in class.

According to question item 3, 90% of the respondents agreed that teachers often invite head teachers to attend lessons when teaching the learners leaving only 10% of the respondents who disagreed with the opinion indicating that a high number of respondents agreed that teachers in secondary schools of Iki-Iki town council in Budaka district often invite head teachers to attend lessons when teaching the learners

When respondents were asked to express their views on whether teacher always use instructional materials to aid my teaching, 85% of the respondents agreed leaving out only 15% who disagreed with this opinion indicating that a high number of respondents agreed that teachers in Iki-Iki town council always use instructional materials to aid my teaching

Another 80% of respondents agreed that teachers in secondary schools of Iki-Iki town council in Budaka district always teach enough content and cover the syllabus in time while only 20%

disagreed implying that most of the teachers in secondary schools of Iki-Iki town council in Budaka district always teach enough content and cover the syllabus in time

**4.2.3The relationship between teachers’ emoluments and teachers’ assessment and evaluation of learners.**

In determining the relationship between teachers’ emoluments and teachers’ assessment and evaluation of learners in selected secondary schools in Iki-Iki town council in Budaka district, respondents were probed with several questions as tabulated below in table 4.5. The respondents were required to select one of the answers which suit the statement posed to them and their responses were quantified in percentages as below;

Please tick an option showing the extent to which you agree or disagree with the statement.

SA=strongly agree, A=Agree, SD=strongly disagree, D=disagree, UD=undecided

**Table 4.5 showing the relationship between teachers’ emoluments and teachers’ assessment and evaluation of learners in selected secondary schools in Iki-Iki town council in Budaka district (n=80)**

Statement	SA (%)	A (%)	SD (%)	D (%)	UD (%)
I mark pupils exercises daily and give constrictive feedback	25	22	33	20	00
I always use various methods of learner assessment.	34	27	29	10	00
I teach remedial lessons as a follow up of learner assessment	78	12	00	10	00

I evaluate myself and show the strong and weak areas and give a way forward.	67	18	15	00	00
I always keep up-to-date record of marks	36	44	20	00	00

In table 4.6: The respondents' responses about whether secondary school teachers in Iki-Iki town council in Budaka district mark pupils exercises daily and give constrictive feedback, 90% of the respondents agreed, 07% disagreed while only 03% were uncertain. This implied that majority of the respondents agreed that the secondary school teachers in Iki-Iki town council in Budaka district mark pupils exercises daily and give constrictive feedback.

According to the findings in item 2, 72% of the respondent teachers agreed that they always use various methods of learner assessment, 28% disagreed implying that most teachers in secondary schools of Iki-Iki town council of Budaka district always use various methods of learner assessment.

Also 82% of the respondents agreed that teachers teach remedial lessons as a follow up of learner assessment, 18% disagreed which implied that the most teachers in secondary schools of Iki-Iki town council of Budaka district teach remedial lessons as a follow up of learner assessment

In finding out whether teachers evaluate and show the strong and weak areas and give a way forward to learners, 74% agreed, 26% disagreed while 05% were uncertain which implied that the most teachers in secondary schools of Iki-Iki town council of Budaka district evaluate and show the strong and weak areas and give a way forward.

In addition, 52% of the respondent teachers agreed that teachers in secondary schools of Iki-Iki town council of Budaka district always keep up-to-date record of marks, 48% disagreed. Since the number that agreed was almost the same as that which disagreed, it implies that some teachers in secondary schools of Iki-Iki town council of Budaka district keep up-to-date record of marks while some teachers don't.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents a summary of the discussion of the findings while establishing the extent to which the study managed to fulfill its objectives. It further discusses the findings and their relationship to the study research in questions which have been presented objective by objective.

#### **5.1: General background of Respondents:**

##### **5.1.1 Gender of the respondents**

In this study majority of the respondents 50% were males while 30% of the respondents constituted the females. Finding out the gender of respondents was useful because the teaching staff of secondary schools has both female male teachers and the emoluments affect the academic performance of the both male and female teachers.

##### **5.1.2 Age of the respondents**

The study revealed that majority of the respondents 43% were between 36 and 49 years of age followed by 25% of respondents who were between 26 and 35 years while the least number were of the age above 50 years which was represented by 13%.

##### **5.1.3 Education level of the respondents**

When respondents were asked about their education level, it was found out that 33% were 'A' level leavers, 54% were diploma holders, 12% were degree holders and only 01% were masters' holders. This results indicated that majority of the teaching staff in the sampled secondary schools were diploma holders followed with degree holders.

## **5.2 Discussion of study findings**

This section provides key findings in line with study objectives as provided in the sub sections below. To find out the effect of teachers emoluments on teachers performance, the specific findings were under the sub-themes of teachers' emoluments on teachers' preparation of pedagogical documents, teachers' classroom instruction and management and teachers' assessment and evaluation of learners in secondary schools of Budaka district.

### **5.2.1: The effect of teachers' emoluments on teachers' preparation of pedagogical documents in selected secondary schools in Iki-Iki town council in Budaka district**

This objective looked at the effect of teachers' emoluments on teachers' preparation of pedagogical documents in selected secondary schools in Iki-Iki town council in Budaka district, the study found out that teachers' emoluments affects teachers' preparation of pedagogical documents in many ways;

Data presented in Table 4.4 revealed that (65%) of the respondent teachers disagreed with the view of preparing lesson plans daily before teaching while 30% agreed with the view of preparing lesson plans daily before teaching. Only 05% of the respondent teachers were uncertain. This indicates that majority of the teachers in secondary schools in this area don't prepare lesson plans on daily basis and this could be attributed to low remuneration of teachers.

Similarly, Otto (2008) assures teachers that "lesson planning calls for a good scheming because it is here that you derive your lesson". "He adds that lesson planning is the end unit that converts the syllabus content and scheme of work into actual classroom learning". In other words, it is a breakdown of a scheme of work into lessons arranged in such a way that it becomes easier to

identify and follow. In accordance to Otto (2008) descriptions there is need for teachers to lesson plan systematically and logically while following the content in the syllabus. Therefore the supervisor (head teacher) is required to analyze all the short falls so as to develop the teacher's professional growth by analyzing how the teacher has broken down the content in relation to the syllabus prescription.

It was also revealed in Table 4.4 on the second question item that % 68 of the respondents teachers agreed that most teachers make lesson plans and schemes of work which are related to syllabus content, 25% disagreed while only 07% were uncertain of the said statement. This implies that majority of the teachers in secondary schools of Iki-Iki town council make schemes of work which are related to syllabus content.

Also according to Morgan (2007), lower remunerations in most less developed countries have lowered the morale of teachers, resulting in teachers neglecting their work. Most teachers now days teach without adequate preparations. This therefore calls for head teachers to conduct continuous supervision so that teachers are reminded of their professional obligations. If teachers are not motivated, they may begin absenteeism or even dodge lessons while in the school and sometimes may go to class when not prepared which will reduce their performances.

There are also situations where teachers may be weak professionally and lazy to the extent that they cannot produce quality work unless supervision is done. Supervision helps such teachers as well as those who are professionally capable to have an opportunity to become reflective, critical and creative thinkers and thus become effective in teaching (Hill, 2000). Remuneration is therefore a tool in the education system which awakens lazy teachers as well as stimulating their professional growth which brings about good performance.

The results in question item three further indicated that 70% of the respondent teachers agreed with the view that teachers prepare the learning aids before teaching every lesson leaving out 30% which disagreed with the statement. This implied that most teachers in secondary schools of Iki-Iki town council in Budaka district prepare the learning aids before teaching every lesson. This may mean that schools in this area provide instructional materials to the teachers which motivated them to carry to class for every lesson.

Another 80% of the respondent teachers agreed that their schemes of work covers all the teachable units for each term as reflected on the teaching syllabus, 17% disagreed while 03% were uncertain implying that most teachers in Iki-Iki town council make schemes of work which covers all the teachable units for each term as reflected on the teaching syllabus.

My schemes of work covers all the teachable units for each term as reflected on the teaching syllabus

Glickman (2000) and Tamashiro (2000) suggest that, this approach is employed when both the supervisor and teacher intensively care about the problem at hand, and are involved in carrying out a decision to solve a problem. Glickman and college also suggested that this approach should be employed when both the head teacher and teacher have approximately the same degree of expertise on an issue to decide upon. The more supervisors involve teachers in decisions affecting their instructional practices, the more the latter make an effort to contribute and are willing to implement a plan they have been part of. Farrant (2000) and Shittu (2004) are in line with Glickman (2000) in light to this, they elaborate that when teachers are equipped drastically, it improves on performance levels of teachers and students as well. From the researcher's point

of view, it means that once teachers are equipped, they are positioned to effectively teach and assess learners and hence motivating them to work harder.

Lastly, 50% of the respondent teachers agreed that they carry all the class tools to class wherever they go to teach, 25% were not sure while 25% disagreed with the statement implying that most teachers of secondary schools in Iki-Iki town council carry all the class tools to class wherever they go to teach.

In regard to the monitoring of teacher schemes of work and lesson plans which is expected to be done daily, weekly, monthly, and termly to check for content coverage and breakage, Maicibi (2005) proclaimed that: "it is what the school management does with personnel to maintain or change the school operation mechanism in ways that directly influence teaching process employed to promote learning".

Walukhu (2007) in his research on use of instructional materials in primary schools in Mbale district stresses that "emoluments play a leading role in improving the use of instructional materials in the schools, provide safe storage of them, prepare guidelines for their use and provide annual budget line items for these materials".

### **5.2.2 The effect of teachers' emoluments on teachers' classroom instruction and management in selected secondary schools in Iki-Iki town council in Budaka district**

This objective looked at the effect of teachers' emoluments on teachers' classroom instruction and management in selected secondary schools in Iki-Iki town council in Budaka district. In relation to the findings, the study found out that the teachers' emoluments affects teachers' classroom instruction and management in selected secondary schools in Iki-Iki town council in Budaka district in the following ways;

About whether the teaching objectives are always **SMART** or not, 53% of the respondents agreed, 47% disagreed showing that majority of the respondents agreed with the statement that the teaching objectives are always **SMART**. This also implies that majority of the teachers agreed that the teaching objectives are always **SMART**.

In question item 2 of table 4.5, 61% of the respondents agreed with the view that they use learner centered approaches to teach in their schools while 39% disagreed with this opinion implying that majority of the respondents agreed that teachers in secondary schools of Iki-Iki town council in Budaka district use learner centered approaches to teach students in class.

Also, Cissy (2007) in her research on emoluments and teacher performance in catholic schools in Luwero district also said that emoluments assist teachers to solve their instructional problems like lack or inadequacy of facilities. She revealed that through emolument, head teachers can establish the necessity and availability of appropriate text books and other instructional materials and their importance in their teacher lesson presentation and delivery during the learning, teaching process. Her views also indicated that use of instructional materials stimulates and increases pupils' attention and interest in learning as well as a motivation to the teacher lesson presentation.

According to question item 3, 90% of the respondents agreed that teachers often invite head teachers to attend lessons when teaching the learners leaving only 10% of the respondents who disagreed with the opinion indicating that a high number of respondents agreed that teachers in secondary schools of Iki-Iki town council in Budaka district often invite head teachers to attend lessons when teaching the learners

In a related study, Mwesigwa (2011) observed that class room visitations and emolument of teachers during teaching is the best way of improving teacher's performance. This is because instructional supervision draws its data from its first hand observation of teaching events and involves face to face interaction between the supervisor and the teachers in the analysis of teaching behaviors and activities of instructional development.

When respondents were asked to express their views on whether teacher always use instructional materials to aid my teaching, 85% of the respondents agreed leaving out only 15% who disagreed with this opinion indicating that a high number of respondents agreed that teachers in Iki-Iki town council always use instructional materials to aid my teaching

In the same way, Beaver (2002) stated in his research that; basing on its functions and purposes, instructional supervision is perceived as formal supervision since it is carried out periodically by heads of schools. In support of this, Okumbe (2007), assert that an instructional support has to be ``an already professionally qualified teacher, with the pedagogical skills at his or her figure tips, and his or her instructional leadership skills must be consciously developed through training.

Basing on the above reviewed literature, it is partially revealed that general and instructional support has a significant correlation with teacher work performance in schools. This implies that emoluments stimulate positive teacher performance which in turn improves on the academic achievement of learners.

Another 80% of respondents agreed that teachers in secondary schools of Iki-Iki town council in Budaka district always teach enough content and cover the syllabus in time while only 20% disagreed implying that most of the teachers in secondary schools of Iki-Iki town council in Budaka district always teach enough content and cover the syllabus in time

### **5.2.3 The relationship between teachers' emoluments and teachers' assessment and evaluation of learners in selected secondary schools in Iki-Iki town council in Budaka district**

This objective looked at the relationship between teachers' emoluments and teachers' assessment and evaluation of learners in selected secondary schools in Iki-Iki town council in Budaka district. In relation to the findings, the study found out that teachers' emoluments affects teachers' assessment and evaluation of learners in selected secondary schools in Iki-Iki town council in Budaka district as shown below;

In table 4.6: The respondents' responses about whether secondary school teachers in Iki-Iki town council in Budaka district mark pupils exercises daily and give constrictive feedback, 90% of the respondents agreed, 07% disagreed while only 03% were uncertain. This implied that majority of the respondents agreed that the secondary school teachers in Iki-Iki town council in Budaka district mark pupils exercises daily and give constrictive feedback.

According to the findings in item 2, 72% of the respondent teachers agreed that they always use various methods of learner assessment, 28% disagreed implying that most teachers in secondary schools of Iki-Iki town council of Budaka district always use various methods of learner assessment.

Also 82% of the respondents agreed that teachers teach remedial lessons as a follow up of learner assessment, 18% disagreed which implied that the most teachers in secondary schools of Iki-Iki town council of Budaka district teach remedial lessons as a follow up of learner assessment

Similarly, Shittu, 2004, also under took a study in Accra and found out that; assessment skills among teachers particularly checking through pupils work and making correct comments

eventually improved their performance. However, Shittu (2004) did not bring out clearly the number of times a teacher should be assessed, thus a gap which needed to be filled. The researcher believes that the more times a teacher is assessed, the higher the possibility of assessing learners and the higher the chances of better performance of which the reverse is true.

In finding out whether teachers evaluate and show the strong and weak areas and give a way forward to learners, 74% agreed, 26% disagreed while 05% were uncertain which implied that the most teachers in secondary schools of Iki-Iki town council of Budaka district evaluate and show the strong and weak areas and give a way forward.

According to Mwesigwa (2010) continuous assessment help teachers and learners to achieve the required goals. The process of teaching is not complete until the component of assessment of the learners is fulfilled. As one of the important components in the process of learning, the head teacher should ensure that teachers are paid to better their performance.

In addition, 52% of the respondent teachers agreed that teachers in secondary schools of Iki-Iki town council of Budaka district always keep up-to-date record of marks, 48% disagreed. Since the number that agreed was almost the same as that which disagreed, it implies that some teachers in secondary schools of Iki-Iki town council of Budaka district keep up-to-date record of marks while some teachers don't.

On the other hand the Education Standards Agencies (ESA) ( 2008) encourages head teachers to analyze the record of learners continuous assessment and use them to design strategies for improvement and must provide stake holders with pupils performance records. The MOES (2006) EMSI module 4 emphasized that: ``head teachers and other education managers are responsible for ensuring that proper and appropriate pupil assessment take place in the schools

and argued that this could only occur when schools draw up an assessment plans for all classes and motivate teachers’.

The Ministry of Education and Sports (2007) instructed that ‘‘head teachers were to support teachers in utilizing the various assessment methods’’. Teachers left on their own may find it difficult to create and update necessary records of assessment and to interpret information and yet it could be a basis for teaching.

NCDC (2009) further observed that "assessment is used to rank learners using different tools such as observation, guides, essays, quizzes, tests and debates which help the teacher to identify individual needs so as to provide appropriate interventions. ESA (2008 added that assessment intends to help teachers and learners. Assessment should therefore be monitored by the head teacher so that it is included as part of each activity in the learning process and part of each lesson plan.

### **5.3 Summary of study findings and conclusions**

Objective one looked at the effect of teachers’ emoluments on teachers’ preparation of pedagogical documents in secondary schools of Iki-Iki town council in Budaka district. It was revealed that revealed that (65%) of the respondent teachers disagreed with the view of preparing lesson plans daily before teaching 68% of the respondents teachers agreed that most teachers make lesson plans and schemes of work which are related to syllabus content, 70% of the respondent teachers agreed with the view that teachers prepare the learning aids before teaching every lesson. Another 80% of the respondent teachers agreed that their schemes of work covers all the teachable units for each term as reflected on the teaching syllabus,

Objective two looked at how teachers’ emoluments affect teachers’ classroom instruction and management in secondary schools of Iki-Iki town council in Budaka district. It was revealed that

revealed that the teaching objectives are always **SMART**, 61% of the respondents agreed with the view that they use learner centered approaches to teach in their schools, 90% of the respondents agreed that teachers often invite head teachers to attend lessons when teaching the learners, 85% of the respondents agreed teachers use instructional materials while teaching, 80% of respondents agreed that teachers in secondary schools of Iki-Iki town council in Budaka district always teach enough content and cover the syllabus in time.

The third objective found out the relationship between teachers' emoluments and teachers' assessment and evaluation of learners in secondary schools of Iki-Iki town council in Budaka district. About whether secondary school teachers in Iki-Iki town council in Budaka district mark pupils exercises daily and give constrictive feedback, 90% of the respondents agreed, 72% of the respondent teachers agreed that they always use various methods of learner assessment.

Also 82% of the respondents agreed that teachers teach remedial lessons as a follow up of learner assessment. In finding out whether teachers evaluate and show the strong and weak areas and give a way forward to learners, 74% agreed, 52% of the respondent teachers agreed that teachers in secondary schools of Iki-Iki town council of Budaka district always keep up-to-date record of marks.

## REFERENCES

- Aggarwal, J. C.(2008). *Essential of Educational Technology.Teaching and Learning Innovations in Education*, (4<sup>th</sup> Reprint.). New Delhi: Offset printers.
- Amin, E. M (2005).*Social Sciences Research: Conception Methodology Analysis*. Kampala: Makerere University Printery.
- Awoyele, D. (2008). Problems of Organization and Supervision of Teaching practiced in Nigeria. *Nigeria Educational Forum*4 (1) 1 – 4.
- Benell, A. (2004). *Education Supervision and Management*.A hand book for educational Supervision. New York: McGraw Hill.
- Bently, P. W. (2005).*Instructional supervision and gifted education elementary school teachers' perspectives* (Published Doctoral dissertation).Berogia: University of Berogia.
- Bernard, J. M., & Goodyear, M. (2008).*Fundamentals of Clinical Supervision*, (2<sup>nd</sup>ed.). London: Allyn and Bacon.
- Ciccy, D. (2007). *Supervision and teacher performance in catholic founded Secondary Schools in Luwero District*. (Unpublished master's dissertation).Makerere University, Kampala, Uganda.
- Dash, B. N. (2000).*Content Curriculum Methods of teaching social studies*.NewDelhi: Kalyani Publishing Company.
- Education Service Commission. (2009). *The teaching service scheme for primary teachers* Kampala: Education Service Commission.
- Everest, A., & Michael, O. (2012).*School organization and management*Ondo: Ife-OluwaEnt Nigeria Ltd

Fook, C.Y, (2009).*Evaluating the effectiveness of Educational management and leadership programme*.Shah Alam: UPENA, MARA University of Technology Publisher.

Frazer, K. (2000). Perceptions of Secondary School Teacher Satisfaction.*Journal of Educational Administration* 18 (2) P224 – 227.

Harrison, R. H. (2008). *Supervisory Leadership in Education*. Fresno State: College America Book Company

Hill, F. (2000). *Supervision for better schools*. New Jersey: Prentice Hall.

Holland, P. E., & Garman, N. (2001). Towards a resolution of the crisis of legitimacy in the field of supervision. *Journal of Curriculum and supervision*. 16(6), 95-111.

Kapfunde, C. L. (2000). Clinical supervision in the Zimbabwe Context Harare: *Teachers' Forum*. 22, (7), 665-701.

Khwaka, A. (2010). *The Effects of Head teachers' Supervision on the Teaching and Learning process in Primary Schools in Manafwa District, Uganda*.(Unpublished Masters Dissertation).Islamic University in Uganda.

Kruskamp, S. (2003). Instructional Supervision: its impacts on teachers and students performance. (Unpublished master's thesis). University of Nueva Caceres, Naga city

Lukwago, R. (2007). *Effective School Management*. Kampala: Quality Information Centre.

Lyadda, A, (2008).*Impact of performance appraisal on Teachers Performance in Selected Government aided Secondary Schools in Butaleja District, Uganda*. (Unpublished master's Thesis). Islamic University in Uganda, Mbale, Uganda.

Maicibi, N. A. (2005). *Pertinent Issues In Management: Human Resource and Educational Management*. (1<sup>st</sup> ed.). Kampala: Net Media Publishers.

Maicibi, N. A. (2007). *Human Resource Management Success*. Kampala: UNAFRI Secretariat.

Marshall, J. (2008). *Psychology in action: Class room control*. United Kingdom: The British Psychological Association.

Mbiti, D, (2004). *Foundation of School Administration*. Nairobi: Oxford university place.

Ministry of Education and Sports.(2008). *Guidelines on Policy Role and Responsibilities of Stakeholders in the Implementation of U.P.E in District and Municipal Councils*. Kampala: Ministry of Education and Sports.

Ministry of Education and Sports. (2008). *The Education Pre-primary and Post Primary Act of 2008*. Kampala: Ministry of Education and Sports.

Ministry of Education and Vocational Training (MoEVT-2007).*The Universal secondary Education in Zanzibar*. Zanzibar: Zanzibar government Press.

Ministry of Education Vocational Training.(2006). *Educational supervision and maintenance of standards in the schools in Zanzibar*. Zanzibar: Zanzibar government press

Mohanty, J. (2002). *Educational Administration and Supervision*.NewDehli: Deep & Deep Publishers.

Muhingo, J. C. (2013 March 3). Schools Should Strengthen Continuous Assesement. *New Vision*, p. 11.

Musaazi, J. C. S. (2006). *Educational Planning*. Kampala: Makerere University.

Musungu, F., &Nasongo, D. (2008).*The head teachers instructional Role in Academic Achievement in Secondary Schools in Vihinga District*. Nairobi: Department of Educational Planning and Management.

Mwesigwa, H. (2010). *Head teachers' support supervision on the teachers' performance in the thematic curriculum classes in Namanyonyi and Nakaloke sub-counties, Mbale district, Uganda*.(Unpublished Master's dissertation).Islamic University in Uganda. Mbale, Uganda.

Nherera, C. M. (2009).Capacity Building in Education Research in Southern Africa.*Education for national integration and development*, 22, (7), 665-701.

Okumbe, A. (2007). *Educational Management: Theory and Practice*. Nairobi: University of Nairobi Press.

Oluoch, E. (2006). Challenges seen from Different perspectives in an African Country: A case study of Tanzania Mainland Teachers' Union (TTU). (Unpublished).*A paper presented at the Volsenasen Cultural organization*.

Otto .A.Y (2008).*Department of Distance Education School Practice Module*, Kampala: Kyambogo University

Reepen, N., & Barr, S. (2010). The Attitudes of Teachers towards Supervision.*Journal of Experimental education*. 237 – 301.

Retting, P. A. (2008).Supervision of Instruction.Retrieved from [http://Education stateuniversity.com/supervision-instruction.html](http://Education.stateuniversity.com/supervision-instruction.html) (accessed October 20, 2014).

Robbins, S. D. (2007). *Management Concepts and Practices*. Englewood Cliffs: Prentice Hall.

Robert, W. (2005).Supervision procedures in the schools in American schools.Retrieved from <http://http.www.supervision.american.school.org .html> (accessed October 4, 2014).

Walukhu, J. (2007). *Use of Instructional Materials in Primary Schools-Mbale district*.(Unpublished Masters Dissertation).Islamic University in Uganda, Mbale, Uganda.



**SECTION B preparation of pedagogical documents**

Kindly tick (✓) against your response; 1. SD- Strongly Disagree; 2. D- Disagree; 3. NS- Not Sure;

4. A- Agree; 5. SA- Strongly Agree

SN	ITEMS	SA	A	NS	D	SD
B1	I prepare lesson plan daily before teaching					
B2	My lesson plans and schemes are related to syllabus content					
B3	I prepare the learning aids before teaching every lesson.					
B4	my schemes of work covers all the teachable units for each term as reflected on the teaching syllabus					
B5	I carry all the class tools to class wherever I go to teach					

**SECTION C: classroom instruction and management**

Kindly tick (✓) against your response; 1. SD- Strongly Disagree; 2. D- Disagree; 3. NS- Not Sure;

4. A- Agree; 5. SA- Strongly Agree

SN	ITEMS	SA	A	NS	D	SD
C1	The teaching objectives are always <b>SMART</b> .					
C2	I use learner centered approaches to teach					
C3	I often invite my head teacher to attend my lessons when I am teaching the learners					
C4	Teacher always use instructional materials to aid my teaching					
C5	I always teach enough content and cover the syllabus in time					

**SECTION D:**

Kindly tick (√) against your response; 1. SD- Strongly Disagree; 2. D- Disagree; 3. NS- Not Sure;

5. A- Agree; 5. SA- Strongly Agree

<b>SN</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
D1	I mark pupils exercises daily and give constrictive feedback					
D2	I always use various methods of learner assessment.					
D3	I teach remedial lessons as a follow up of learner assessment					
D4	I evaluate myself and show the strong and weak areas and give a way forward.					
D5	I always keep up-to-date record of marks.					

## **APPENDIX II**

### **INTERVIEW GUIDE FOR HEAD TEACHERS AND DEO**

1. How has teachers emoluments affected teachers in the following areas:
  - a) Preparation of pedagogical documents
  - b) Classroom instruction and management
  - c) Assessment and evaluation of learners
2. Which other strategies can you use to improve teachers performance in your school.

**APPENDIX III**

**SAMPLE SIZES(S) REQUIRED FOR THE GIVEN POPULATION SIZES (N)**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	<b>800</b>	<b>260</b>	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	<b>550</b>	<b>226</b>	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
<b>95</b>	<b>76</b>	270	159	750	254	2600	335	100000	384

**Source: Adapted from R.V.Krejcie& D.W.Morgan (1970). Determining sample size for research activities. Educational and psychological measurement**

**APPENDIX IV**  
**FIELD PLACEMENT LETTERS**



UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

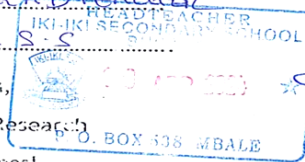
Office of the Academic Registrar

To THE HEAD TEACHER  
111-111 S.S  
HEAD TEACHER  
IKIKI SECONDARY SCHOOL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!



We are honored to introduce to you Mr. Mrs./Miss MAWIRE FATINA  
of Registration Number; RS22/MVC/BE/032 pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

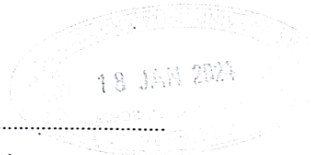
He/ she is required to carry out an academic research on the topic  
TEACHERS ENJOYMENTS AND TEACHERS  
PERFORMANCE IN SELECTED SECONDARY SCHOOLS  
IN KIKI TOWN COUNCIL BUDAKA DISTRICT  
and thereafter produce a well bound hard cover research report (MAROON) in color for  
undergraduate and three (BLACK) copies for Postgraduate students as a University  
requirement for the award of a degree/diploma in the academic discipline that he / she is  
pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Mr. Akampurira Timothy  
Academic Registrar





Office of the Academic Registrar

To THE HEADTEACHER  
IKKI-HIGH

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

09/01/2024  
Received NAWIRE Fatima  
for research  
IKKI HIGH SCHOOL  
HEADTEACHER  
09 APR 2024  
BUDAKA

We are honored to introduce to you Mr. Mrs./Miss NAWIRE FATIMA  
Of Registration Number; R522/MVC/BED/032 pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic  
TEACHERS ENJOYMENTS AND TEACHERS  
PERFORMANCE IN SELECTED SECONDARY SCHOOLS  
IN IKKI TOWN COUNCIL BUDAKA DISTRICT  
and thereafter produce a well bound hard cover research report (MAROON) in color for  
undergraduate and three (BLACK) copies for Postgraduate students as a University  
requirement for the award of a degree/diploma in the academic discipline that he / she is  
pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

18 JAN 2024  
ACADEMIC REGISTRAR  
UNIVERSITY COLLEGE

Mr. Akampurira Timothy

Academic Registrar