THE ROLE OF PERFORMANCE AGREEMENTS IN IMPROVING TEACHER EFFECTIVENESSIN PUBLIC PRIMARY SCHOOLS IN AMURU DISTRICT

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presented to
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DEDICATION

This thesis is dedicated to my parents, Mr. Okot Santos Latigo and Mrs. Okot Evelyn; for their love, endless support and encouragement. To my brothers and sisters for their friendship and love.

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LIST OF ABBREVIATIONS

PAs   Performance Agreements

SOW   Schemes of Work

LPs   Lesson Plans

SD   Standard Deviation

CAO   Chief Administrative Officer

DEO   District Education Officer

CSI   Circular Standing Instruction

SDI   Service Delivery Indicators

M&E   Monitoring and Evaluation

OECD   Organization for Economic Cooperation and Development

Ms Excel   Microsoft Excel

SPSS   Statistical Package for Social Sciences

UNDP   United Nations Development Programme

WB   World Bank

NGO   Non-Governmental Organization

ACODE   Advocates Coalition for Development and Environment

ABSTRACT

The purpose of this study was to establish the role of performance agreements in improving teacher effectiveness in public primary schools in Amuru District. Specifically, the study aimed at: examining performance agreement knowledge and practices, assessing the level of teacher effectiveness and, establishing the relationship between performance agreements and instructional management practices. The study employed the descriptive survey design to collect data from the respondents. All head teachers of the 51 public primary schools in Amuru District were targeted and a sample size of 168 classroom teachers was determined using the Taro Yamane (1967) formula. Simple random sampling method was used to select teachers for interviews. Primary data was collected using a semi-structured questionnaire, which was accepted at reliability coefficient of 0.692. Findings were presented in frequencies and percentages at 95% level of confidence and Chi-square test technique for hypothesis.

The study revealed that performance agreement significantly influenced key instructional management practices of the Head teachers in Amuru District. That is monitoring and evaluation practices such as records keeping, supervision of scheming, and reviewing of curriculum coverage. Consequently, also revealing that performance agreement significantly influenced teacher effectiveness in Amuru District; particularly, preparation of schemes of work and lesson plans by the teachers.

Though to a lesser extent, it is evident that performance agreements has played a significant role in improving teacher effectiveness in public primary schools in Amuru District.

However, it is important that the office of the Chief Administrative Officer Amuru District holds Sub-county chiefs responsible for the performance gaps as immediate supervisors of Head teachers. This is crucial if management of performance agreement in public primary schools are to be improved and the trickle down-effects felt.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Background of the study

World-wide, highly effective teaching has been proven to improve student (or pupil) learning. However, the kind of pedagogical practices teachers employ determine how successful students can learn, other factors notwithstanding (Onen, 2016 pg.2). In practice, however, many teachers often utilize practices that reduce the chances of students to effectively learn. This kind of scenario is typical of Uganda's public primary schools including those in Amuru district. As a corrective measure, the Government of Uganda through Ministry of Public Service introduced performance agreements for head teachers as a management tool. By signing performance agreement, head teachers were committed to among others: supervise teachers as they prepare schemes of work and lesson plans; track daily attendance for teachers and students; and verify that teachers are assessing students. In this study, the researcher delved into the role of performance agreements in enhancing instructional supervision by head teachers on the pedagogical practices of teachers in public primary schools in Amuru district. The study was inspired by the continued complaints from different stakeholders about the deteriorating quality of education in mostly public primary schools which they largely attribute to poor teaching even with the birth of performance agreements.

This chapter outlines the background to the study, statement of the problem, general objectives, specific objectives, research questions, hypothesis of the study, conceptual framework, significance of the study, justification of the study, scope of the study and operational definitions.

1.1.1 Historical Background

The efforts by governments to adopt innovative ways to reform their public sector so that they are able to efficiently and effectively deliver high quality social services is not new. In 1966, the Gaullist government increasingly concerned with the poor financial performance and the large deficits, of monopoly state owned enterprises, commissioned a high-level panel to review the situation. The result was the NORA Report of 1967, which first suggested the concept of contract plan, known at the time as program contract (Nora Report, 1967). Though originally conceived in France, it was later developed with great deal of elaboration in Pakistan and Korea and thereafter introduced in India. Since then, it has been adopted in developing countries in Africa, including Nigeria, Gambia, Ghana and recently Kenya (Kobia& Mohammed, 2006).Thus, performance contracting is increasingly being seen as an effective and promising means of improving public service delivery. Its success in such diverse countries as France, Pakistan, South Korea, Malaysia and India continue to inspire a great deal of interest in this policy around the world.

In New Zealand and Britain, systemic and radical reform measures have been adopted utilizing the new '*managerialism'* inclination of the New Public Management to the full, to re-orient the public service and to decentralize its functions. In other settings such as Singapore and Malaysia, new approaches have been added to the existing administrative tool-kit available to government. New managerial tools have facilitated incremental reform, enhancing '*managerialism'* without radically destabilizing the more traditional features of the public service (Commonwealth: 1995). In Kenya, performance contracting in public service was first introduced in 2004; with a few State Corporations participating (Mbua& Ole, 2015). The purpose of the performance contract was to improve productivity and service delivery. Though it started with few State Corporations,

later all ministries were required to develop strategic plans and strive towards the achievement of their missions and objectives. The expansion was as a result of the benefits that were beginning to manifest in participating institutions through improved administrative and financial performance as well as improved service delivery. Ministries were for the first time being required to work towards set targets, draw out service charters with their clients and compare their performance with the best in the world. The results of these efforts were so significant that they won international recognition with various African countries wishing to learn from Kenya's experience (GoK, 2010).Individual officials would then develop their own work plans based on the strategic plan of their department. In turn, the work plan forms the basis for the official's performance contract.

In Uganda, performance agreement/appraisal was introduced in 2010 soon after the publication of the National Service Delivery Survey Report of 2008 (Uganda Bureau of Statistics, 2008). According to the report, Ugandans were found to be widely dissatisfied with the level of service delivery in the Country; as a corrective measure government through Ministry of Public Service swiftly issued circular No. 4 of 2010 introducing performance agreement for Hospital Directors and Head Teachers. The performance agreements specified three key strategic outputs against which the head teachers were to be assessed during appraisal; that is; a) supervision of teachers as they prepare schemes of work and lesson plans, b) tracking of attendance for both teachers and pupils, and c) verifying that teachers are assessing learners.

By implementing performance agreements/appraisals for primary school head teachers, it implied that sub-county chiefs were directly responsible for the entire process right from signing to conducting assessments. Yet, a study by ACODE (2014) revealed that sub county officials had failed to monitor service delivery and even where monitoring was reportedly conducted there

were no documented reports. The poor monitoring and documentation culture by sub-county officials present a serious challenge to performance agreements progress tracking towards pre-set targets; hence affecting the entire feedback system. This practice may be one of the factors that have contributed to the persistent ineffective teaching – characterized by high teacher absenteeism rate, poor scheming and lesson preparation by teachers, and poor covering of syllabus. The Amuru District Annual Inspection Report 2015/16 showed that only 3.6% of its teachers had schemes of work covering the entire term (Amuru District Education Office, 2016); while UWEZO (2014) assessment report revealed a 21% teachers absenteeism rates. Kagolo (New Vision 26th March 2014) reported that teacher absenteeism in rural areas in Uganda stood at 35% and is the highest in the world with Ugandan teachers missing two days of work in a week which is a financial loss to the government and its development partners since teachers are paid on monthly basis.

1.1.2 Theoretical Background

The research was guided by the goal setting theory advanced by Latham and Locke (1979). The theory states that motivation and performance are higher when individuals set specific and challenging goals that are acceptable. There must be a feedback on performance for the theory to hold (Latham and Locke, 1979). Locke (2009) argued that difficult specific goals lead to significantly higher performance than easy goals, in that it energizes employees to work harder to attain them. The theory also emphasizes that goals informs an employee on what needs to be done and how much effort is needed to achieve high performance. On the other hand, the theory also stimulates discussion on performance targets between the employees and their supervisors which form the basis for performance evaluation (Saleemi, 2006). Participation in goal setting is essential as a means of agreeing to the setting of higher goals (Armstrong, 2005). Because

schools like other organizations are always in constant exchange with the larger society, the assumption of the goal setting theory fits well in this context.

1.1.3 Conceptual background

Performance agreements or appraisals are formalized contractual arrangements designed to achieve efficient and financially sustainable services, signed between different parties involved in service delivery (WSP India, 2009). According to OECD (1999), performance agreement is a management tool used to define responsibility and expectations between parties to achieve mutually agreeable results. The Ministry of Health (Uganda, 2015) defined it as management tool used for measuring performance against negotiated targets; and that it provide a formal process to document the level of achievement of key outputs and targets. In brief, performance agreements for school administrators ensures there is effective monitoring and evaluation of teaching and learning which is crucial for continuous improvement of the effectiveness of teaching and learning in a school. From this perspective, the institution of performance agreement was a vital step in the drive to improve the instructional effectiveness of teaching and learning and educational standards. In this study performance agreement was characterized by planning for performance, monitoring performance, evaluation of teacher performance through appraisal, rewarding or sanctioning of teachers depending on their performance.

According to Oyedeji (2012), for school supervisors to effectively function they: make classroom visits, check schemes of work and lesson notes, check classroom attendance, reward hardworking teachers and punish lazy teachers. An effective teacher is one who quite consistently achieves goals that are directly or indirectly related to student learning (Raju Parihar, 2011). According to Chesterfield County, Virginia (2014), teacher performance is judged in terms of 16 criteria which include: planning instruction, implementing lessons, demonstrating

knowledge of curriculum, minimizing time on task, and providing evaluative feedback among others. This study adopted three of the five critical characteristics of effective teachers as proposed by James in his book on Qualities of effective teachers 2nd edition (2007). Specifically, teachers prepare schemes of work, plan lessons, and deliver their lessons as per the timetable.

1.1.4 Contextual Background

Performance planning

According Edmund and Mike (2001), performance planning is defined as a formal process in organizations for discussing, identifying and planning the organizational as well as individual goals which an employee can or would achieve in coming appraisal or review cycle. It also meant ability to set clear and specific objective that all parties involved understand and can work towards achieving (Jon, W., 2013).According to Latham (2004), clear goals has a direct influence on employee performance; in that it:

a) Directs employee's attention towards goal-relevant activities;

b) Stimulates greater employee effort;

c) Challenges employee to persist; and

d) Leads to discovery unexploited skills.

As such, the failure of performance agreement to provide clear and challenging targets and/or indicators should be treated with due concern. If the performance targets and/or indicators in performance agreements are not clear, then the performance of head teachers' and that of his/her teachers are likely to be ineffective. It was therefore necessary to establish the level of performance agreement planning practices and how it affected teacher effectiveness in public primary schools in Uganda.

Performance monitoring

The Ugandan Ministry of Health (2015) defined performance monitoring asa continuous assessment and documentation of the level of achievement of key outputs and targets to enable the supervisor to recognize and reward excellent performance and records kept on individual teacher's file. It also involves discussing and documenting critical events. This process facilitates achievement of results; enhance motivation and makes teachers more accountable. Therefore, the absence of effective monitoring system for the performance agreement was treated as a matter of serious concern, with special attention to the head teachers' performance agreements monitoring practices. Of key interest to the study was whether the teachers were being held accountable to performance and how it had impacted on their effectiveness.

Performance Evaluation

According to Scriven (2007), evaluation is an activity that judges the worth and builds on monitoring. Evaluation assesses the value or worth of a programme and it relates to a set of research questions and methods geared to reviewing processes, activities and strategies for the purpose of improving them in order to achieve better results (Basheka & Byamugisha, 2015:4). The aim of evaluation is to determine the relevance and fulfillment of objectives, efficiency, effectiveness, impact and sustainability (United Nations Office on Drugs and Crimes, 2005).

Therefore, the study was attentive to the head teachers' evaluation practices aimed at assessing the relevance and fulfillment of performance agreements objectives. Special attention was geared towards determining whether head teachers reviewed syllabus coverage, conducted appraisal for teachers, and rewarded or even punished some teachers.

1.2 Statement of the Problem

As observed by Quality Educator's Project (2011), an effective performance agreement creates a fair, transparent and verifiable management system given that performance targets and their means of verifications are jointly negotiated and agreed upon. It also creates a culture of accountability to performance. In the Ugandan situation, the following three strategic outputs were specified in the agreement against which head teachers were assessed during appraisal: a) supervision of teachers as they prepared schemes of work and lesson plans, b) tracking of attendance for both teachers and pupils, and c) verifying that teachers were assessing learners. Hence, this was largely expected to improve teacher attendance and preparedness to teach.

Despite the birth of performance agreements for head teachers in 2011, the management of public primary schools in rural Uganda especially has persistently remained poor. For instance, World Bank (November, 2016) showed that Uganda's teacher absenteeism rate (26%) is among the highest in the region. And, that the Ugandan teachers are much less prepared with schemes of work and lesson plans than their Kenyan colleagues. Similarly, Amuru district annual inspection report 2015/16 showed that only 3.6% of the teachers in the district were found to have prepared schemes of work covering the entire school term as recommended. Could the persistent teacher absenteeism and inadequate preparedness to teach be as a result of weak M&E practices? What would be the role of M&E in improving teacher effectiveness?

In view of the persistent ineffective practices by teachers, the researcher was doubtful whether performance agreement had equipped head teachers with skills to create meaningful performance planning, monitoring and evaluation systems at school level, hence the need for this research.

1.3 Objectives

The major objective of the study was to establish the role of performance agreements in improving teacher effectiveness in public primary schools in Amuru District

1.3.1 Specific objectives

1. To examine performance agreement knowledge and practices

2. To assess the level of teacher effectiveness in public primary schools in Amuru district

3. To establish the relationship between performance agreements and instructional management practices in public primary schools in Amuru District

1.4 Hypothesis

1. Performance agreements do not significantly influence instructional management practices in public primary schools in Amuru district.

2. Performance agreements does not significantly influence teacher effectiveness

1.5 Scope of the study

1.5.1 Geographical and Respondent Scope

The study was carried out in Amuru District, located in Northern Uganda and is about 373 kilometers from the Capital City Kampala. Amuru District was established by the Ugandan Parliament in 2006. Prior to that, the district was part of Gulu District. The district is bordered by Adjumani District to the north, South Sudan and Lamwo District to the northeast, Gulu District to the east, Nwoya District to the South, Nebbi District to the southeast, and Arua District to the west. The 2014 national census estimated the population of Amuru District at about 186,696.

The target populations involved in the study were head teachers and classroom teachers from the public primary schools.

1.5.2 Content Scope

The study established the role of performance agreements in improving teacher effectiveness in public primary schools in Amuru District.

1.5.3 Time Scope

The time scope of the study covered the current period of data collection.

1.6 Significance of the study

By establishing the role of performance agreements in improving teacher effectiveness in public schools, this study will provide guidance to district leaders and researchers. The added knowledge on the performance agreement management practices will help leaders to make more informed decisions on teacher performance.

In addition, the study will provide a basis for gauging how performance agreement has affected head teachers' management practices. Particularly, focusing on how the day to day management practices and processes have been integrated with performance agreements. The results will provide useful information to enhance the success of performance agreements. Results of this study will thus have implications well beyond the confines of the study area.

Besides, because of the widespread mismanagement of public primary schools, it is envisioned that the study results may stimulate changes even outside the study area.

1.7 Justification of the study

A case of Amuru District Local Government is appropriate for a study of this nature in that the unit of analysis of a public primary school is typical of those in other districts in the country as it operates within a defined policy framework.

1.8 Definition of key terms

Performance agreement is a management tool used to define responsibility and expectations between parties to achieve mutually agreeable results.

Instructional supervision is the supervision carried out by the head teacher, subject heads, and other assigned supervisors in a school with the aim of providing guidance and support to teachers

Pedagogical practices refer to the various types of tasks, ways of working or types of activities and practices, which guide effective teaching and learning

Teacher effectiveness refers to teachers' ability to: scheme (plan for instruction), prepare lesson plans (implement instruction), and be present or attend to his duties

Planning the process of establishing a shared understanding of what is to be achieved, and how it is to be achieved and management of resources to ensure successful implementation.

Monitoring is the continuous assessment and documentation of the level of achievement of key outputs and targets to enable the supervisor to recognize and reward excellent performance and records kept on individual teacher's file

Evaluation assesses the value or worth of a programme and it relates to a set of research questions and methods geared to reviewing processes, activities and strategies for the purpose of improving them in order to achieve better results.

1.9 Conceptual framework

In conceptual framework shown in Figure 1, performance agreement is hypothesized to influence teacher effectiveness. Performance agreement is defined to involve: planning for performance, performance monitoring, and performance evaluation. On the other hand, teacher effectiveness is defined by teachers being able to: prepare schemes of work, plan for all their lessons, and always attend to their work. The conceptual framework postulated that performance agreement directly affected the pedagogical effectiveness of teachers. This relationship however was modified by gender and age of teachers.

Independent Variables (IV)	Dependent Variables (DV)
Performance Agreement • Planning for performance • Performance monitoring • Performance evaluation	*Teacher effectiveness* • Schemes of work • Lesson plan • Attendance

Intervening variables

• National PA guidelines
• Effective administration
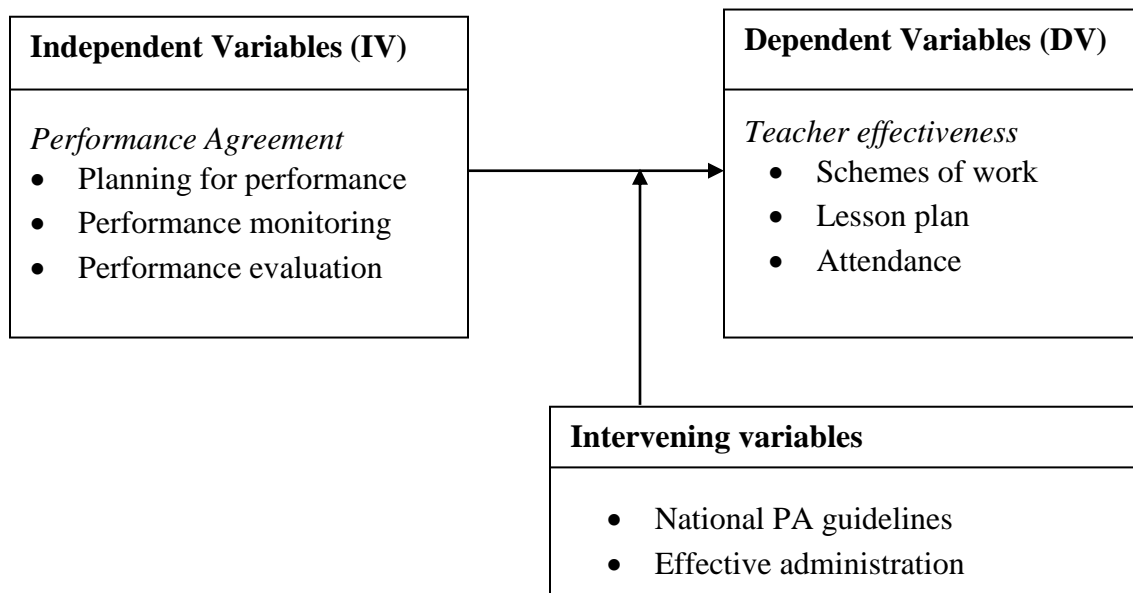
Source: Modified by the Researcher, 2017

Figure 1.1: The Conceptual framework of the study

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This section presents a review of existing literature on the role of performance agreements in improving teacher effectiveness. Performance agreement also referred to as performance contracting is used to introduce and literature from other Countries such as United Kingdom, United States, and Kenya amongst others are discussed in details and key success lessons are drawn. The empirical literature will provide evidence from past studies related to performance agreements and teacher effectiveness. The literature review will also help in identifying gaps in past studies.

2.1 THEORETICAL REVIEW

This section provides a discussion on the theory that has guided the study and application in performance agreements. The goal-setting was used to guide the study.

2.1.1 THE GOAL-SETTING THEORY

Goal-setting theory as developed in 1979 by Latham and Locke states that motivation and performance are higher when individuals set specific goals, when goals are difficult but accepted and when there is a feedback on performance (Armstrong, 2005). Locke (2009) argued that difficult specific goals lead to significantly higher performance than easy goals, in that it energizes employees to work harder to attain them. The theory also emphasizes that goals informs an employee on what needs to be done and how much effort is needed to achieve high performance. On the other hand, the theory also stimulates discussion on performance targets

between the employees and their supervisors which form the basis for performance evaluation (Saleemi, 2006). Participation in goal setting is essential as a means of agreeing to the setting of higher goals (Armstrong, 2005).

The goal setting theory is applicable to the performance agreement or contracting being implemented in Uganda's public primary schools; that is, the negotiated targets for all the predetermined strategic outputs serve as the goals or objectives. These targets will not only energize the head teachers and their teams to work harder but also help directs their attention to priorities thus increasing the probability of success. Ordinarily the head teachers negotiate the annual targets with the sub-county chiefs on an annual basis. The targets are routinely monitored and at the end of the year its achievement is evaluated. This is expected to be cascaded to lower levels, where individual teachers negotiate targets to be accomplished with their head teachers.

Several studies have attempted to examine the relationship between goal-setting and performance. For instance, a study by Marsden, et al. (2001) found that performance related pay influences managers to set clear targets because they have to pay for it afterwards in the form of rewards. Marsden, et al further argued that with a fair employee appraisal; pay for performance is likely to have a positive incentive effect. Brown and Latham (2000) found that unionized telecommunication employees had high performance and job satisfaction with their performance evaluation process when specific high goals were set.

2.1.1.1Applicability of goal-setting theory

The theory assumes that motivation and performance are higher when individuals set specific and challenging goals that are acceptable and when there is feedback. This perfectly fits well with the idea of negotiating and setting performance targets applied before signing performance

agreement. If the set targets in performance agreements are specific, challenging, acceptable and there is feedback on performance; then the motivation and rate of achievement of the targets by the teachers is expected to be higher. For each strategic output, indicators are selected before being assigned targets. As such this study will assess whether the practices involved are compliant with the assumptions before attempting to analyze the effect of the targets on teachers' level of motivation and performance.

Using a mixed approach, the researcher will interview respondents. To apply the relevancy of this assumption, the researcher will collect and analyze data on: how specific (SMART) and challenging are the selected indicators and set targets in performance agreements; acceptability of the targets; and whether there is feedback on performance. Similarly, data on key teachers' performance outcomes will be collected; that is: availability of schemes of work/lesson plans, attendance and evidence of support supervision.

The theory also assumes that employees set goals and put efforts to achieve if they believe that the goals are worth the effort and are achievable. Goal-setting theory further emphasizes that goals tell an employee what needs to be done and how much effort is needed to achieve high performance. This is in agreement with the idea of strategic planning which articulates the mission and vision of an institution; this has played a central role in ensuring that the signed performance agreement has a strategic focus. In addition, it informs the resource requirements for the successful implementation of performance agreement.

Using a mixed approach, the researcher interviewed respondents. To apply the relevancy of this assumption, the researcher collected and analyzed data on: whether the teachers believe the set targets are worth their effort and realistically achievable; whether set targets have helped clarify and align teachers' roles; how it has affected level of teachers' commitment to achieving set

targets; teachers' attitudes towards the set targets (its worthiness); and its contribution to key inputs/ resources required.

The assumption that employees are evaluated on the basis of their performance in the achievement of agreed goals or objectives relates to the sub county chief's annual assessment of head teachers' achievement of agreed upon targets. The stated assumption links quite well with the appraisal process conducted at school level. This put the entire teaching staff under a lot of pressure to account for results achieved as well as demonstrate commitment to perform.

2.1.1.2 Weakness of Goal Theory

The theory is silent on the influence of key inputs on employee motivation and performance yet very crucial for the successful implementation. In the education sector, the government of Uganda has authored the basic minimum requirements needed for a school to function – just imagine a school without classrooms, instructional materials (reference books for teachers), no strategic plan among others.

2.1.2 PERFORMANCE AGREEMENTS KNOWLEDGE AND PRACTICES

Performance agreement or appraisal was introduced by Ministry of Public Service in December of 2010 (GoU, 2010). It is a management tool adopted to create a performance management system that is fair, transparent and verifiable for determining whether or not head teachers (and/or other civil servants) matched the performance expectations of their roles (Uganda/Quality Educator's Project, 2011). And, to link sector strategy to school and individual objectives and action plans. The created performance management system came along with a framework to ensure sustained success to schools by improving head teachers' performance by developing capabilities of individual teachers (Uganda/Quality Educators' Project, 2011). Obong

(2009) stated that refocusing the mind-set of civil servants on results in service delivery was a key reason for the introduction of performance contracts by the Kenyan government in 2004.In the United Kingdom, it was intended to create an entrepreneurial public sector that has clarity of purpose and direction and is accountable for its performance (World Bank, 2013). According to the South African Public Service Commission (2009), performance agreement is seen as a management tool that would help to create a culture of accountability and eventually lead to improved service delivery.

However, it has been noted that the development and signing of Performance Agreements (PAs) does not in itself lead to effective performance (South Africa Public Service Commission, 2009). To attain the desired performance level, it is recommended that performance agreements be integrated into the day to day management practices and processes. In the Ugandan model, a performance management framework was developed alongside which is key for the integration of performance agreements; if well utilize would equip head teachers with the skills they need to create a holistic and meaningful performance planning, monitoring and evaluation system at the school level. This could play a significant role in helping head teachers to align their day to day instructional supervisory practices and processes such as: lesson observation, tracking of lessons being taught, management of attendance, and monitoring of teacher preparedness. Otherwise, signed performance agreements would be simply put away in dormant files and only pulled out when annual performance assessment is underway.

The existing performance agreement or appraisal model for head teachers in Uganda starts with performance planning followed by performance monitoring and evaluation, and then management of recommendations.

2.1.2.1Performance Planning

In the context of performance agreement, Obong (2009) defined planning as the process of establishing a shared understanding of what is to be achieved, and how it is to be achieved and management of resources to ensure successful implementation. Performance Planning is the starting point of the Performance Management cycle. It starts with a joint discussion between the supervisee and the supervisor, whereby roles, objectives and performance standards are agreed on. A report (2009) by the South African public service commission observed that the more precisely the Key Result Areas (KRAs) are described together with the measurement criteria, the more effective the performance management system. Similarly, Samuel and Robert (2015) established that there was a strong positive correlation between performance contract planning and employee performance in Kenya's public sector.

However, the reviewed literature did not concretely confirm with evidence the significance of planning for performance on the practice of the supervisees. Therefore, this research established the role of performance planning on teachers' effectiveness in Amuru district.

2.1.2.2 Performance Monitoring

According to Basheka & Byamugisha (2015), monitoring means observing the progress of an intervention and is continuous. Monitoring focuses on the implementation process and asks the key question how well is the program being implemented (UNDP, 2009). Monitoring generates periodic reports throughout the program cycle, focuses on project outputs for monitoring progress and making appropriate corrections, highlights areas for improvement for staff and tracks financial costs against budget (UNDP, 2009).

According to Adewale et al (2014) at school level, monitoring compliments instructional supervision. The Ethiopian project monitoring unit at their Ministry of Education (2005) defined instructional supervision as a management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system. Instructional supervision is a continuous activity of monitoring instructional process, provision of guidance services while establishing a two way communication in a collaborative relationship to improve academic performance of students. Instructional supervision is also a formative process which provides an opportunity to develop their capacities towards contributing to students' academic success.

Performance monitoring entails assessing progress and achievements so that action plans can be prepared and agreed upon to provide a basis for performance rating. Performance review focuses on three key elements namely: a) contribution; b) capability; and c) continuous development.

2.1.2.3 Performance Evaluation

According to Nanjala (2012), performance evaluation is the rating the actual achievements of the agencies against the set performance targets negotiated and agreed upon at the beginning of the period. Evaluation measures how well program activities have met objectives, examines extent to which outcomes can be attributed to project objectives and describes quality and effectiveness of program by documenting impact on participants and community.

Performance reviews are important feedback sessions that should take place at regular intervals during the course of the financial year. They provide an opportunity for SMS members to receive feedback on how they are performing. They also provide a time-frame for structured reflection by the SMS member using the process of self-assessment. As a minimum two formal performance reviews should take place annually, preferably in the middle of the cycle, and one at the end of the cycle.

During performance review meetings, the primary performance monitoring (PM) elements to focus on are measurement, feedback, positive reinforcement and exchange of views. Performance review is important because it enhances employee motivation by providing feedback, recognition for good performance, praise and opportunity for growth. It clarifies expectations and empowers workers by encouraging them to take control of their own performance and development.

2.1.2.4 The Performance Agreements Experiences

2.1.2.4.1 The use of Performance Agreements in United Kingdom

The UK civil service uses a system whereby each department produces a Public Service Agreement (PSA) which in turn serves as the basis for the performance agreements of senior managers. A PSA specifies the objectives of the department and outlines specific targets that need to be achieved in this regard. The link (or 'line of sight') between the performance agreements and the PSAs (and other planning documents) is regarded as important to ensure that the performance targets of each manager are part of a broader organizational programme of service delivery and performance improvement. The key elements of the performance agreement include:

- *Business delivery objectives* – which reflect business outcomes for the specific post and priorities for the year ahead. Objectives are required to be SMART (Specific, Measurable, Agreed, Realistic and Time-related) and performance measurements against these targets are also specified.

- *Capability/capacity objectives* - these refer to activities that may be required to enhance the capability and capacity of the department and/or the individual's business area.

- *Personal development objectives* - these refer to the core skills, leadership qualities, experience and expertise required of the individual in their current role.

Has the use of performance agreements been effective in the UK public service? There does not seem to be adequate research that has sought to establish such effectiveness, although it is believed that performance agreements facilitate better management. A challenge has remained how performance statements distinguish between outputs and outcomes. There has been an expectation that the performance of managers will have to be measured in terms of both outputs and outcomes, with Treasury often being involved in beefing up the performance targets of line departments if these were seen to be poorly formulated. However, the focus on outcomes has remained a challenge. A critical lesson from the UK experience is to ensure that performance measures such as performance agreements are not stand-alone initiatives. In the UK, performance agreements rest within a broader system involving mid-year development reviews, end of year performance reviews, a 360-degree appraisal system, a competency framework for senior managers, and training and development opportunities provided through the National School of Government (formerly called the Civil Service College), among others. performance agreements, therefore, cannot work alone, and their effectiveness in turn depends on how the other complementary measures are being implemented.

2.1.2.4.2 The use of Performance Agreements in Australian Public Service

In the Australian Public Service (APS) the usage of performance agreements as part-and-parcel of the performance management system is compulsory for Senior Executive Service (SES). In the APS, emphasis is placed on the design of performance agreements, which should:

- Reflect an understanding of performance expectations and what is to be achieved over the specified time period

- Identify roles and responsibilities, at the generic and role-specific levels;

- Include strategies for training and capability and career development; and

- Reinforce opportunities for whole of government work and cross departmental collaboration.

The APS also focuses on linking rigorously developed performance agreements as tools for planning, review and assessment, to ongoing and informal and formal feedback centered on performance improvement. Performance Agreements are thus required to:

- Include outcomes and deliverables that are clear and specific;

- Identify lines of accountability;

- Spell out desired behaviors (including those embedded within the APS Values and Code of Conduct); and

- Ensure that criteria for performance assessment are clear, agreed and consistently applied.

In addition to the above emphasis, the APS recognizes that the "people side" of performance management is of utmost importance. A system's effectiveness will be limited if its implementation is emphasized at the expense of the ongoing people management aspects. These include using performance outcomes throughout the year to assist in the identification of developmental needs, to recognize where performance excellence is achieved, and, to identify where underperformance is occurring and improvement is required".

Additional APS literature and reports emphasize that performance management systems can only be effective if other organizational factors are in place. These would specifically include the

integration of organizational, business and individual planning and performance as part of the integrated approaches to performance contracting and management. In addition, the APS emphasizes the importance of the 'currency' of the performance agreements. In other words, performance agreements should not be cast in stone once they have been included. Instead, they should be reviewed periodically in response to changing circumstances in priorities.

Notwithstanding the above otherwise sound general principles, the Australian Public Service Commission has noted some important implementation challenges in the Public Service. Firstly, the Commission found that alignment with goals and organizational priorities was uneven. Secondly, there was a need to improve the credibility of the performance management system as a whole. In this regard, important aspects to address would include perceptions about unfair distribution of performance rewards, ensuring clarity on what constitutes good performance, and promoting a better appreciation of how the system can help staff improve their performance.

2.1.2.4.3 The use of Performance Agreements in New Zealand

The New Zealand Public Service (NZPS) is generally known for its drastic reforms enacted through legislation in the 1980s. During the 1980s, the NZPS implemented arguably one of the most thoroughgoing public service reforms in the world. One of the critical aspects of the reforms was the separation of the roles of ministers and departmental chief executives (CEs), with ministers being responsible for "outcomes" and CEs being responsible for delivering "outputs". The system of performance agreements used for CEs is, therefore, focused on the specific outputs that each CE would have negotiated with their minister.

How does the system work in practice? Firstly, when a department tables a budget in Parliament it also publishes a forecast report which specifies the outputs that it will deliver. The outputs are

then elaborated in what is called a purchase agreement, which is an agreement between the CE and the minister outlining the specific outputs that the minister will 'purchase' from the department. Flowing from these purchase agreements (a CE may sign purchase agreements with more than one minister if his/her department will be offering outputs to more ministers), CEs then enter into a performance agreements with the State Services Commissioner. The CE in turn also signs performance agreements with his/her staff.

There have been mixed reviews about the effectiveness of the New Zealand's model of performance agreements and performance management. While the separation of outputs from outcomes is seen as providing the necessary clarity in performance agreements regarding the responsibilities of CEs, it has also been criticized as a "rhetorical fiction…" which assumes "that Ministers do not involve themselves in the operational activities of their departments, and that senior public servants have no influence over the shaping of policy". The main risk with such decoupling of outputs from outcomes, it is argued, is that it promotes 'management by checklist' whereby managers are encouraged to focus narrowly on what appears in their performance agreements and purchase agreements. What this ultimately leads to is an erosion of important public values such as trust, loyalty and professionalism. These values are an important means of promoting accountability and cannot be replaced by performance agreements. However, other authors have disagreed with this criticism. For example, Bale and Dale (1998), have argued that having clear outputs for managers can in turn increase the attention that is given to outcomes.

In addition to concerns around the outputs/outcomes divide, concerns have also been raised about whether the performance contracts themselves have led to better performance. For example, Schick (1998) points out that most of the senior managers attribute the improvements in the performance of government to the discretion given to managers and not to the performance

contracts themselves. This observation effectively cautions against an uncritical recognition of the value of the performance agreements without examining other organizational factors which may be responsible for the improvements that are being experienced.

A particularly important cautionary note is that an elaborate performance contracting regime such as New Zealand's tends to involve significant transaction costs. A lot of effort and resources are spent developing, negotiating and monitoring the contracts. In fact, in New Zealand ministers are said to sometimes employ 'purchase advisers' to help them in the development and negotiation of agreements with CEs, a development which adds to the costs of using performance agreements.

2.1.2.4.4 The use of Performance Agreements in United States of America

In the US, as in the other countries reviewed above, departments develop strategic plans which in turn serve as the basis for performance agreements with individual senior managers. While departments can use their own templates for performance agreements, certain broad guidelines have been put in place by the Office of Personnel Management (OPM).

For example, the guidelines provide that "…50% of the objectives [in a performance agreement] are to be measurable, while the remaining 50% can be more qualitative.

Reviews of the practical application of performance agreements in the US have identified both strengths and weaknesses. In terms of strengths, it is said that the use of performance agreements achieved a number of benefits26. Firstly, they help to align daily operations with programmatic goals. The specific deliverables of managers contained in the performance agreements can be traced back to the strategic goals of the agencies they work for. Secondly, the performance agreements facilitate collaboration across organizational boundaries. This comes about because of the results-oriented approach that the performance agreements promote, thus encouraging

officials to work together for the achievement of broader goals. Thirdly, the use of performance agreements facilitates communication about performance. In this regard, the performance agreements provide a useful mechanism through which to examine progress towards achieving specific targets. Fourthly, the performance agreements serve as an instrument for individual accountability. For example, using the performance agreements as a guide, informed decisions can be made about the granting of bonuses. Finally, the performance agreements facilitate continuity during leadership transitions. They achieve this by promoting a consistent focus on programme goals, a focus that is necessary even when there are leadership changes in the organization.

In addition to the above benefits, certain challenges have also been identified. Key among these is the inadequate prioritization of objectives and performance measures, leading to some performance agreements containing as many as seven objectives and thirty performance measures.

A further important challenge is in connection with the formulation of measures and targets. Some of these tend to be too broad, thus raising the risk that they may be difficult to assess during the performance review processes.

Finally, the US system is seen to be complicated by the involvement of the President as a signatory to the performance agreements of the administrative heads of institutions. While this elevates the importance of the performance agreements and the seriousness with which they must be taken, at a practical level it raises questions about which parties should be involved in the review of the performance of the managers and what role, if any, the President should play in this regard. More specifically, in case of a dispute the President may not be able to mediate because he is a party to the agreement.

2.1.2.4.5 The use of Performance Agreements in Vanuatu Pubic Service

Performance agreements were introduced into the Vanuatu public service in 2002 for Directors-General (DGs) and Directors, the top two ranks of public servants. The rationale for the performance agreements was to "improve the output or quality of work and/or the quality of the working relationship between parties to the agreements". The agreements are to be reviewed at six-monthly intervals to determine whether the objectives were being achieved.

At the level of practical application, certain challenges have been experienced in the use of performance agreements. One of these has been the slow pace at which performance agreements get completed. For example, by the end of 2003, only four performance agreements had been signed, leaving nine (69%) DGs and thirty-five (97%) Directors without performance agreements. Following a training programme on the role and completion of the performance agreements, the Public Service saw the completion rate of performance agreements increasing, although by March 2004, there were still only 5 (38%) DGs and 11 (31%) Directors with performance agreements.

The slow progress with the completion of performance agreements has partly been attributed to poor people management skills. In a report on the professional development needs of DGs and Directors in 2002, it was found that Directors believed that DGs were unwilling to delegate responsibility and also provided minimal feedback on the performance of their subordinates. In addition, the report indicated that there was a lack of commitment to team-work among DGs.

However, the challenges impacting on the use of performance agreements were not limited to uncooperative DGs. It was generally also found that there was resistance to the use of performance agreements in the Public Service. Public servants seemed to be suspicious of and hostile towards the performance agreements. Some did not view the performance agreements as

a management tool for improving performance but rather as a punitive instrument that could be used against them.

In addition to the above attitudinal obstacles to the use of performance agreements, there were also technical aspects of the system that impacted on its effectiveness. One of these was that the template which has been utilized to construct the performance agreements tended to sometimes generate long and complex lists of performance targets. This results in the performance agreements being unwieldy and difficult to use as management tools.

2.1.2.4.6 The use of Performance Agreements in Kenya

As part of implementing the Public Sector Reform Programme (PSRP) in Kenya, government introduced the Strategy for Performance Improvement in the Public Service in 2001. The purpose of the strategy was to improve productivity and service delivery. All ministries were required to develop strategic plans and strive towards the achievement of their missions and objectives. Individual officials would then develop their own work plans based on the strategic plan of their department. In turn, the work plan forms the basis for the official's performance contract.

The Republic of Kenya started piloting the use of these performance contracts in 2004, starting with sixteen (16) chief executives of parastatals and later rolling the program out to other Permanent Secretaries. Although the real impact of the use of performance contracting has yet to be fully discernable, certain observations have been made around what is regarded as evidence that they are helping to improve performance and the management of the public service. For example, it is argued that as a result of the system, there has been significant improvement in service delivery and operations by such ministries as Immigrations and Registration of Persons, Agriculture, Provincial Administration and Internal Security, Health, Finance and Water.

While the above claims are commendable, it is important to note that the implementation process has not been without challenges. A study conducted with 280 managers found that only 25 of them had signed their performance contracts. This suggests that in Kenya, as in some of the countries reviewed above, there tends to be delays in the conclusion of performance agreements. In order to improve the use and value of performance agreements, certain critical considerations need to be made. These include the need for a good definition of outputs and performance measures. To be able to define clear outputs and performance measures does not happen overnight, and a well-developed training programme for officials is important in this regard. In addition, the use of performance contracting needs to be supported by other good management practices. These practices include a participatory management approach to decision making to promote communication and collective ownership of the performance contracting process.

2.1.3 KEY SUCCESS FACTORS FOR PERFORMANCE AGREEMENTS

The South African public service commission report (2009) on performance agreements, pointed out certain important success factors that need consideration if performance agreement is to become an effective performance management tool.

2.1.3.1 Performance agreements must be aligned to broader sector goals

The overview of the experiences of different countries has revealed that for the performance agreement system to succeed, it is critically important that the system is aligned to the broader strategic goals of organizations. This linkage will ensure that Key Result Areas in the performance agreements are geared towards the achievement of the departmental goals. The alignment will also ensure that there is continuous monitoring and evaluation of individual

targets against the overall strategic objective of the organization. The key elements underpinning such alignment would, among others, include synergy between:

- individual goals and departmental priorities; and
- the required core skills, leadership qualities, experience and expertise on the one hand and departmental objectives on the other.

2.1.3.2 Performance Agreements must be clear and simple and not try to measure everything

Organizations should always endeavor to keep performance agreements as clear and simple as possible. Such an approach will remove ambiguities in the meaning and in the implementation of KRAs. Indicators and standards against which progress will be measured should also be clear. There should be a conscious effort to avoid trying to capture every responsibility and performance measure in the performance agreement as this would make the tool unwieldy and ineffective.

2.1.3.3 Performance Agreements should be used as tools for facilitating communication

Communication is key to effective performance management and development. Given that performance agreements are used as instruments for facilitating feedback between supervisors and employees on the achievement of targets, it is imperative that they act as catalysts for ensuring effective communication of results. Therefore, Pas should be managed in a consultative, supportive and non-discriminatory manner, without which they will be viewed with suspicion. For example, what eventually gets captured in the performance agreement should be discussed between the supervisors and the employee concerned, and the same should be done with the

outcome of each performance review so that the employee understands how and why the outcome was arrived at.

2.1.3.4 Managers must have the capacity to utilize performance agreements effectively

Managers must have an appreciation of the purpose of developing performance agreements, the requirements which the performance agreements should meet and the proper way of using them as a management tool. After all, performance agreements are just a management tool and the manner in which they are used by managers will, to a large extent, determine their usefulness. Therefore, managers must have the knowledge, skills and right attitude to ensure the effective utilization of performance agreements. Without such capacity, the risk exist that performance agreements may not be completed timely, or be completed simply for compliance purposes without careful attention being paid to the contents thereof, or be put away and not used once they have been entered into. Indeed, without the necessary appreciation of the purpose of performance agreements, managers may be tempted to use them as instruments of punishing their subordinates.

2.1.3.5 Appropriate leadership is required to champion the use of performance agreements

In all the experiences reviewed in this study, Head of Departments were the first to be required to enter into performance agreements. The assumption here is that once this has been achieved, Head of Departments will, as the highest echelon of administrative leadership in turn champion the conclusion and use of performance agreements at lower levels.

2.1.3.5 Performance Agreements must be supported by other complementary mechanisms of accountability

The successful implementation of performance agreements also depends on the effective utilization of other complementary mechanisms of accountability. Almost without exception, researchers and HR practitioners do not place emphasis on performance contracting or performance agreements as a standalone mechanism or tool. If they are used as a stand-alone mechanism that is not supported by other organizational process of promoting accountability, they are unlikely to be effective. For example, if an organization does not have a sound planning process, there will not be sound organizational goals and priorities which can be translated into meaningful KRAs and performance objectives for staff. Equally, it is important to have in place an organization-wide system which ensures that once performance agreements have been entered into, they are followed by regular performance reviews and the provision of appropriate personal training and development interventions.

2.1.4 LEVEL OF TEACHER EFFECTIVENESS

According to Raju (2011), effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other government officials, school/college administrators. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. In Medley's (1979) terms, the possession of knowledge and skills falls under the heading of 'teacher competence' and the use of knowledge and skills in the classroom is referred to as 'teacher performance', Teacher competence and teacher performance with the accomplishment of teacher goals, is the 'teacher effectiveness'.

World-wide, highly effective teaching has been proven to improve student (or pupil) learning. However, the kind of pedagogical practices teachers employ determine how successful students can learn, other factors notwithstanding (Onen, 2016 pg.2). In practice, however, many teachers often utilize professional practices that reduce the chances of students to effectively learn. This kind of scenario has not been different with what is happening amongst public primary school teachers in Amuru district. Yet, effective school supervision could encourage teachers to apply more robust and effective pedagogical practices that have been devised over the years.

In analyzing teacher effectiveness, the researcher borrowed from Onen (2016) which paid attention to instructional supervision and teacher pedagogical practices.

2.1.4.1 Instructional Supervision

According to Tesfaw and Hofman (2014), instructional supervision is the supervision carried out by the head teacher, subject heads, and other assigned supervisors in a school with the aim of providing guidance and support to teachers. Zepeda (2010) on the other hand looks at instructional supervision as the continuous monitoring of classroom teaching with the aim of not only promoting professional practices, but also to enhance professional development in a collegial and collaborative style. In fact, Zepeda (2010) states that instructional supervision occurs in two main ways, namely: classroom observations (formal and informal) and portfolio supervision. Formal observations according to Cogan (1973), occurs when a school head teacher or any other administrator sits in the classroom to conduct lesson observations. Such observations start with the supervisor holding a pre-observation conference with the teacher before the actual lesson observation occurs; and later, end with a post-observation conference. Informal classroom observation meanwhile occurs when the head teacher or any other administrator makes a short visit to class when the teacher is conducting a lesson and such visits

are intended not necessarily to evaluate the teacher but rather to gather information on the curricular and the teacher's pedagogical practices (Downey, Steffy, English, Frase, & Poston, 2004). Portfolio supervision on the other hand refers to the review of the teacher's artifacts such as the teacher's statement of belief on teaching, sample lesson plans, results of tests, schemes of work, samples of student work, career goals, journals, and such things like lesson notes (Zepeda, 2010). In this study, the researchers borrowed the definition of instructional supervision from Zepeda whereby instructional supervision was characterized by classroom observations and portfolio supervision.

2.1.4.2Definitions of Pedagogical Practices

According to Lakkala, Ilomaki and Kantosalo (2011), pedagogical practices refer to the various types of tasks, ways of working or types of activities and practices, which guide effective teaching and learning. Such practices Lakkala *et al.* say include among others: preparing well in advance relevant schemes of work, lesson plans, lesson notes, and teaching aids; prompt setting of written and practical exercises; prompt and careful evaluation of all written and practical exercise; provision of feedback to learners on assessments, and undertaking of remedial teaching to ensure effective learning. In this study, the researchers borrowed the definition of pedagogical practices from Lakkala *et al*. (2011); thus, pedagogical practices were characterized by whether a teacher makes schemes of work, draws lesson plans, and so on and so forth.

2.1.4.3 Relationship between supervision and teacher pedagogical

In studying the relationship between supervision and teacher pedagogical practices, several literatures were reviewed; for Onen (2016) for instance, studied the instructional supervision and

the pedagogical practices of Secondary School Teachers in Uganda. His study revealed that classroom observations significantly ($p<0.05$) affect teachers' pedagogical practices. Similarly, Sule, Ameh and Egbai (2015), studied the relationship between instructional supervision and the roles teachers play in ensuring effectiveness in secondary schools in Nigeria. Their study revealed that classroom observations positively contributed to teacher effectiveness in a school. Their study revealed that classroom observations positively contributed to teacher effectiveness in a school. Similarly, Veloo, Komujji and Khalid (2013) in their study about the effect of clinical supervision on the teaching performance of secondary school teachers in Malaysia, also established that formal observations significantly contributed to improved teacher preparation, lesson development, learner assessment and classroom control. However, several literature (e.g. Tesfaw & Hofman, 2014; Campbell, 2013; Milanowski, 2011; Marshall, 2009; Holland, 2004) argue that formal classroom observations have little effect on teaching practices. These scholars meanwhile advocate for more frequent, short, unannounced, informal classroom observations by school authorities to motivate teachers to adopt effective pedagogical practices. They contend that informal classroom observations actually provide a better picture of the teacher's competence and his or her pedagogical practices than the formal observations. David (2008) however advises that for better results, the frequency and purpose of the walk-throughs or short visits to classrooms should be collaboratively established by the teacher and administrator. This view is also supported by other scholars such as Milanowsik (2011) who points out that walk-throughs actually enable school administrators to establish whether teachers are employing effective pedagogical practices and meeting the set teaching standards (or not). He, in fact, counsels that for classroom observations to influence teacher performance, the supervisors should have an in-depth understanding of the subject being taught and should be trained in the

use of supervision rubrics. Zepeda (2010) on the other hand asserts that classroom observations can only positively influence teacher effectiveness when supervisors focus on strengthening the relationship between themselves and teachers by holding coaching discussions one-on-one after the observations but not on faultfinding. In congruence with Zepeda's assertion on the approach of giving feedback, findings in a study on the impact of instructional supervision on students' academic performance by Usman (2015) revealed that the manner in which supervisors give feedback to supervisees, significantly impacts on the teachers' pedagogical practices and performance in classroom settings. Although these studies indicated that classroom observations significantly impacted on the teachers' pedagogical practices, the studies were majorly conducted in the context of developed nations. This study was conducted to fill that contextual gap.

With regard to portfolio supervision, findings of several studies reveal that portfolio supervision significantly explains teacher effectiveness in the classroom (for example; Onen, 2016, Peretomode, 2001; Sule*et. al.*, 2015; Usman, 2015). A study conducted on the instructional supervision and the pedagogical practices of Secondary School Teachers in Uganda by Onen (2016) revealed that portfolio supervision significantly ($p<0.05$) affects teachers' pedagogical practices. Similarly, a study on the impact of instructional supervision on academic performance of secondary school students in Nasarawa State, Nigeria by Usman (2015) also revealed the existence of a significant positive relationship between portfolio supervision and teacher performance. Similarly, findings of Sule *et al.* (2015) and Peretomode (2001) also exposed the presence of a positive relationship between portfolio supervision and teacher effectiveness. However, unlike Usuman (2015) who took into consideration the review of lesson plans, lesson notes, students' notes and teachers' record keeping as important ingredients of portfolio

supervision, Sule*et al*. and Peretomode concentrated their focus only on the review of the teachers' lesson notes. Orenaiya (2014) and Musaazi (2006) meanwhile counsel that it is imperative for supervisors to review teaching artifacts that include among others: schemes of work, lesson plans, teachers' notes and students' work to establish relatedness, completeness of task and syllabus coverage. However, Zepeda (2010) thinks that what to include in the supervised portfolio should be based on the purpose of the supervision. Bird (1990) as cited by Zepeda (2010) emphasizes that to improve students' learning, portfolio artifacts should focus on teaching tasks of planning and preparation, teaching in class and student evaluations. Indeed, a survey conducted in 10 districts of Uganda by DES (2012) on the quality of education in Uganda, established that less than 20% of head teachers effectively supervised teacher preparation which made it impossible to tell whether teachers were implementing the national curriculum or conforming to set teaching standards. This information was corroborated by the MoES's Education Sector Annual Performance Report (ESAPR) of 2013/14 (MoES, 2014a) that gives a figure of less than 40% of head teachers at all levels giving support supervision. According DES' guidelines, head teachers are expected to ensure quality of teaching and learning through review of schemes of work, lesson plans and learners' work on regular basis (MoES, 2012). But this does not seem to be happening as required, in practice, in Uganda's secondary schools; hence, the genesis of this study.

2.1.4.4 Performance Agreements and Lesson Plans

Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context. It is a time when we envision the learning we want to occur and analyze how all the pieces of the learning

experience should fit together to make that vision a classroom reality (Steffe and Thompson, 2000).

There are a number of benefits to writing a lesson plan. First, lesson planning produces more unified lessons (Jensen, 2001). It gives teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Because the teacher has considered these connections and can now make the connections explicit to learners, the lesson will be more meaningful to them.

The lesson planning process allows teachers to evaluate their own knowledge with regards to the content to be taught (Reed & Michaud, 2010). If a teacher has to teach, for example, a complex grammatical structure and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. Similarly, if a teacher is not sure how to pronounce a new vocabulary word, this can be remedied during the lesson planning process. The opportunity that lesson planning presents to evaluate one's own knowledge is particularly advantageous for teachers of English for specific purposes, because these teachers have to be not only language experts, but also familiar with different disciplines like business, engineering, or law fields that use language in specialized ways(Reed & Michaud, 2010).

A teacher with a plan, then, is a more confident teacher (Jensen, 2001). The teacher is clear on what needs to be done, how, and when. The lesson will tend to flow more smoothly because all

the information has been gathered and the details have been decided upon beforehand. The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The teacher's confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning (Jensen, 2001).

The roots of the traditional instructional planning in general, and lesson planning in particular, can be traced to the work of Ralph Tyler (1949). His framework is based on four components: specifying objectives, selecting learning experiences for attaining objectives, organizing learning experiences, and evaluating effectiveness of learning experiences. Tyler considered the specification of objectives "the most critical criteria for guiding all the other activities of the curriculum-maker". Elaboration of Tyler's ideas resulted in a variety of instructional design models, whose common components are the identification of: goals and objectives, a teacher's and students' activities (teaching and learning strategies), materials to be used in a lesson, feedback and guidance for students, and assessment/valuation procedures determining whether the identified objectives have been met (Freiberg & Driscoll, 2000).

Planning for instruction is an important and integral part of the complex activity of teaching. Learning how to plan for instruction continues to challenge teacher educators, who seek effective ways of supporting prospective teachers in this endeavor. Among different options available, creating "lesson plans" continues to be a popular one. In fact, almost everyone who has undergone a formal teacher education program has had to devise a lesson plan according to some prescribed format (Fernandez and Cannon, 2005).

The lesson plan is offered as a means to support the preparation for a lesson, which involves, as Lampert, (2001) argues, both the work involved in being able "to teach a lesson, but also to learn

from whatever happens in the lesson. However, in contrast with the lesson plan, our model of preparation is one that speaks to the possible, the contingent, and the imaginative. We provide an example of a lesson play and discuss the implementation of this strategy with a dual agenda – as a professional development tool for teachers and as a window for researchers to investigate "mathematical knowledge for teaching" (Hill et al.,2007) and its various components.

2.1.4.5 Performance Agreements and Teachers Attendance

Based on the assumption that a teacher in the classroom is an important pre-requisite to promote students 'learning and other outcomes, different types of intervention have been implemented in past years to tackle teacher attendance in developing countries. Increasing teacher attendance may be sought by some form of direct or indirect intervention. In the case of direct interventions, most of them attempt to raise teacher attendance through external monitoring and/or monetary or non-monetary incentives (Sargent & Hannum, 2005). On the other hand, the ultimate goal of indirect interventions is not improving teacher attendance per se, but they all consider it as a mechanism in their impact theory. Examples of these types of intervention include: programmes aimed at improving school management and supervision, interventions providing incentives to teachers for improving student achievement (output-based incentives), programmes providing incentives to students (such as merit scholarships), and programmes tracking students by prior academic achievement (Rogers and Vegas, 2009).

Postlethwaite, (1998) found in his study that the main reasons for teachers not attending classes were health, family matters and training courses. However, these results could be confounded by biases in reports from school principals. Di Gropello and Marshall (2004) found that training was the most common cause of teacher not attending in a PROHECO school in Honduras (a project to improve schooling by enhancing parental participation in the administration of the school

services); however this might have been due to PROHECO teachers being younger and less experienced than those in the control schools, and thus being targeted for more training. On the other hand, Chaudhuryet al. (2006) found that there was a positive association between national poverty and the rate of teacher attendance. These authors also found that school principals were more often absent than teachers, and teachers were absent less often if they were females, or were born in the same district as the school, or worked in schools with better infrastructure.

The consistent presence of the teacher in the classroom is of supreme importance to provide effective instruction to students. Some research has suggested that high teacher absenteeism indicates poor worker morale (Lippman et al., 1996). In addition, some research looks specifically at teacher attendance in relation to how teachers report their attendances. This research established that teachers are most likely to attend more often if they are required to notify their principal by telephone about impending attendances (Miller, 2012).

Research also shows that when a teacher has not attended to students, student learning is disrupted. Finlayson (2009) finds that when a teacher is repeatedly not attending, student performance can be significantly impacted negatively. Her study shows that the more days a teacher is out of the classroom, the lower their students score on every test. She measured the relationship between third grade teacher attendance and third-grade student scores on the math and reading sections.

Miller (2012) notes that teacher attendance is an important issue that can be added to the list of habits in which private schools differ from traditional public schools. Teachers attend in traditional public schools less than 10 times per year than from private school. This represents a rate that is 15.2 percentage points higher than in charter schools.

2.1.4.6 Performance Agreements and schemes of Work

According to Chaudhuryet al., (2006), no teacher can effectively teach without schemes of work, worse still the syllabus and lesson plans. Schemes of work are the candle light which guides the teacher to follow the education curriculum designed in the society to educate its own members. The scheme is the breakdown of syllabus into teachable units for a specifically given time frame. For example week, month or term. Jensen, (2001) further noted that it is the amount of materials the teacher prepares and intends to teach during a stipulated period of time. The reflective teacher has to plan a scheme of work in advance for the coverage of subjects' topics or concepts as drafted in the syllabus. It's basically the teacher's own personal plan of what he /she intends to teach why and how will teach over a period of time thus aims, methods and activities. Characteristics of good schemes of work should take into account the pupils' needs and interests which allow plenty of activities and involvement suited to their age, experiences and stage of cognitive development.

Freiberg & Driscoll, (2000) noted that normally pupils in any class organization usually without strict and precise screen criteria, they possess different learning levels, which are slow, average and fast. Then the teacher must have a variety of learning activities to cater for these differences. The schemes must be very clear in its various components, which are the content, instructional media, methods, aims and also duration of lessons. In most developing countries where internet and computer technology is still at its infancy usually schemes of work is done manually written by hand in a hard cover exercise book A4 size ,neatly well covered and submitted to the head of institution normally on weekly basis. On the cover before plastic cover a label of the name of the teacher and relevant personal details are included (Rogers & Vegas, 2009).

2.1.5 Summary of the gaps in literature

Performance agreements also referred to as performance contracting has evidently instilled a culture of accountability to performance. From the review of literature, no research has been done to establish the effects of introducing performance agreements on teachers' pedagogical effectiveness in Uganda. This is attributed to the fact that performance agreement is still a new concept in Uganda.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section presents key methodological steps and procedures that were followed to conduct this study. The areas covered include: research design, target population, sample size and selection, sampling techniques and its procedures, data collection methods, data collection instruments, data management and analysis ,and measurement of variables.

3.2 RESEARCH DESIGN

A research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose (Kothari, 2003). This study adopted descriptive survey design.

Both qualitative and quantitative methods were used because they supplement each other. The qualitative approach enabled collection of data in words from subjects using ordinary language. It also provides verbal descriptions rather than numerical (Kothari, 1990).

The quantitative methods helped in generating numerical data, which was statistically manipulated to meet required objectives through descriptive statistics (frequencies and percentages) and inferential statistics, which tested hypotheses using Chi-square. The researcher collected and analyzed data, integrated the findings, and drew inferences by using qualitative and quantitative approaches (Teddlie & Tashakkori, 2009).

3.3 TARGET POPULATION

The 1991 national population census estimated the district population at about 88,700. The 2002 national census estimated the population of Amuru District at about 135,700. The district population grew an annual rate of 2.8% between 2002 and 2012. It is estimated that the population of the district in 2012 was approximately 178,800. The study targeted 516 respondents compromising of teachers in 51 public primary schools in Amuru district. It also targeted the district education officer, district inspector of schools and 4 sub-county chiefs.

3.4 DETERMINATION OF SAMPLE SIZE AND SELECTION

The sample of 6 district officials, 51 head teachers and 168 classroom teachers was determined by Taro Yamane (1967). The objective was to allow for a representative sample, avoid bias and reduce sampling errors.

3.4.1 Sample Size Calculation

To determine the sample size of the number of classroom teachers to be interviewed, the Taro Yamane (1967) formula was used.

$$n = \frac{N}{1 + Ne^2}$$

Where;

n = Sample Size

N = Population size (number of households from)

e = Level of significance (0.05).

Substituting the overall targeted 516 classroom teacher population in the above formula; a total sample (n) of **225 respondents** were considered for the study at **95%** level of Confidence and **5%** margin of error.

3.5 SAMPLING TECHNIQUE AND PROCEDURE

The researcher purposively selected all the 51 head teachers for interview. This was applicable since purposive sampling involved identifying and selecting individuals or groups of individuals who are knowledgeable about or have experience with a subject of interest (Flick, 2009; Imas and Rist, 2009).

Simple random sampling is a strategy that adds credibility to a sample. A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen (Sekaran, 2003). This sample was used to select 116 classroom teachers. The researcher chose this sampling technique because each member in this population had an equal chance of being included in the sample.

3.6 DATA COLLECTION INSTRUMENT

The main instrument for data collection was a questionnaire (see appendix 1). This was developed by the researcher with the help of supervisor in line with the objectives of the study. The questionnaire was preferred to other types of instruments because of higher completion rate given the face-to-face interviews with the respondents. The questionnaire was pre-tested in Wakiso and Mpigi in 17 public primary schools. Pre-testing the questionnaire in different areas enables the researcher to fine-tune the instrument before administering it to the target population. It also prevents the monotony of interviewing the same respondents, if they happen to be in the study sample (Howe and Eisenhart, 1994).

Educationists from Gulu Core Primary Teachers' College, Amuru and Gulu district local governments reviewed the questionnaires for content validity. Their views were sought on the clarity of the questions, the general layout of the instrument and whether the questions adequately covered the objectives of the study. The professionals gave their opinions and

subsequent revisions were made deleting the irrelevant questions and adding some on relevant areas of the study.

The questionnaires were tested for its reliability during pre-testing exercise. Two independent and experienced enumerators were given the questionnaires without orientation to and they separately administered it. The two enumerators did not know each other and independently collected data and provided feedback; this was very helpful in checking the consistency in their interpretation of the questions. When results were correlated, reliability coefficients (https://researchbasics.education.uconn.edu/excel-spreadsheet-to-calculate-instrument-reliability-estimates/) ranging from 0.58 to 0.69 were obtained. Hence the questionnaires were considered reliable for data collection as the reliability coefficients were reasonably high.

3.7 DATA COLLECTION

Data was collected in the month of October 2017 by the researcher. Primary data were collected. Primary data was collected through face-to-face interviews in addition to observations made on the practices of performance agreements. English was the language used during interviews and recording of the responses. All the respondents interviewed were either head teachers or ordinary classroom teachers because they were considered to be directly affected by performance agreements. Respondents were interviewed by the researcher to generate data about:

a) Socio demographic characteristics like sex, age, education level, and years as a teacher.

b) Performance agreement knowledge and practices like awareness about performance agreement, ever developing and signing performance agreement, being appraised against set targets in performance agreement.

c) Teacher effectiveness practices like preparation of schemes of work, lesson plans, attendance, and being on task.

3.8 RESEARCH PROCEDURE

The process of data collection started with the researcher designing the questionnaires for the study and approval of the supervisor followed by a copy in appendix of letter of introduction from the Faculty of Agriculture which was taken to the District Education Officer (DEO) of Amuru District. The DEO made comment on the University introductory letter authorizing the data collection and also instructed the head teachers to comply. Two research assistants were recruited and oriented on the questionnaires by the researcher and given copies of introductory letter bearing comments of the DEO. With the support of the district department of Education, the research exercise became a reality.

3.9 ETHICAL CONSIDERATIONS

In the process of research exercise, ethical concerns were treated with great care regarding the rules of conduct while doing research. Informed consent and permission was always sought from the respondents themselves pertaining significance and relevance of the study. In reference to Miles and Hurbermna (1994) the researcher tried to offer significant verbal and written explanations in relation to the general objective of the study.

3.10 DATA ANALYSIS

Data collected were entered and cleaned using Microsoft excel. A summary descriptive statistics (percentages, means, and standard deviations) were generated. Data were considered for Uni-variate and bi-variate level analysis. Descriptive statistics of the respondent demographic and socioeconomic characteristics were generated to include: numbers, percentages, means, and

standard deviations were used to determine the influence of performance agreements on teacher effectiveness practices.

3.10.1 Testing for Normality

The initial step of normality testing is to plot the data in an Excel histogram. The plots of observed values against their frequencies provide a visual judgment about whether the distribution is bell-shaped. It also provides insights about gaps in the data.

Create a dummy of a certain width and count the frequency of the samples that fall in each dummy. Set up the dummy starting at the minimum and ending at the maximum, and then apply the Excel FREQUENCY function to determine frequency in each dummy. The FREQUENCY Function was entered as an array (ctrl-enter). Used a column chart to plot a histogram; then selected the data and produced a scatter chart with smooth lines.

The preferred method to test for normality was the chi-square goodness-of-fit test. The choice of the test was motivated by fact that it can be applied to any Uni-variate sample and dummy data.

For the chi-square goodness-of-fit computation, divide the data into k dummies and the test statistics is defined as

$$\chi_c^2 = \sum \left(\frac{(O-E)^2}{E} \right)$$

Where O is the observed frequency for dummy and E is the expected frequency

The expected frequency is calculated based on the established probability distribution function. For this study if the computed χ_c^2 value is greater than chi-square critical value, then we reject the null (H_o) hypothesis and conclude that the data is not normally distributed.

3.10.2 Determination of commitment to PA by head teachers

The head teachers (respondents) were asked several questions about their performance agreement knowledge and practices. For example, whether they: knew about performance agreement; have ever developed and signed performance agreement; have ever been appraised against performance agreement; and the number of times that they have signed performance agreements. The response on the number of times was later converted into two-point scale indicating either <u>one</u> *for those who signed at least twice* (positive*)* or; <u>zero</u> *for those who have not signed before and/or signed not more than once* (negative). A head teacher, with positive responses for all the 4 questions (below), was considered **committed to performance agreement**. Frequency distribution of the response was used to present the data.

1. Knew about performance agreement
2. Ever developed and signed performance agreement
3. Signed performance agreement at least twice
4. Ever been appraised against performance agreement targets

3.10.3 Determination of Performance Agreement Management Practices

Performance agreement practices were categorized into three:

- Planning for performance
- Monitoring, and
- Evaluation

Specific questions were asked to determine the management practices of the head teachers; for example, head teachers were asked the two questions (below) to find out if there are engaged in *planning for performance*. That is, whether they:

- Agree on performance targets with their teachers,

- Call for beginning of term staff meeting to deliberate on performance issues;

The either positive or negative response for each question is used to generate data for frequency distribution. Two-way Chi-square test was used to establish whether commitment to performance agreement by head teachers significantly influenced their efforts to plan for performance.

The above steps are repeated for performance monitoring, asking the head teachers whether they:

- Have updated records of teachers with schemes of work

- Checked schemes of work as they were being prepared

- Checked lesson plans as they were being prepared

- Observed ongoing lessons in 3rd term

- Maintain records of lessons taught (daily or weekly)

Similarly, the steps are repeated for performance evaluation, asking the head teacher teachers whether they:

- Reviewed records of work covered by teachers

- Appraised their teachers last year

- Taken disciplinary action against errant teachers

Two-way Chi-square test was used to establish whether commitment to performance agreement by head teachers significantly influenced their efforts to monitor and evaluate performance.

3.10.4 Determination of level of teacher effectiveness

The teachers were asked several questions as pertain to their performance, particularly about:

- Number of days present in the last 10 days and similarly, scheduled lessons taught

- Number of weeks for which s/he has prepared schemes of work for

- Number of lessons taught in the last 10 days conducted with lesson plans

Similarly, the responses were grouped and cross-tabulated with commitment to performance agreements by head teachers. Chi-square test was conducted and the p-value obtained.

3.11 CHI-SQUARE TEST OF INDEPENDENCE

The Chi-Square test of Independence is used to determine if there is a significant relationship between two nominal (categorical) variables. The frequency of one nominal variable is compared with different values of the second nominal variable. Two-way contingency table is used to summarize the data. The two-way table represents the observed counts and is called the **Observed Counts Table** or simply the **Observed Table**.

To compute the **Expected Counts Table** or simply the **Expected Table** under the null hypothesis that the two categorical variables are independent. This was done using the marginal totals and overall total to compute expected counts for each cell of the table. In other words, to find the expected count for each cell in the table we take multiply the marginal row and column totals for that cell and divide by the overall total. That is, use formula:

$$E = \frac{\text{row total X column total}}{\text{Grand Total}}$$

The statistical question becomes, "Are the observed counts so different from the expected counts that we can conclude a relationship between the two variables?" To conduct this test we compute a Chi-square test statistic where we compare each cell's observed count to its respective expected count. This Chi-square test statistic is calculated as follows:

$$\chi_c^2 = \sum \left(\frac{(O-E)^2}{E} \right)$$

Decision Rule: Compare the value of the test statistic to critical value (rejection region approach), or use the CHITEST Function in Excel to compute the p-value. If the computed Chi-square value is greater than Critical value, reject H_o and similarly, when the p-value < 0.05. If the null hypothesis (H_o) is rejected, it implies there is a relationship between the two categorical variables.

In this study, the Chi-Square test was used to establish whether head teachers' performance agreement practices significantly influenced teacher effectiveness practices. Head teachers' performance agreement practices included: convening of planning meetings, setting of performance targets for individuals; observing of ongoing lessons, collecting of performance records; reviewing of curricular coverage, appraising of teachers among others. Similarly, teacher effectiveness practices included: preparing of schemes of work, preparing of lesson plans, and attending of school. These were designed to test the set study hypothesis.

3.11.1 Limitations and Delimitations of the study

The researcher encountered a number of challenges (limitations) among others include the following:

- Some of the respondents were suspicious that the data could be shared with the district officials and could be used against them.

- Briefing of candidates for Primary Leaving Examination (PLE) interrupted field work for two days.

- Difficulty in accessing some schools due to bad roads

The researcher addressed the above challenges (delimitations) in the following ways:

- The researcher provided credible explanation to respondents regarding the purpose of the study. This was done to reassure the respondents of confidentiality of the information given.

- The researcher postponed field work to allow briefing of PLE candidates to be concluded.

- The researcher hired motorcycles to navigate the bad rural roads; this helped address access challenges.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

This chapter presents analyses and discussion of research findings in examining the role of performance agreements in improving teacher effectiveness in public primary schools in Amuru district. The findings are presented and analyzed in relation to the specific objectives of the study. The objectives of the study were:

1. To examine performance agreement knowledge and practices

2. To assess the level of teacher effectiveness in public primary schools in Amuru District

3. To establish the relationship between performance agreements and teacher effectiveness in public primary schools in Amuru District

4.2 RESPONSE RATE

Response rate (also known as *completion rate* or *return rate*) refers to the number of people who answered the survey divided by the number of people in the sample. It is expressed in the form of percentages (AAPOR, 2008). In this study, out of 225 target respondents, 194 were interviewed, giving a response rate of 86.2%. This implies that the sample was representative of the actual population and could therefore be generalized, as observed by Sekaran (2003).

4.3 BACKGROUND INFORMATION OF THE RESPONDENTS

Table 4.1 presents the percentage distribution of study respondents by gender, education level, age, experience in current position, and appointment status of head teachers. Majority (64.36%)

of the respondents were male both for teachers (60.7%) and head teachers (75%). This reinforces with the fact that 66% of the teachers in the surveyed schools are male.

The findings showed that 90.4% of the respondents were grade three teachers and 4.8% were graduate teachers. The fewer (3.2%) respondents who attained teacher certification after their primary school education were mostly elderly and soon to retire. Majority (51.6%) of the respondents have between 6-10 years of experience in the teaching profession. Slightly over two-thirds (62.5%) of the head teachers are substantively appointed; that is, meet the minimum education requirements for the position.

Table 4. 1: Respondents' characteristics

Characteristics	Category	Teachers		Head Teachers		Total	
		No.	%	No.	%	No.	%
Gender	Male	85	60.71%	36	75.00%	121	64.36%
	Female	55	39.29%	12	25.00%	67	35.64%
Education level	Primary + Cert/Dip	0	0.00%	6	12.50%	6	3.19%
	O Level + Cert/Dip	140	100.00%	30	62.50%	170	90.43%
	Graduate	0	0.00%	9	18.80%	9	4.79%
	PG Diploma	0	0.00%	3	6.30%	3	1.60%
	Masters Degree	0	0.00%	0	0.00%	0	0.00%
Age of respondents	30 Years & Below	29	20.71%	0	0.00%	29	15.43%
	31 - 40 Years	88	62.86%	6	12.50%	94	50.00%
	41 - 50 Years	20	14.29%	12	25.00%	32	17.02%
	> 50 Years	3	2.14%	30	62.50%	33	17.55%
Years in current position	1–5	15	10.71%	15	31.30%	30	15.96%
	6-10	85	60.71%	12	25.00%	97	51.60%
	11-16	29	20.71%	9	18.80%	38	20.21%
	16-21	11	7.86%	12	25.00%	23	12.23%
Head teacher's appointment	Acting			18	37.50%	18	37.50%
	Substantively			30	62.50%	30	62.50%

Source: Data Analysis, 2017

4.4 PERFORMANCE AGREEMENT KNOWLEDGE AND PRACTICES
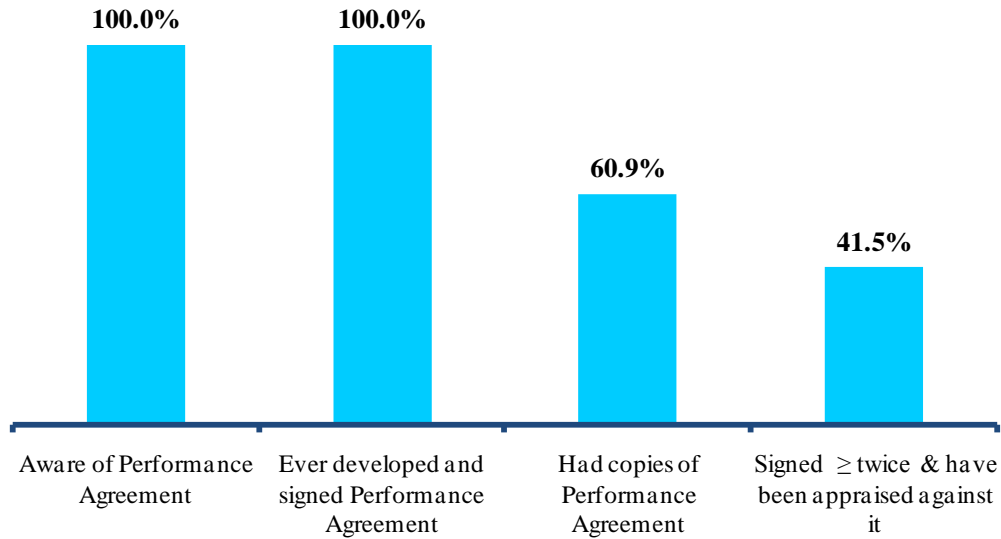
Figure 4. 1: PA knowledge and practices

As shown in Figure 4.1, all the interviewed head teachers knew about performance agreements and had ever developed and signed it with their supervisors. On average, the head teachers reported that they have signed performance agreements about five times (Standard Deviation 2.407). About 42% of the head teachers who have signed performance agreements twice or more reported that they have ever been appraised against it. Two-thirds of the head teachers had a copy of previously signed performance agreement. Appraisal of head teachers against set targets in the agreement is a major gap; a majority of the head teachers indicated that there is no feedback after filling and submitting it to the sub-county chiefs.

4.4.1 Performance agreement planning

Performance planning is the starting point of the performance management cycle. It involves a joint discussion between the head teacher and their supervisor to agree on performance standards and targets. Thereafter, the head teacher engages the teachers to discuss and agree on performance expectations usually at the start of school term or at the time of appraisal.

The study revealed that all (100%) the head teachers had filled and submitted performance agreement forms to their respective supervisors without formally discussing and agreeing on the expectations. Only three of them reportedly received feedback and to the head teachers, the filling and submitting of performance agreement form has become meaningless and is merely a ritual they perform to comply with instruction of their superiors. This suggests a need to rethink the involvement of sub-county chiefs in overseeing the performance agreement for head teachers and their deputies.

As part of the termly planning for performance, 71% of the head teachers reported that they convened planning meeting with the teachers at the start of third term, 2017. In the staff meetings, schemes of work, lesson planning, and staff attendance constituted part of the agenda. However, only six schools had minutes for staff meetings held.

Null hypothesis

- PAs does not significantly influence planning practices by head teachers

A chi-square test revealed that signing performance agreement by head teacher had no influence on their decision to call for beginning of term staff planning meeting;

χ_c^2= 0.8967<3.8414, p =0.3436.

4.4.2 Performance Agreement Monitoring

Performance monitoring entails the continuous assessment and documentation of the level of achievement of key outputs and targets to enable the supervisor to recognize and reward excellent performance. It also involves discussing and documenting critical events. Monitoring facilitates achievement of results; enhance motivation and makes teachers more accountable.

4.4.2.1 *Monitoring of head teacher by sub-county*

All the head teachers could not recall a time when the sub-county chiefs visited their schools to follow-up on the implementation of agreed performance expectations. This suggests that the sub-county chiefs are not monitoring the head teachers; rendering the annual performance assessment meaningless.

4.4.2.2 Monitoring of teachers by head teachers
Table 4. 2: Monitoring practices by head teachers

Characteristics	Indicators	Percent	95% CI	
			Lower	Upper
Schemes of work	Gave teachers strict deadline to finalize with schemes	100.0%	100.0%	100.0%
	Kept records of teachers with schemes of work	66.5%	57.3%	75.7%
	Checked and approved schemes for 3rd term, 2017	47.1%	39.8%	54.4%
Lesson Planning	Supervised Lesson Planning this term	38.9%	32.5%	45.3%
	Kept records of teachers supervised	32.1%	25.4%	38.8%
	Observed lessons this term	69.8%	63.9%	75.7%
Attendance	Kept records of daily lessons taught	20.7%	9.7%	31.7%
	Maintained daily attendance	93.6%	87.0%	100.0%

Source: Data Analysis, 2017

The study revealed in Table 4.2 that (66.5%) of the head teachers had kept records of teachers who were supervised as they prepared schemes of work in third term of 2017. The study also showed that only 32.1% of the head teachers had records of teachers supervised during lesson planning; and 20.7% were found to be tracking and documenting daily lessons taught. About two-thirds of head teachers who had no records of lessons taught indicated that they randomly visit classes to keep track of teachers teaching.

All the head teachers reported that they had agreed on a timeline for their teachers to finalize preparation of schemes of work at the start of third term. By the sixth week of the term, less than half of the head teachers (47.1%) had checked and approved schemes of work for their teachers. The study reveals that 42.1% of the teachers reported that their schemes of work were checked and approved.

Classroom observation is a purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis (Bailey, 2001). Most (69.8%) of the head teachers reported that they observed ongoing lessons in their school this term. During the lesson observation, 38.9% of the head teachers reported that they checked whether the teachers had planned the ongoing lesson.

4.4.2.3 Performance agreement and monitoring practices

Table 4. 3: Performance agreement and monitoring practices

Monitoring Practices	χ_c^2	P-value
Supervised Scheming	3.8841**	0.0487
Approved Schemes	0.4206	0.5166
Supervising lesson planning	1.0021	0.3167
Observed lessons	2.0312	0.1540
Maintain records of attendance	2.4120	0.7120
Keeps records of teachers with Schemes	5.2890**	0.0214
Keeps records of lessons taught	10.4827**	0.0166

Source: Data Analysis, 2017

Null hypothesis

- PAs does not significantly influence performance monitoring practices by head teachers

Table 4.3 presents chi-square tests results between monitoring practices of head teachers and their commitment to performance agreements (that is, developed, signed and have been appraised against performance agreement targets). Supervision of teachers as they prepare schemes of work, tracking teachers who have schemes, and keeping records of lessons taught were all significantly affected by head teachers' commitment to performance agreement. On the other hand, approving schemes of work, supervising lesson planning, maintaining records of attendance, and observing ongoing lessons were all not significantly influenced by head teachers' knowledge and commitment to performance agreement. In conclusion, head teachers' performance monitoring practices have been influenced by their commitment to performance agreement especially in supervising scheming and maintaining records of teachers with schemes as well as keeping track of lessons taught daily.

4.4.3 Performance Agreement Evaluation
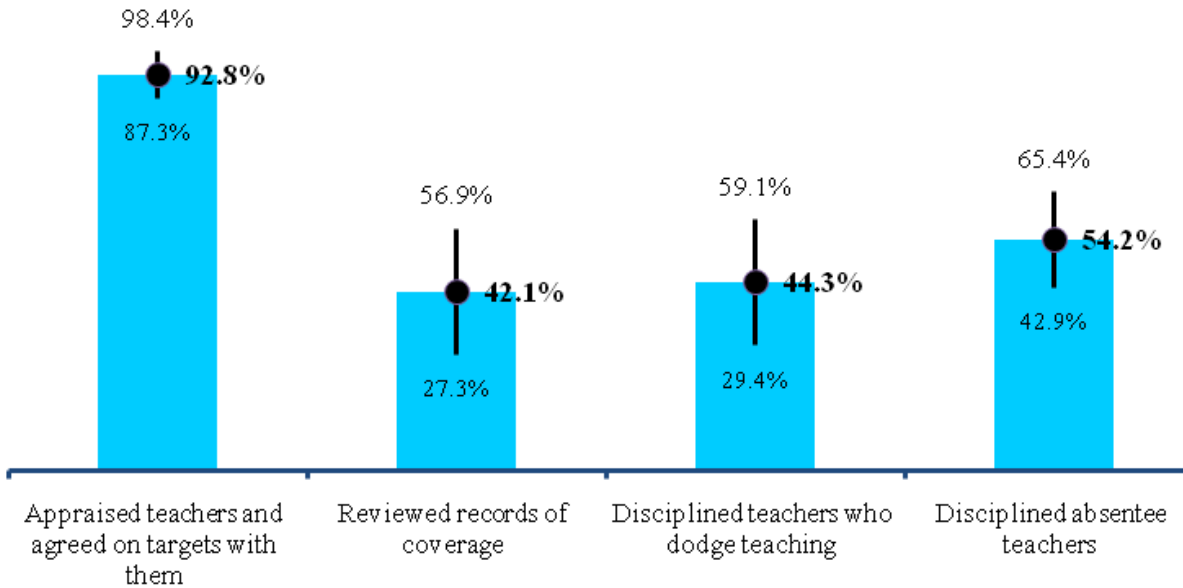
Figure 4. 2: PA Evaluation

As presented in Figure 4.2, majority (92.8%) of the head teachers reported that they conducted appraisal for their teachers last year (2016) and gave performance targets to the teachers. However, thirteen of the head teachers did not have appraisal reports for their teachers.

Head teachers were asked if they reviewed records of work for their teachers in second term. Fewer (42.1%) head teachers reported that they reviewed records of work of their teachers. On the other hand, only 32.8% of the teachers reported that their records of work were reviewed by their supervisors. This result suggests that more than half (57.9%) of the head teachers might be unaware of the curriculum coverage in their schools by end of 2nd term, 2017.

The study also found that 54.2% of the head teachers reported that they took disciplinary measures against teachers who absent themselves from school without permission; and 44.3% reported that they disciplined teachers who report to school but dodge teaching. The disciplinary measures taken were mainly verbal warnings and in some cases, written warnings.

4.4.4 Performance Agreement Evaluation

Table 4. 4: Head teachers' appraisal and Evaluation practices

Evaluation Practices	χ_c^2	P-value
Appraised his/her teachers	3.6567	0.1952
Reviewed records of work	4.5155**	0.0335
Disciplined absentee teachers	1.2545	0.2626
Disciplined teachers who don't teach always	3.0490	0.0807

Source: Data Analysis, 2017

Null hypothesis

- PAs does not significantly influence performance evaluation practices by head teachers

Table 4.4 presents chi-square tests results between evaluative practices of head teachers and their commitment to performance agreements (that is, developed, signed and have been appraised against performance agreement targets).Appraising teachers [χ_c^2= 3.6567<3.8414, p =0.1952] and taking disciplinary actions against errant teachers due to absenteeism [χ_c^2= 1.2545<3.8414, p =0.2626] and failure to teach their lessons [χ_c^2= 3.0490<3.8414, p =0.0807] are all not significantly influenced by head teachers' commitment to performance agreement. On the other hand, reviewing of teachers' records of work was found to have been significantly influenced by head teachers' commitment to performance agreement; χ_c^2= 4.5155>3.8414, p =0.0335. In conclusion, head teachers' performance evaluation practices are influenced to a lesser extent by their commitment to performance agreement.

4.5 Teacher Effectiveness

According to Medley (1979), the possession of knowledge and skills by a teacher is 'teacher competence' and the use of knowledge and skills in classroom is referred to as 'teacher performance'. This study focused on assessing the use of knowledge and skills to prepare schemes of work, plan for lessons and deliver the lessons as scheduled. To deliver the lessons as scheduled, the teacher is suppose to be present and in class (UNESCO definition of attendance, 2014).

4.5.1 Preparation of Schemes of work
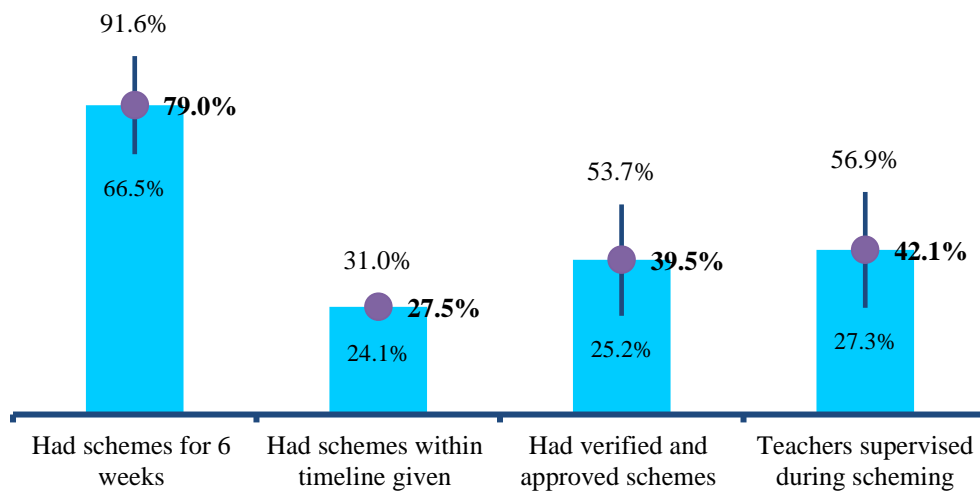
Figure 4. 3: Preparation of schemes of work

Schemes of work map out clearly how resources, class activities, and assessment strategies will be used to ensure that the learning aims and objectives of the course are met successfully. It is derived from the curriculum and teachers are expected to prepare schemes of work covering at least 12 weeks in a school term.

All the interviewed teachers reported that they prepared schemes of work for 3rd term of 2017. According to the physical count conducted by the researcher (Figure 4.3), 79% of the teachers

had schemes of work covering at least 6 weeks. Up to 27.1% of the teachers had prepared schemes of work covering between 10 to 12 weeks of the third term 2017; while 16.7% had schemed for all the 12 weeks. According to the head teachers, only 27.5% of the teachers managed to finalize and submit prepared schemes for approval as per agreed deadline. On whether they received supervision during preparation of schemes of work, 42.1% of the teachers reported there were supervised and 39.5% had their schemes of work verified and approved. The study also revealed that 62.0% of the teachers were up-to-date with coverage of the schemes of work. However, the teachers who were behind schedule in coverage attributed it to low pupils' attendance at the start of 3rd term; others complained of disruptions from Sub County led activities especially.

4.5.2 Lesson Planning

Table 4. 5: Lesson planning practices

Age groups	With Lesson Plans			Without Lesson Plans			Overall
	Male	Female	**Total**	Male	Female	**Total**	
30 Years & Below	17.0%	3.4%	**20.5%**	50.0%	29.5%	**79.5%**	**100%**
31 - 40 Years	18.5%	16.8%	**35.3%**	30.4%	34.3%	**64.7%**	**100%**
41 - 50 Years	28.4%	0.0%	**28.4%**	53.7%	17.9%	**71.6%**	**100%**
50 Years & Above	100.0%	0.0%	**100.0%**	0.0%	0.0%	**0.0%**	**100%**
Years in teaching							
1-5	8.9%	6.7%	**15.6%**	26.7%	57.8%	**84.4%**	**100%**
6-10	17.5%	15.7%	**33.2%**	39.2%	27.6%	**66.8%**	**100%**
11-15	34.7%	6.1%	**40.8%**	33.7%	25.5%	**59.2%**	**100%**
16-20	15.6%	0.0%	**15.6%**	46.9%	37.5%	**84.4%**	**100%**
Total	*20.2%*	*11.7%*	*31.9%*	*37.3%*	*30.8%*	*68.1%*	*100%*
Teachers with plans for lessons taught on interview day							34.3%

Source: Data Analysis, 2017

The Ugandan teachers' code of professional conduct demands that all lessons must be planned prior to delivery. During interviews, the sampled teachers were instructed to come along with their lesson planning book; from which a physical count of the lesson plans for the past two weeks prior to the survey happened.

Table 4.5 presents the proportion of lessons taught that had plans and those without lesson plans during the 5th and 6thweeks of third term (2017).Out of the 461 lessons taught during the 5th and 6th weeks, only 31.9% of them had lesson plans compared to 34.3% on the survey days. A chi-square test revealed that the age and experience of the teacher did not have any significant influence on the number of lessons conducted with lesson plans.

4.5.3Attendance

Table 4. 6: Teachers' Attendance

Attendance	Maximum	Minimum	Mean	SD
Days present in last 2 weeks	100.0%	21.4%	91.6%	0.159181
Scheduled lessons taught in last 2 weeks	100.0%	21.4%	82.4%	0.175089

Source: Data Analysis, 2017

According to UNESCO (2014), teacher's attendance is both reporting for work and devoting time to curricular activities in class.

Table 4.6 presents the proportion of days attended and lessons taught by teachers during the 5th and 6th weeks of 3rd term 2017. During the 5th and 6th weeks of third school term (2017), the average attendance for the 140 interviewed teachers was 91.6% across the surveyed schools. Out of the teachers who reported ever being absent this term, 65.7% confirmed being given permission by their supervisors. Some of the teachers reported formally writing to their

supervisors but the majority reported simply making a phone call to seek permission to be away from work.

During the 5th and 6th weeks of third school term (2017), 82.4% of the scheduled or timetabled lessons for the 140 interviewed teachers were reportedly taught. This implies that the teachers in the district are devoting time to curricular activities or are on task. There was no statistically significant difference in the average percentage of female and male teachers who taught their scheduled lessons.

4.6 Relationship between performance agreements and instructional management practices

4.6.1 Performance agreement and level of scheming

Table 4. 7: Performance agreement and scheme of work preparation

	χ_c^2	P-value
Supervised scheming	2.3300	0.3119
Keeps records of teachers with schemes of work	6.1224***	0.046
Reviewed records of work	6.4796***	0.0391
Keeps records of lessons taught	8.0423	0.1325

Source: Data Analysis, 2017

Null hypothesis

- PAs does not significantly influence preparation of schemes of work by teachers

The results in table 4.7 show a significant relationship exist between the proportion of teachers with schemes covering more weeks and the head teachers' initiative to track teachers by number of weeks schemed: $\chi_c^2 = 6.1224$, p <0.05. That is, where the head teachers kept records of schemes

prepared per teacher, the proportion of teachers complying with internal deadline to prepare schemes was greater. Similarly, a significant relationship was found to exist between the proportion of teachers with schemes covering more weeks and the initiative of head teachers to review records of work covered per teacher: $\chi_c^2 = 6.4796$, p <0.05.

4.6.2 Performance agreement and lesson planning

Table 4. 8: Relationship between performance agreement and lesson planning

	χ_c^2	p-value
Reviewed records of work	61.2505***	1.58E-12
Disciplined teachers who dodge teaching	50.4476***	2.91E-10
Held planning meeting	106.954***	6.92E-22
Kept records of lessons taught	41.1555***	2.81E-08
Kept records of teachers with schemes	108.923***	1.23E-22

Source: Data Analysis, 2017

Null hypothesis

- PAs does not significantly influence preparation of lesson plans by teachers

The proportion of lessons taught in the two weeks prior to survey that had plans was found to be significantly related to all the variables in Table 4.8. Particularly, the tracking of lessons taught per teacher significantly influenced the behavior of the teachers to prepare lesson plans. Though, only 20.7% of the head teachers had records of the daily lessons taught in their respective schools

4.6.3 Performance agreement and teachers' attendance

Null hypothesis

- PAs does not significantly influence attendance of teachers

Tracking of daily teachers' attendance was not significantly related to the rate of teachers' attendance; $\chi_c^2 = 0.372$, p=0.9961. Similarly, the proportion of scheduled lessons taught two weeks prior to the survey was found not to be significantly influenced by daily tracking of lessons being taught: $\chi_c^2 = 1.069$, p=0.9563.

4.7 Discussion of findings

4.7.1 Performance agreement knowledge and practices

Fundamentally, performance agreement helps refocuses the mind-set of civil servants on results in service delivery. The study revealed that all the head teachers interviewed knew about performance agreement and they have been developing and signing it annually. Also, it revealed that performance agreement has strengthened school management practices especially monitoring and evaluation systems in public primary schools in the district. This is supported by Mbua& Ole (2015) who noted that performance agreement or contracting in Kenya improved productivity and service delivery. The findings are also consistent with the observation of the South Africa Public Service Commission (2009) which acknowledged the important role of monitoring and evaluation in strengthening management practices.

However, a fundamental question is whether the mind-set of head teachers of the schools has been refocused on results and service delivery. The District need to strengthen its follow-up efforts to schools to ensure that integration of performance agreement into the day to day management practices of head teachers is happening.

4.7.2 The level of teacher effectiveness

An effective teacher is one who achieves the goals for which they have been hired. The study revealed that teachers in Amuru District attend school, teach scheduled lessons and prepare schemes of work as expected of an effective teacher. This finding agree with Chaudhury (2006) who argued that no teacher can effectively teach without preparing schemes of work; to Chaudhury, schemes of work is the candle light which guides the teacher to stick to the designed education curriculum. The question that should be asked is whether the quality of schemes of work being prepared is appropriate and how well it is linked to the current curriculum. The study also revealed that only about a third of the 461 lessons taught had prepared lessons plans. This is a sign of ineffectiveness to which Steffe & Thompson (2000) agrees, having argued that lesson planning is at the heart of being an effective teacher. It is therefore important to note that if teachers were preparing lesson plans, then the teachers in Amuru would be effectively achieving the goals for which they are hired.

4.7.3 Relationship between performance agreements and instructional management practices

Performance agreement has potential to create a management system that is fair, transparent and verifiable for determining whether or not head teachers matched the performance expectations of their roles. The study revealed that performance agreement significantly influenced key instructional management practices of the head teachers in Amuru District. That is, monitoring and evaluation practices such as records keeping, supervision of scheming, and review of curriculum coverage. This finding is consistent with Onen (2016) who argued that strict instructional supervision encourages teachers to apply more robust and effective pedagogical practices. Most importantly, the study also revealed that performance agreement significantly

influenced teacher effectiveness in Amuru District; particularly, preparation of schemes of work and lesson plans by the teachers.

However, performance agreement had no significant influence on the planning practices of the head teachers in Amuru District. This is attributable to less attention accorded to planning by the external inspectors and the sub-county chiefs.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter describes the summary of findings, conclusions resulting from the results presented and appropriate recommendations. It also provides possibilities of further research

5.1 Summary of findings

The first objective of the study was to examine performance agreement knowledge and practices in public primary schools in Amuru district. All the respondents knew about performance agreements and have ever developed and signed it with their supervisors. However, only 3 out of 48 head teachers had received their copy of fully signed performance agreement by October, 2017 from their supervisors, yet the annual final assessment was due by December 31st, 2017. The respondents also reported that there was no follow-up and feedback especially from their immediate supervisors, the sub-county chiefs. Less than half (41.5%) of the respondents had ever been appraised against the negotiated targets in performance agreements. This situation does not reflect the desired commitment to account for performance. It exactly fits the South African public service commission (2009) situation where PAs were reportedly being put away in dormant files and only retrieved at the time of annual performance assessment. The study showed that head teachers (66.5%) kept records of teachers supervised as they prepared schemes of work and by the 6th week 42.1% of teachers had approved schemes of work. Only 20.7% of the head teachers kept records of daily lessons taught and 32.8% of the teachers reported that their records of work for previous school term were reviewed. Performance agreements is widely known, it is being developed and signed every year by the head teachers in public primary

schools in Amuru District. However, the head teachers have not effectively integrated it into their day to day management practices and processes; explained by the fewer teachers found with approved schemes, poor record keeping especially for lessons being taught, and the fewer teachers whose records of work are being reviewed. The inactiveness of the Sub-county Chiefs in following-up, conducting appraisal for head teachers and providing timely feedback is a matter of urgency.

The second objective of the study was to assess the level of teacher effectiveness in public primary schools in Amuru district. By the 6th week of third term 2017 when data was collected, 79% of the teachers had prepared schemes of work for all the 6 weeks and more; while 16.7% had prepared schemes for the entire 3rd term of 2017. On compliance with internal deadline to finalize and have the schemes approved, the head teachers reported that only 27.5% of their teachers complied. Proportion of teachers with up to date coverage of schemes of work prepared was 62% which was physically verified. Only 31.9% of the taught lessons in the 5th and 6th weeks of 3rdterm of 2017 were conducted with lesson plans; while 34.3% of those taught on the days of the interviews had lesson plans. Average attendance during the 5th and 6th weeks was 91.6% and 82.4% of scheduled lessons were reportedly taught. The findings were in line with the World Bank's service delivery indicator report (2016) which indicated that Ugandan teachers were much less prepared to teach than their Kenyan colleagues. It also agrees with the previous finding in Amuru district where only 3.6% of the teachers were found to have prepared schemes of work for the entire term, despite the observed improvement. However, the findings disagreed with the UWEZO (2015) and World Bank (2016) when it came to teachers' attendance.

The third objective of the study was to establish the relationship between performance agreements and instructional management practices in public primary schools in Amuru district. To measure the relationship, the researcher set two broad hypotheses:

- PAs does not significantly influence instructional management practices

- PAs does not significantly influence teacher effectiveness

Chi-square tests showed that head teachers who developed, signed and were appraised against performance agreement targets were more significantly likely to: supervise their teachers as they prepared schemes, keep records of teachers with schemes and records of lessons taught, and review records of work covered. This fits one of the assumptions of the **goal setting theory** which states that having clear goals or objectives energizes and directs attention to priorities. As such, the study found that introducing performance agreements positively influenced instructional management practices of the head teachers; particularly, their monitoring and evaluation practices. Also, chi-square tests showed that in schools where head teachers; kept records of prepared schemes and records of lessons taught, and reviewed records of work covered by teachers; a significantly higher proportion of their teachers prepared schemes of work and lesson plans.

5.2 Conclusion of the study

5.2.1 Performance agreement knowledge and practice

Performance agreements for head teachers should significantly influence their instructional management practices. When performance agreements are integrated into the day to day management practices, it should refocus the mind-set of staff on results in service delivery.

5.2.2 Teacher effectiveness

There is no effective teacher who does not prepare schemes of work and lesson plans, and dodges teaching. It is practically unattainable for a teacher to achieve the goal for which s/he was hired without preparing schemes of work and lesson plans.

5.2.3 Relationship between performance agreements and instructional management practices

It is evident that performance agreement has played a significant role in improving teacher effectiveness in public primary schools in Amuru District. First, it influenced instructional management practices of the head teachers in the district. Consequently, it also significantly influenced the proportion of teachers preparing schemes of work and lesson plans in public primary schools in Amuru District.

5.3 Recommendations of the study

The recommendations in this section are based on the findings and conclusions that have been reached during the discussion.

5.3.1 Performance agreement knowledge and practice

The study indicates that the Sub-county Chiefs have not effectively followed-up, conducted appraisals and provided feedback on performance of head teachers. As supervisors of head teachers, the Sub-county Chiefs should actively ensure that PAs are timely developed, signed and copies availed to schools to guide day to day management. The Chiefs should also develop a performance monitoring and evaluation plan; to consistently track performance data and offer feedback, this will also help during annual assessments or appraisals.

The study also revealed that only 42.1% of the teachers had approved schemes of work and 32.8% reported that their records of work for second term 2017 were reviewed. This signifies a

gap in the instructional management practices of the head teachers in Amuru District. There is need for the head teachers to intensify instructional supervision and documentation.

5.3.2 Teacher effectiveness

The study reveals that only 16.7% of the teachers had prepared schemes of work covering all the twelve (12) weeks in third term of 2017. The study also indicates that only 31.9% of the 461 lessons taught in the 5th and 6th weeks of third term were conducted with lesson plans. This calls for the head teachers to intensify instructional supervision with a focus on teacher preparedness to objectively teach.

5.3.2 Relationship between performance agreements and instructional management practices

The study indicates that performance agreement was not significantly related to teacher attendance (p>0.05). The study also indicates that average attendance (91.6%) did not match the average scheduled lessons taught (82.4%) in the 5th and 6th weeks of third term. This implies that some teachers report to school but do not enter classrooms to teach. This again calls for strict system of supervision and accountability for performance which the head teachers need to put in place.

5.4 Further research

a) Future studies should use the same variables to ascertain the role of performance agreements in improving health workforce productivity at the lower local governments or sub-counties.

b) Future studies should also consider examining the perception of civil servants towards the role of performance agreements

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APPENDICES

APPENDIX 1: HEAD TEACHER QUESTIONNAIRES

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UGANDA MARTYRS UNIVERSITY
POTENTIAL OF PERFORMANCE AGREEMENT IN IMPROVING TEACHER EFFECTIVENESS
PRIMARY SCHOOL
HEAD TEACHER QUESTIONNAIRE

</div>

My name is **Dickson Wanglobo** a student of Uganda Martyrs University, Nkozi. I am conducting a survey to learn more about

performance appraisal and teacher effectiveness in the district and I would appreciate your participation.

Please, note that this is a totally voluntary exercise and your responses will remain anonymous

First, I would like to know if you have ever developed performance appraisal with your supervisor
No ⟶ STOP Interview
Yes ⟶ Continue with interview

QUESTIONNAIRE IDENTIFICATION	
School Name: _____ Sub-county: _____	**ID No:** _____/___/___/ ____ Date: _____/____/2017

APPENDIX 1.1: GENERAL DEMOGRAPHICS

B1	B2	B3	B5	B6	B7
Gender	Education level	Age of respondent	How long has [NAME] been a head teacher?	Is [NAME] a substantively appointed head teacher?	Number of governmentdeployedteachers in the school
[1] M [2] F	[1] Primary + Certificate/Diploma [2] O level + Certificate/Diploma [3] Graduate [4] Postgraduate Diploma [5] Masters	[1] 30 years & Below [2] 31-40 Years [3] 41-50 Years [4] 50 Years & above	_____	1 = Yes 0 = No	_____ # female _____ # male

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APPENDIX 1.2: KNOWLEDGE ABOUT PERFORMANCE APPRAISAL OR AGREEMENT

A1	A2		A3	A4	A5	A6	A7
Is [NAME] aware of performance agreement?	If yes in **A1**, has [NAME] ever developed and signed performance agreement?	If yes in **A2**, how many times has [NAME] signed performance agreement ever since becoming a head teacher?	*If yes in A2, using most current copy of performance agreement* Are the targets in performance agreement realistic and in line with key output?	*If yes in A2, using most current copy of performance agreement* Are the indicatorsclear and in line with key outputs?	If yes in **A2**, has [NAME] ever been appraised against the signed performance targets?	In the previous year 2016, did [NAME] appraise his/her teachers? ***Ask for evidence if response is Yes***	If yes in **A6**, were the teachers given performance targets?
1 = Yes 0 = No	1 = Yes 0 = No	_____	1 = Yes 0 = No	1 = Yes 0 = No	1 = Yes 0 = No	1 = Yes, with evidence 2 = Yes, no evidence 0 = No	1 = Yes 0 = No

APPENDIX 1.3: MANAGEMENT OF SCHEMES OF WORK

S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Did [NAME] give timelines to his/her teachers to finalize preparation of schemes of work?	If yes in **S1**, (**out of the total no. of teachers**) how many have finalized their schemes within the time given? *For this term, ONLY*	Out of total TEACHERS, how many have prepared schemes of work that covers? *For this term, ONLY*	Does [NAME] have records of teachers whose schemes of work have been verified and approved?	If no in **S4**, how does [NAME] keep track of teachers who have prepared their schemes of work or not yet?	Has [NAME] or deputy, checked the schemes of work as they were being prepared?	If yes in **S6**, how many teachers had their schemes checked during preparation? *For this term, ONLY*	What are the limitations to checking the schemes of work?	Between last term and this term, has [NAME] held at least one meeting with the teachers to discuss schemes of work? *Ask to see minutes or meeting agenda*	If yes in **S9**, when was the meeting held?	Does [NAME] reward hardworking or sanction poor performing teachers?	On scale 1-5, to what extent has the performance appraisal improved management of schemes of work?
1 = Yes 0 = No		7 – 9 weeks At least 10 weeks	1 = Yes 0 = No	1 = No clear approach 2 = Classroom visits 3 = Feedback during meetings 4 = Others, specify _____ _____	1 = Yes 0 = No	1 = Yes 0 = No	1 = Head teacher too busy 2 = No central records 3 = Teachers' not responsive 4 = Others, specify 1 = Head teacher too busy	1 = Yes 0 = No	1 = Beginning of 3rd term 2 = End of 2nd term 3 = Beginning of 2nd term 4 = Others, specify	1 = Yes 0 = No	1 = Improved a lot 2 = Improved a little 3 = No change 4 = Worsened a little 5 = Worsened a lot

APPENDIX 1.4: MANAGEMENT OF LESSON PLANS

L1	L2	L3	L4	L5	L6	L7	L8
Has [NAME] reminded teachers to prepare lesson plans since this term started?	Does [NAME] allocate time to supervise lesson plans preparation?	If yes in **L2**, when was the last time that s/he supervised lesson planning?	Does [NAME] have records of teachers who have been supervised while preparing lesson plans?	Between last term and this term, has [NAME] observed any lessons in progress?	If yes in **L5**, when was the last time s/he observed a lesson in progress?	Between last term and this term, has [NAME] reviewed records of work covered by teachers?	If yes in **L7**, when was the last time s/he reviewed the records of work covered?
1 = Yes 0 = No	1 = Yes 0 = No	1 = < 5 days ago 2 = 5 – 7 days ago 3 = Two weeks ago 4 = Last term 5 = Don't remember	1 = Yes 0 = No	1 = Yes 0 = No	1 = < 5 days ago 2 = 5-7 days ago 3 = Two weeks ago 4 = Last term 5 = Don't remember	1 = Yes 0 = No	1 = End of last term 2 = Beginning of 3rd term 4 = Beginning of 2nd term 5 = Don't remember 1 = End of last term

APPENDIX 1.5: MANAGEMENT OF TEACHERS' ATTENDANCE

T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Does [NAME] maintain a daily record of teachers' attendance?	If yes, does it track both arrival and departure time?	If yes **T1**; how would you best describe the records in the daily register?	Since last term, has [NAME] taken any disciplinary action against absentee teachers?	If yes, how many times has [NAME] taken disciplinary action against errant teachers?	Does [NAME] maintain records of daily or weekly lessons taught?	If yes, how are the records kept?	If no to **T6**, how does (NAME) keep track of lessons taught?	Since last term, has (NAME) taken any disciplinary action against teachers who report to school but do not teach?	If yes, how many times has (NAME) taken disciplinary action against errant teachers?
1 = Yes 0 = No	1 = Yes 0 = No	1 = Well filled/completed 2 = Scanty with missing arrival/departure time 3 = Inconsistent with missing dates/days 4 = Others, specify	1 = Yes 0 = No	1 = Once 2 = Twice 3 = Thrice 4 = More than 3 times	1 = Yes 0 = No	1 = In personal diary 2 = Mixed with other records 3 = In designated note book 4 = Others, specify	1 = Random visits 2 = Walking around 3 = No clear method 4 = Others, specify	1 = Yes 0 = No	1 = Once 2 = Twice 3 = Thrice 4 = More than 3 times

Thank You

APPENDIX 2: TEACHER QUESTIONNAIRE

<div align="center">

UGANDA MARTYRS UNIVERSITY
POTENTIAL OF PERFORMANCE AGREEMENT IN IMPROVING TEACHER EFFECTIVENESS
PRIMARY SCHOOL

TEACHER QUESTIONNAIRE

</div>

My name is **<u>Dickson Wanglobo</u>** a student of Uganda Martyrs University, Nkozi. I am conducting a survey to learn more about performance appraisal and teacher effectiveness in the district and I would appreciate your participation.

Please, note that this is a totally voluntary exercise and your responses will remain anonymous

QUESTIONNAIRE IDENTIFICATION	
School Name: _____	**ID No:** _____/___/___/ ____
Sub-county: _____	Date: _____/____/2017

APPENDIX 2.1: GENERAL DEMOGRAPHICS

B1	B2	B3	B4
Gender	Education level	Age of respondent	How long has [NAME] been a teacher?
[1] M [2] F	[1] Primary + Certificate/Diploma [2] O level + Certificate/Diploma [3] Graduate [4] Postgraduate Diploma [5] Masters	[1] 30 years & Below [2] 31-40 Years [3] 41-50 Years [4] 50 Years & above	_____

S1	S2	S3	S4	S5	S6	A6
Have you prepared your schemes of work for this term? *Ask to see the schemes*	If yes in **S1**, how many weeks does the scheme cover?	If yes in **S1**, is the scheme dated?	If yes in **S1**, has the scheme been verified and approved?	While preparing the schemes, did your supervisor check on it?	Is there a follow-up system in place to ensure that all teachers promptly prepare schemes?	Were you given a time within which to finalize scheme preparation this term?
1 = Yes 0 = No	————	1 = Yes 0 = No	1 = Yes 0 = No	1 = Yes 0 = No	1 = Yes 0 = No	1 = Yes 0 = No

APPENDIX 2.3: MANAGEMENT OF LESSON PLANS

L1	L2	L3	L4	L5	L6	L7
In the last two weeks, how many of your taught lessons have lesson plans? ***Please verify by counting***	For the lesson already taught or to be taught today, do you have your lesson plan? ***Please verify***	In [**SUBJECT**], is the syllabus coverage up to date? ***Choose only one subject***	Since the start of 2017, how many of your lessons have been observed by your supervisor? ***Head teacher, deputy or HoD***	Since the start of 2017, do you recall a time when your records of work/ coverage were reviewed by your supervisor?	If yes, how many times?	Do you have performance target on lesson planning to be achieved?
_____	1 = Yes 0 = No	1 = Yes 0 = No	_____	1 = Yes 0 = No	_____	1 = Yes 0 = No

APPENDIX 2.4:

A1	A2	A3	A4
In the last 2 weeks, how many of the opened days were you able to attend?	For the days that you were absent this term, how many times do you recall being absent with permission?	In the last 2 weeks, how many of your scheduled lessons have you been able to teach?	In the last one year, do you recall a time when you were summoned to discuss your attendance performance?
_____	1 = Yes 0 = No	_____	1 = Yes 0 = No

APPENDIX 3: KEY INFORMANT INTERVIEW GUIDE

The District Officials (DEO, DIS & Sub-county chiefs):

Objective of Interview: To investigate how performance agreements for head teachers have impacted teacher effectiveness.

Focus Group Discussion Guide

✓ Are you aware of PA for head teachers that have been developed to improve teacher attendance and preparedness to teach in your district by MoPS? If yes, how are you involved in its implementation?

✓ What changes have occurred as a result of committing head teachers to performance agreements?

✓ How did these changes you have talked about occur as a result of head teachers signing performance agreements?

✓ How do your attribute some of the changes you have talked about to the performance agreements?

APPENDIX 4: RESEARCH INTRODUCTORY LETTER

Uganda
Martyrs
University

Making a difference

Office of the Dean, Faculty of Agriculture
17th October, 2017

Your ref:
Our ref:

TO WHOM IT MAY CONCERN

This is to introduce the bearer WANGLOBO Dickson a Second year student of Master of Science in Monitoring and Evaluation, Registration Number 2015-M302-20065 in the Faculty of Agriculture of Uganda Martyrs University.
He is conducting a Research Project on **"The Role of Performance Agreements in Improving Teachers Effectiveness in Amuru District"** to enable him prepare a Dissertation as a partial requirement for the award of his degree.

I will be very grateful if you would accord the student all the necessary assistance and cooperation.
Yours Sincerely,

Thanks for the support

Yours,

Ssekandi Joseph
Ag. Dean, Faculty of Agriculture
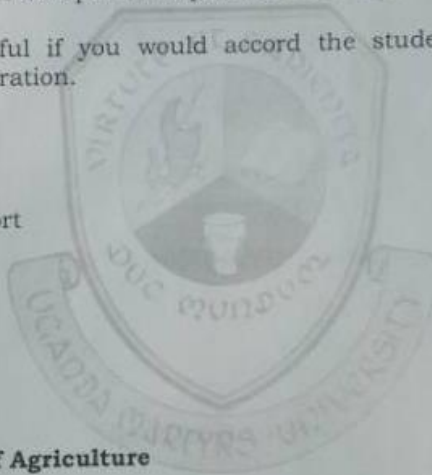
Head Teachers and relevant stakeholders
Please, accord him the necessary assistance
21/10/2017.

DISTRICT EDUCATION OFFICE
2 1 OCT 2017
AMURU