TEACHERS' WORKING CONDITIONS AND QUALITY OF LEARNING IN SELECTED UPE SCHOOLS IN MASAKA MUNICIPALITY, UGANDA

BY

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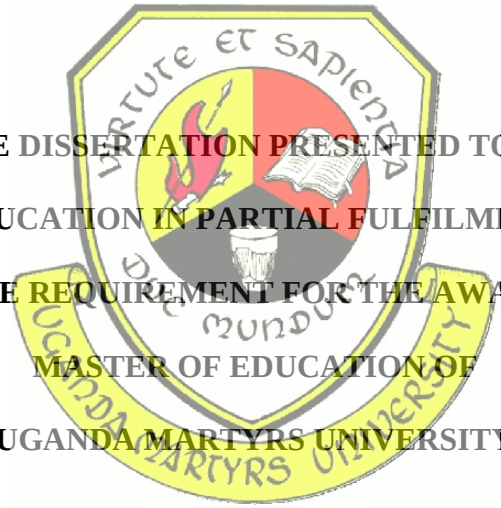

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DEDICATION

This dissertation is dedicated to my dear wife Christine and my precious children Noeline and Emmanuella

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LIST OF ABBREVIATIONS

BRMS	----------	Basic Requirement and Minimum Standards
CATS	----------	Continuous Assessment Tests
CCT	----------	Centre Coordinating Tutor
CED	----------	Committee for Economic Development
DES	----------	Directorate of Education Standards
EFA	----------	Education for All
EMIS	----------	Education Management Information System
EPI	----------	Education Policy Institute
ESSAPR	----------	Education and Sports Sector Annual Performance Report
FGD	----------	Focus Group Discussion
FPE	----------	Free Primary Education
FY	----------	Financial Year
GoU	----------	Government of Uganda
KCSE	----------	Kenya Certificate of Secondary Education
MoES	----------	Ministry of Education and Sports
NYSUT	----------	New York State United Teachers
OECD	----------	Organization for Economic Co-operation and Development
OPM	----------	Office of the Prime Minister
PLE	----------	Primary Leaving Examinations
PTA	----------	Parent Teachers Association
PTR	----------	Pupil Teacher Ratio

SBM	----------	School Based Management
SPSS	----------	Social Package for Social Sciences
SSA	----------	Sub-Saharan Africa
TISSA	----------	Teachers Initiative in Sub-Saharan Africa
UNATU	----------	Uganda National Teachers Union
UNEB	----------	Uganda National Examination Board
UNESCO	----------	United Nations Educational Scientific Cultural Organization
UPE	----------	Universal Primary Education
URT	----------	United Republic of Tanzania
US	----------	United States
USA	----------	United States of America

ABSTRACT

Quality learning is a desirable aspect for every stakeholder in any education institution. Consequently, this study investigated whether teachers' working conditions affect the quality of learning in selected UPE schools in Masaka Municipality, Uganda. Specifically, the study sought to find out the influence of teacher's workload on the assessment of teaching and learning, the influence of the teacher's compensation on the assessment of teaching and learning and the influence of involving teachers in school decision making on classroom environment and management. A cross-sectional descriptive research design with aspects of correlation design was adopted where a total sample of 106 respondents including teachers and head teachers were consulted. The primary data was collected using questionnaires for teachers and structured interview guides for head teachers. Focus group discussions of 3 to 5 respondents were also held with teachers during the course of the study. The researcher also conducted a bi-variate analysis using the Pearson Chi-square and correlation in order to examine the relationships between variables. The study revealed that teachers' workload and teachers' involvement in school decision making as part of teachers' working conditions influence the quality of learning while teachers' compensation has no significant relationship with the quality of learning.

The study recommended that: administrators should ensure that teachers have manageable workload so as to become more effective and efficient in their respective classes for quality learning, administrators should ensure that teachers use adequate instructional materials for all the learners during the teaching learning process, and administrators should dwell much on teachers' workload and involving teachers in school decision making in order to enhance quality learning rather than teachers' compensation.

CHAPTER ONE

1.1 Introduction

Quality learning is a desirable aspect for every stake holder in any education institution. Quality of learning in UPE schools in Uganda is low. UWEZO (2016) reveals that learning out comes is consistently low nationally. Despite the remarkable improvement in school enrollment, there are indications that learning outcomes remain poor in Uganda suggesting little progress on the EFA goal on quality education (UNEB, 2012, 2011, Muziransa, 2016, UWEZO, 2013; Ngare et al., 2016). Additionally, Uganda National Examinations Board (UNEB, 2017), indicates that Masaka District had 675 failures in PLE (2016) results. Low quality teaching and learning greatly affects pupils in UPE schools in Uganda. Due to this effect, most of the primary school graduates from UPE schools cannot read, write, express themselves in English and carryout simple Mathematical computations. This chapter discussed the background to the study, statement of the problem, objectives of the study (main and specific), research hypotheses of the study, scope of the study, significance of the study, justification of the study, definitions and operationalization of key terms or variables and conceptual framework.

1.2 Background to the study

Previous studies have found out that teachers' working conditions reflect the students' learning conditions (Hirsch et al, 2006). Teachers' working conditions are important to students as well as teachers because they affect how much individual attention teachers can give to students (Choy, 1996). Berry et al (2008), confirms that teachers must have the right conditions in place in order for the students to learn. The conditions in which teachers work matter a great deal to them and ultimately to their students (Johnson et al, 2011). Teachers' working conditions play an important role in school's ability to deliver high quality education (Choy 1996, Jackson, 2014:8; Ye, 2016).

Research evidence has shown that the quality of teaching in our classrooms is the most important school-related factor in ensuring students' achievement (Greenwalls, 1996; Adedeji & Olaniyan, 2011). Lauwerier and Akkari (2015) contend that, the issue of quality in basic education in Sub-Sahara Africa (SSA) is inseparable from the quality of teachers involved. Teachers are one of the main stays of quality education as extensive research and many recommendations have demonstrated. The Directorate of Education Standards (DES) (2013), looks at the state of quality of learning (education) in terms of issues of concern at school and classroom level which include: pupil enrolment and attendance, schemes of work and lesson plans, classroom management, teacher and head teacher time on task, teaching load, classroom environment, assessment of teaching and learning, availability of teaching or instructional materials, support to classroom teacher by the Centre Coordinating Tutor (CCT), and support to classroom teacher by head teacher.

Research continues to demonstrate that students are not the problem but what matters most are the conditions for teaching and learning (Almy & Tooley, 2012). Government and policy makers need to put in place strategies that will serve to improve the working conditions of teachers and teaching in order to improve student achievement (Adedeji &Olaniyan, 2011). Quality of education has been adversely affected due to the poor environment under which teachers work (Adedeji & Olaniyan, 2011). Johnson et al (2011), opine that providing a supportive context in which teachers can work appears to contribute to improved student achievement. Though UPE in Uganda has registered success in terms of access, low quality of primary education remains the main challenge (EMIS, 2015). To deliver high quality education, schools must attract, develop and retain effective teachers (Choy, 1996). It should be noted that teachers themselves are prone to unstable conditions while they seek career progressions, they will not hesitate to leave their profession if they find better working conditions elsewhere (Sow et al, 2004; Fomba et al., 2004; Lauwerier & Akkari, 2015).

Institutions need summative measures of their teaching and learning performance, not least because whenever they make changes in the programs, they are at a risk of being accused of dropping standards or ignoring the needs of students or both on the basis of impressionistic or anecdotal evidence (Sharrock, 2012). However, school leaders that can empower teachers, create safe school environment and develop supportive, trusting climate will be successful in promoting students' learning (Hirsch et al, 2006).Additionally, schools that are able to offer their teachers a safe, pleasant and supportive working environment and adequate compensation are better able to attract and retain good teachers and even motivate them to do their best (Choy, 1996, Ye, 2016). Choy (1996) describes a number of aspects of teachers' working conditions as; workload, compensation, school decision making, school safety, students' readiness to learn, public respect for teachers, and school and district support for teachers' professional development.

Lauwerier & Akkari (2015) add that, teachers work in tough conditions with typically little job security, poor pay and loss of motivation. Hirsch et al (2011) contend that aspects of time, leadership empowerment, professional development, facilities and resources constitute the working conditions faced by teachers and their ability to impact student learning. However, quality of teaching is measured in terms of acquisition of basic numeracy skills (Adedeji & Olaniyan, 2011) while quality of schooling (learning) is exhibited in the rate of absenteeism and the inability of children (Primary school outputs) to read and write effectively (Adedeji and Bamidele,(2003). Low quality is demonstrated by low learning achievement (EMIS, 2015). Whereas teachers form the biggest percentage of civil servants in Uganda, they are characterized by a combination of low morale, low levels of job satisfaction, poor incentives and work environment resulting from poor human resource management and lack of induction and continuous professional development after recruitment (Masikye, 2013; Giacomazzi, 2016). This poses a big educational challenge and while data on enrolment is

impressive, most children leave primary schools without learning the basic skills of reading and writing (Giacomazzi, 2016).

Previous researchers have conducted studies in which they relate inputs affecting students' learning to measured output (Hanushek, 1979; Jackson, 2014). Jackson applied educational framework with working conditions as the primary inputs of interest, and gains in effectiveness as the outputs. Similarly, a considerable body of management research and organization theory has focused on aspects of social capital that benefit organizations (such as schools), in which productivity is influenced by information sharing among employees (Ouchi, 1981; Peters and Waterman, 1982; Jackson, 2014). For example, Ouchi's (1981) Theory Z, which borrows ideas from Japanese company culture aimed at increasing productivity while reducing absenteeism and staff turnover, postulates that workers seek positive relationships based on cooperation with colleagues and employers and that such relationships foster discipline and moral commitment to the work. Theory Z underscores the need for staff development and training and presumes that to maximize productivity, management must support employees.

The functional theory of welfare is also known as the efficiency theory of labour. According to this theory, welfare services are provided in order to increase the productive efficiency of the employees (Aswathappa, 2008; Mazaki 2014). Welfare activities are undertaken by employers in order to secure, increase and preserve employee efficiency (Aswathappa, 2008; Mazaki, 2014). It is believed that if employees are given adequate housing, properly fed, treated fairly and if their conditions of work are congenial, then their performance will be high (Kitunga, 2009; Mazaki, 2014). In this context if teachers in UPE schools are provided with good working conditions, they will be highly motivated and committed to handle their classes effectively. Hence, boosts the quality of learning.

1.3 Statement of the Problem

Bhoje (2014) asserts, teachers' working conditions affect their ability to provide quality education. Leithwood & Mcadie (2010), add that what teachers do depends on their motivation, capacities and the conditions under which they work. Leithwood & Mcadie (2010), further assert that, though most contemporary efforts to improve student learning have targeted teachers' motivation and capacities, inadequate working conditions seriously undermine any potential these efforts may have.

MoES (2014) recommends a number of interventions to improve on teacher effectiveness for enhanced quality learning outcomes among which include: have conducive, teaching and learning environment and adequate learning aids and materials for effective teaching and learning to take place. It is the education sector to set standards for quality education which has to be achieved through improving the working conditions and teaching environment as well as providing incentives to teachers so that they are highly motivated and committed to teach. EMIS (2015) contends that interventions to address the quality challenges in primary education should focus on critical areas like teachers' development, strengthening inspection, management and motivation among others.

The government of Uganda has constantly revised the teachers' remuneration, constructing teachers' houses, introducing the scheme of service and finally special treatment given to hard to reach and hard to stay areas.

Though the government of Uganda has intervened by increasing teachers' salaries, constructing teachers' houses and introducing the scheme of service, a lot is still needed to improve on the teachers' working conditions (workload, compensation and involving teachers in school decision making) to match with the current trend as this greatly affects the quality of learning (assessment of teaching and learning, and classroom environment and

management). For example, the base payment for a primary school teacher is four hundred sixty thousand Uganda shillings (460,000/=) as a net pay per month; this is equivalent approximately to $127 (Talemwa, 2016). This amount cannot sustain one's family in terms of basic needs. The quality of education in public primary schools in Uganda is declining (Ssensamba, 2008; Mazaki, 2014, Muziransa, 2016). A report on Teacher Initiative in Sub-Saharan Africa (TISSA) in Uganda shows that only 40% of pupils in UPE complete full primary cycle (MoES, 2014). This indicates that a bigger percentage drops out without the basics. UNEB (2017) reveals that Masaka district had a big number of failures in PLE 2016 (Ref to Appendix III) which shows a decline in the quality of learning.

In Masaka Municipality, the quality of learning in UPE schools shows a declining trend. Teachers dodge classes to attend to their private businesses. According to Mambule (2017:58) "……..we shall use the opportunity to prosecute those teachers who opt to do their own businesses during the time they are supposed to be in class". This habit greatly affects the quality of learning as it encroaches on the stipulated teaching time of the curriculum, making pupils fail to attain the basic skills at the end of the primary course. This research therefore intended to improve the quality of learning in UPE schools in Masaka Municipality by producing good quality primary graduates. Improving the students' learning is a responsibility shared by policy makers, administrators, teachers and their federations, parents, students themselves as well as members of the wider community (Leithwood & Mcadie, 2010). This research therefore investigated whether teachers' working conditions affect the quality of learning in UPE schools in Uganda particularly in Masaka Municipality.

1.4 Main Objective

To investigate whether teachers' working conditions affect the quality of learning in UPE schools in Uganda particularly in Masaka Municipality

1.4.1 Specific Objectives

The study was guided by the following specific research objectives.

i. To establish the influence of teachers' workload on the assessment of teaching and learning in UPE schools.

ii. To examine the influence of teachers' compensation on assessment of teaching and learning in UPE schools.

iii. To establish the influence of involving teachers in school decision making on classroom environment and management in UPE schools.

1.5 Research hypotheses

Ho: Teacher's workload has no influence on the assessment of teaching and learning in UPE schools

H1: Teacher's workload has an influence on the assessment of teaching and learning in UPE schools

Ho: There is no relationship between teachers' compensation and the assessment of teaching and learning in UPE schools

H1: There is a significant relationship between teachers' compensation and the assessment of teaching and learning in UPE schools

Ho: There is no significant relationship between the involvement of teachers in school decision making and the classroom environment and management in UPE schools

H1: There is a significant relationship between the involvement of teachers in school decision making and the classroom environment and management in UPE schools

1.6 Scope of the Study

The study investigated the influence of teachers' working conditions on the quality of learning in UPE schools. Teachers' working conditions was considered in terms of teachers' workload, teachers' compensation and involving teachers in school decision making while quality of learning was considered in terms of assessment of teaching and learning, and classroom environment and management. Though there were other factors that could influence the quality of learning (supervision of teachers, motivating teachers, feeding of children, and implementing automatic promotion policy), the researcher believed that what were considered in this research were the core factors that influenced the quality of learning in UPE schools. The study was carried out in ten (10) UPE schools in Masaka Municipality. This area was selected because the quality of learning in Masaka Municipality showed a declining trend as teachers could dodge classes for their own businesses. According to Mambule (2017:58) "……we shall use the opportunity to prosecute those teachers who opt to do their businesses during the time when they are supposed to be in class". Thus, the study intended to improve and enhance the quality of learning in UPE schools in Uganda especially in Masaka Municipality. The study considered the period between 2014 and 2017 while investigating the influence of teachers' working conditions on the quality of learning in UPE schools in Uganda more especially in Masaka Municipality. This period was considered because the available information in this period showed that the quality of learning in UPE schools in Uganda had not yet reached the desired standard (UWEZO, 2014, 2015 and 2016, EMIS, 2014, EMIS, 2015, UNEB, 2017).

1.7 Significance of the Study

The study will be useful in the following ways;

The findings of this study will contribute to the body of knowledge. The literature review shows that no scientific study had been carried out on the influence of teachers' working conditions on the quality of learning in UPE schools in Uganda particularly in Masaka Municipality. Thus the study may have a wide range of reading implications in the field of academia.

The recommendations and conclusion of the study will be useful to the educational policy makers by identifying the gaps in the existing quality of learning in UPE schools in Uganda, particularly in Masaka Municipality.

This study will help to improve and enhance the quality of learning in UPE schools in Uganda especially Masaka Municipality by producing good quality products (graduates). Future researchers will also use the findings and recommendations of this study as a basis and reference for their studies.

Finally, other organizations or communities outside Masaka Municipality will use the findings of this study to improve the quality of learning in UPE schools.

1.8 Justification of the Study

The reason for undertaking this research study is to see to it that Universal Primary Education (UPE) in Uganda particularly Masaka Municipality produces good quality Primary graduates. This is because since the time UPE was introduced, the quality of teaching and learning has not yet reached the desired standard. The automatic promotion policy which was introduced in 2005 to reduce classroom congestion and improve on completion rate mostly has negative impacts (MoES, 2013, Jones, 2015, Muziransa, 2016). Although the number of pupils that sat

PLE 2015 exams increased by 16,155 from 585,622 in 2014, the overall performance dropped from 88.2 percent in 2014 to 86.2 percent in 2015, even those graded in division one fell from 10.4 percent in 2014 to 8.6 percent in 2015 (Muziransa, 2016). He further opined that 82,913 pupils who sat PLE 2015 failed while 19,614 didn't turn up to sit the said exams. While the challenges that lead to these contrasting trends are vast, it is the automatic promotion in schools offering UPE that continues to bit most. Tweheyo cited in Muziransa (2016) asserts, though passing can encourage students in the short-term, it gets detrimental later on as they continue to fail to comprehending harder lessons in the upper classes. This is supported by Gomez-Neto and Hanushek cited in Chohan and Qadir (2011), criticizing automatic promotion policy argue that it would produce lower achievement in later grades because there is learning that goes on through repetition.

In addition, some children are still completing primary with low levels of literacy and numeracy skills to the extent that one cannot read a simple text in local language direct or in English. EMIS (2015), reports that poor quality of education manifests itself in a number of ways including low learning outcomes particularly numeracy and literacy. UWEZO (2016), research report indicates that learning outcomes are consistently low. 80% of pupils in primary three cannot read and comprehend a primary two level English story and do correctly primary two tasks up to division level while 20% of primary seven pupils cannot read and comprehend a primary two level English story and do correctly primary two numeracy tasks up to division level. Such levels of achievements in literacy and numeracy were also reflected in Primary Leaving Examination results 2016. UNEB (2017) revealed that there were 675 failures in Masaka District from UPE schools as reflected in the Primary Leaving Examination 2016 results.

Similarly, the absence of school feeding schemes is also another leading cause of scholastic underachievement and had not been given attention by the Ugandan authorities (Acham et al.,

2012). Instead as a national policy parents are expected to provide meals even though many, especially in the rural areas cannot afford to provide the minimum daily bowl of maize porridge. OPM (2016) recommended that parents should be emphasized to provide meals to their children if they are to realize better performance outcomes. Research from California revealed that children who skip breakfast have trouble in concentrating at school and become inattentive and restless by late morning while children who eat at school perform better on standardized tests (Tomlinson, 2007; Loga, 2012).

Arinaitwe (2013) contends, monitoring and supervision are very critical in supporting performance of teachers to improve delivery of quality education services. He further opines that irregular monitoring and supervision cause some teachers to be redundant by failing to perform, assuming that nobody will be able to visit their school for such an important exercise. The best way to assess teachers' effectiveness is to look at their on-job-performance including what they do in the classroom and how much progress their students make on achievement tests (Ye, 2016). Head teachers therefore should be fully prepared to offer regular monitoring and supervision services to their teachers by discussing and agreeing with them on how best to implement it (Arinaitwe, 2013).

The study therefore aimed at increasing the percentage pass at PLE thereby reducing on number of failures from UPE schools. This is because the quality of education in public primary schools is declining (Ssensamba, 2008; Mazaki, 2014, Muziransa, 2016). Thus the issue of teachers' working conditions and its influence on the quality of learning in UPE schools in Uganda particularly in Masaka Municipality is a pertinent issue for all the stake holders in the field of academia.

1.9 Definitions and Ooperationalization of Key Terms/ Variables

i. Teachers' working conditions

In this research, teachers' working conditions are situations and facilities that enable teachers to perform their duties effectively. This research specifically looks at teachers' workload, teachers' compensation, and teachers' involvement in school decision making. However other definitions are embedded in this research's definition because they too involve situations and facilities that give support to the effectiveness of teachers.

ii. Quality of learning

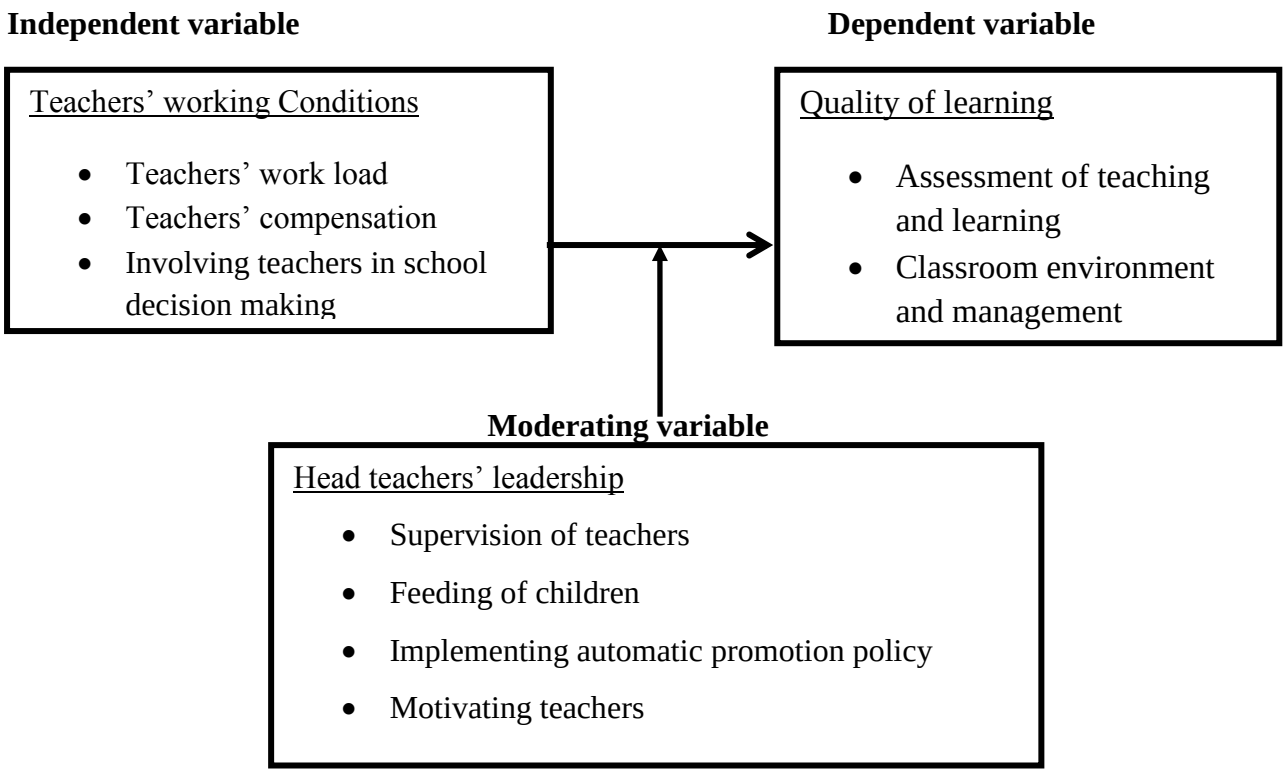
This study looks at quality of learning as the effective way of acquiring knowledge. Quality of learning in this research is looked at in terms of: assessment of teaching and learning, and classroom environment and management. Other definitions on quality of learning have not been considered to avoid diverging from the intentions of this study. However, the researcher believed that what was considered formed the core definitions of the key terms of this study.

1.10 Conceptual Framework

The conceptual frame work in this study was based on the Frederick Herzberg Two-Factor Theory which divides motivation and job satisfaction into two groups known as the motivational factors and hygiene factors (Riley, 2005).

Motivating factors are the six job content factors that include; achievements, recognition, work itself, responsibility advancement, and possibility of growth while hygiene factors include; company policy, supervision, relationship with subordinates, work conditions, relationship with peers, salary, personal life status, and job security (Ruthankoon, 2003; Riley, 2005).

With hygiene factors, an employee does not have much control over them they relate more to the environment in which people work than the nature of the work itself (Schermerhorn, 2003; Riley, 2005). Thus, Herzberg identified these factors as the source of job dissatisfaction (Riley, 2005).



Source: Modified by the researcher from (Choy, 1996; Hirsh et al., 2006; Leithwood &Mcadie, 2010; Eckert, 2013; DES, 2013; MoES, 2014)

The conceptual frame work above presents the relationship between the independent variable (teachers' working conditions) and the dependent variable (Quality of learning). In this study, teachers' working conditions are measured by the indicators including; teachers' workload, teachers' compensation and involving teachers in school decision making while quality of learning is measured by the assessment of teaching and learning and the classroom environment and management. Choy (1996) contends teaching workload has several dimensions, including the amount of time spent working, the number of classes taught, and the number of students for each class. The amount of time a teacher devotes to his job is

partly self-determined, reflecting teachers' efficiency, enthusiasm and commitment. Leithwood & Mcadie (2010) add that when the overall number of pupils for which they are responsible becomes excessive, when the size of their classes is perceived to make unreasonable demand on the time required for the preparation and marking and seriously erodes the opportunities for providing differentiated instruction to their students. DES (2013), supplements that due to bigger numbers, teachers go with only high achievers.

Compensation is seen in terms of how much schools pay their teachers and what criteria they use as a basis for salary increment (Choy, 1996). Teacher incentive fund proponents argue that to attract and retain high quality educators, the teaching profession must recognize and reward teachers who accelerate student learning (Eckert, 2013). DES (2013), supplements that no free remedial lessons are conducted and few schools that carry out continuous assessment use commercial tests. The extent to which teachers participate in decisions about school policies, and the autonomy that teachers have in the classroom have an important effect on school climate, a critical aspect of teachers' working conditions (Choy, 1996). Leithwood & Mcadie (2010), argue that when teachers are given a significant degree of autonomy over classroom decision, it allows them to do the job the best way they know. This helps the teacher to improve on classroom management which is an aspect of quality of teaching and learning. Areas where teachers can be appropriately engaged in decision making should be considered (Hirsh et al., 2006).

Assessment of teaching and learning is seen in terms of remedial lessons, continuous assessment and parents' interaction with teachers on their children's learning (DES, 2013). Classroom environment and management is described in terms of pupil-teacher interaction, conducive-learning environment, and adequate instructional materials (DES, 2013, MoES, 2014).

Principal leadership acts as a catalyst for many other school conditions for example collaborative cultures and structures that support them are very hard to develop and sustain in the absence of supportive leadership from school administrators (Leithwood & Mcadie, 2010). Thus, teachers' workload, compensation, and involvement in school decision making may be difficult to work out without the head teacher's leadership as they greatly affect the assessment of teaching and learning, and classroom environment and management, hence a moderating variable.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the body of the related literature on teachers' working conditions and quality of learning. The chapter began with the concept of teachers' working conditions and then guided by specific research objectives under the sub-heading of: influence of teachers' workload on assessment of teaching and learning, influence of teachers' compensation on assessment of teaching and learning and the influence of teachers' involvement in school decision making on classroom environment and management.

2.2 Concept of Teachers' Working Conditions

Teachers' working conditions refers to the school's systems, relationships, resources, environments and personnel that affect a teacher's ability to achieve instructional success with their students and principals' ability to create the supportive conditions needed for teachers and students to succeed (NYSUT, 2015). NYSUT adds that teachers who work in more supportive environment become more effective at raising students' achievement on standardized tests overtime versus teachers who work in less supportive environment.

Working conditions of teachers are defined as the physical and psychosocial aspects of schools (Öztürk, 2011) some of the physical conditions are resources of schools, number of students per class and noise level at school. The psychosocial conditions are relations with pupils, parents, colleagues and school principals, constant changes, time pressure, workload and role conflict (Direk, 2003; Halloway, 2002; Öztürk, 2011). Choy (1996) stated the teachers' working conditions aspects as safe, pleasant, supportive working environment, adequate compensation, workload, professional development, school decision making, student readiness to learn and public respect for teachers. Both physical and psychosocial

aspects of the workplace have great importance on teachers' wellbeing which has effects on students' wellbeing (Dollard et al, 2003; Öztürk, 2011). Compelling evidence shows that teachers who work in schools with positive conditions are more effective at raising student achievement (NYSUT, 2015).

Good working conditions such as good relationships and a suitable workload at school have positive influence both on schools and teachers. Some of these positive influences are; reducing teachers' stress, turnover, absence, sickness and the increasing teachers' motivation, job satisfaction, cooperation and effectiveness in classrooms and increasing student achievement (Derek, 2003; Erken, 2002; Skolverket, 2004; Tye & O'Brien, 2002; Velez-Arias, 1998; Williams, 1995; Öztürk, 2011). However, there was no research evidence in Uganda that specifically looked at teachers working conditions and the quality of learning which is reflected in students' achievements thus, the relevancy of this study in regard to the influence of teachers' working conditions on quality of learning in UPE schools in Masaka Municipality.

On the other hand bad working conditions such as work overload, crowded classrooms, low salary and status, students' behaviour and motivation problems, poor physical conditions, lack of necessary resources, low support from administration, colleagues and parents have a negative impact on teachers (Öztürk, 2011). Some of the negative impacts are high level of stress, poor morale and low job satisfaction (Vogel, 2004; Öztürk, 2011). All these negative impacts greatly affect the teaching and learning of pupils as they are the indicators of demotivation. Hence good psychosocial working environment has positive effects on students' learning and satisfaction in schools. (OECD, 2003; Öztürk, 2011; Erjem, 2004) cited in Öztürk (2011) found that a significant percentage of public high school teachers working in Istanbul did not feel committed to their work places, because of the working

conditions at schools. Most of the teachers were not happy with their school administration, physical conditions, crowded classrooms and workload. Similarly, Luiba and Musoke cited in Mazaki (2014) in the study of welfare and teachers' performance in public primary school in Bugisu sub region in Uganda argue that teachers' welfare in school is aimed at making teachers happy, health and duty conscious. Welfare elicits high level of employee performance and if not provided then workers may remain absent for a long time in order to escape from unhealthy working conditions (Krishana & Aquinas, 2004; Tweheyo, 2008; Mazaki, 2014). Though the study looked at only welfare as part of teachers' working conditions impacting on teachers' performance in Bugisu Sub region in Uganda, it did not look at other working conditions like teachers' workload, teacher' compensation and teachers' involvement in school decision making of which this study addressed.

Research evidence in Turkey shows that, the education faces a number of problems, crowded classrooms, double shift education, lack of equipment and finance, problems related to training, economic conditions and social status of teachers. At primary level, classrooms are on average more crowded, and there are more students per teacher than in nearly all other OECD countries (OECD, 2007; Öztürk, 2011). However in Sweden, there have been educational changes which have altered the nature and conditions of teachers' working (Öztürk, 2011). One of the major educational changes in Sweden is the decentralization process. From the beginning of 1990s, the level of decision making and management of schools has become highly decentralized, school principals, and teachers have new and broader responsibilities. Now, the teaching profession is more demanding and is seen as more important than before (OECD, 2003; Skolverket, 2004; Öztürk, 2011). Teachers' workload has also increased after decentralization. Besides lesson planning and teaching, teachers need to be involved in curriculum development, arranging progress of students at least once a semester where not only the academic performance of a student is discussed but also his or

her social development (Daun, 2004; Öztürk, 2011). Comparing to educational changes in Sweden and Turkey, Universal Primary Education (UPE) which was introduced in Uganda in 1997 has led to the growth in enrolment at primary level from 2.8 million (1996) to 8.2 million in (2009) and to 8.485 million in 2014 (EMIS, 2014; EMIS, 2015). This increment in enrolment led to the increased teachers' workload. The study therefore investigated the influence of teachers' workload on assessment of teaching and learning in UPE schools in Masaka Municipality.

2.3 Influence of Teachers' Workload on Assessment of Teaching and Learning

Workload is the amount of work that has to be done by a particular person or organization (Bannars et al, 1994; Gwambombo, 2013). Teachers' workload can be considered quantitatively and qualitatively when roles and duties of a teacher are listed down as teachers job descriptions do, only quantity is projected (Farrant, 2005; Gwambombo, 2013). But when one considers the time spent by a teacher in excursing his or her duties, weight and effect of the teachers' work is sought to be measured (Gwambombo, 2013). In a study on the effect of teachers' workload on students' academic performance in community secondary schools in Mbeya city, it revealed that teachers' workload is heavy and has negative effect on students' academic performance in community secondary schools. Teachers who are exhausted, frazzled and demoralized by heavy workload are not effective, efficient and creative in the classroom which brings various negative effects including poor students' achievement (Gwambombo, 2013). A literature review on teachers' workload prepared by Calgary public teachers in Canada revealed that, the work of teachers is highly complex and involves a wide range of tasks. As a result, teachers often multitask during the work day, a situation that sometimes prevents them from focusing on such higher order activities as planning, engaging in professional development and reflecting on their practice, activities that would almost certainly improve their effectiveness as teachers over the long time (Froese– Germain, 2014).

Relating the above studies to Uganda there had been no specific study carried out on the influence of teachers' workload on assessment of teaching and learning in UPE schools, hence the study was relevant in Masaka Municipality.

A study of public primary schools in Nakuru Municipality on the effects of class size on classroom interaction revealed that Free Primary Education (FPE) policy has led to increased enrolment in schools which have created increased class sizes and pupil-teacher ratios. The increased class sizes have influenced teacher- pupil interaction and pupil-pupil interaction (Majanga et al., 2011). This is supported by Mege (2014) who opines, the influence of class size has a great impact on teaching-learning process. The smaller the class size, the easier it is for the teacher-learner interaction. Thus, improving the teaching-learning process since the teacher will be able to give the learner individual attention. He further states, large class size impacts negatively to the teaching-learning process since the teacher is not even able to move freely to assess the pupils' work as they do their exercises. A study on large class teaching in resource constrained in Uganda revealed that teaching and learning were constrained by large classes (Nakabu0go et al., 2008). They argued that approaches like increasing the number of teachers per class, providing schools with the necessary resources and enabling teachers to develop confidence and skills to improve the teaching environment in large classes should be explored. Additionally, the country's Current National Development Plan identifies decongesting classroom as a key intervention to raise primary school quality (Republic of Uganda, 2010: 220; Jones, 2016). A study on the challenges of implementing free primary education in Kenya and its effects on teachers' effectiveness noted that the key elements of the FPE implementation that need urgent redress are those that catalyze teacher effectiveness of which include large class size, teacher inadequacies and pupil age variations (Wamukuru et al, 2006; Majanga et al., 2011). Such challenges also occurred in public primary schools after the introduction of Universal Primary Education (UPE) in Uganda. However, there had

been no thorough investigation on how they affect the assessment of teaching and learning in these schools. Thus, it is in this regard that the study was carried out in Masaka Municipality.

In contrast a study in Lahore city in Pakistan, on teachers' workload and job satisfaction in public and private schools at secondary school level revealed that overall, government school teachers are more flexible and satisfied with their working hours and working conditions as compared to private school teachers. Farmer and Brownson cited in Chughati et al (2013) contend that all teachers know that teaching is a stressful job. Stress and being overworked lead to teacher burnout. This can greatly affect the teaching and learning process. The study recommends that; teachers should be encouraged by their heads for better performance, successful teachers showing good results in their subjects should be given incentives for their job satisfaction, workload should be reasonable for every teacher and for extra workload, rewards and incentives should be given (Chughati et al., 2013). Such recommendations can only be applied in UPE schools in Uganda after studying the influence of teachers' workload on assessment of teaching and learning. Hence, it was vital to investigate such influence in UPE schools in Masaka Municipality.

In schools, when teachers are working above their normal workload, it is regarded as heavy workload. Teachers who are faced with excessive workload are not effective and efficient in teaching process which brings various negative effects including poor students' academic performance (Gwambombo, 2013). Teachers' heavy workload can be contributed by the following: massive increase in the number of students per class, teaching many periods than those directed by URT (2004), shortage of teachers in schools, lack of teaching facilities and aids, conducting tests in overcrowded classes and marking those tests, performing administrative roles and non-administrative roles (Mosha et al., 2007; Gwambambo, 2013). A study on the teacher factors influencing students' academic achievement revealed that teachers' weekly teaching workloads, administration of students' classroom assignments,

evaluation of students, continuous assessment tests (CATS) results, provisions of individualized attention to weak students, time of completion of form syllabus and setting performance targets for KCSE significantly affected students' academic achievement (Kimani et al., 2013). The findings of the study point to the negative impact of increased workload for teachers on the teaching learning process.

Research done by Bahanshal (2013) on the effects of large classes on English teaching and learning revealed that all participants found it daunting to teach large classes. On contrary, Bahanshal adds that teachers in small classes are able to get to pay great attention to their students and the benefit from the presented activities is considered to be high. Large classes are those with specific number of students that teachers cannot handle and resources are not enough to facilitate the teaching and learning process and that pose insurmountable problems to both teachers and students. Muiryan-Kne (2010:176) cited in Bahanshal (2013) points to a large class as "a class that is too large for effective teaching to occur". In a study carried out in Newfoundland and Labrador schools, Dibbon (2004) basing on the research evidence states that class size reductions are effective in both reducing teachers' workload and increasing students' achievement (particularly at the primary level). The above studies were carried out in schools outside Ugandan context however, there was need to have similar studies in UPE schools in Uganda. Thus, this study was relevant in Masaka Municipality.

UNESCO (2014) contends that, the criterion for teacher allocation to primary schools in Uganda is that each class must have a teacher. Such a teacher is expected to teach all the learning areas in a class allocated to him or her (MoES, 2008). In addition, the Basic Requirement and Minimum Standards (BRMS) indicators stipulate that institution's (school) day starts at 8.00am and ends at 5.00pm and each teaching day consists of at least eight lessons (MoES, 2010). In Uganda primary school teachers are all general teachers who are expected to teach any subject. They are engaged almost the whole day for a minimum of

eight periods. The performance of these teachers in their classrooms has not been thoroughly investigated (Opolot-Okurut et al., 2007). Primary school teachers' working time in Uganda is officially defined as the number of hours spent at school (as opposed to merely counting contact time with students) which indirectly recognizes the teachers need to devote some time to non-teaching tasks, such as lesson planning, analysis of student work and professional development as well as administrative tasks (World Bank, 2012). However, there are no clear specifications for the use of teachers' time during the school day beyond the time that should be devoted to teaching students. In a study of teachers' situation in Northern Uganda in the context of Quality Educators, Spreen and Topher (2013), observed that teachers arrive at school an hour early each day and remained at school until 5.00pm (or later). They further assert that, during the site visits teachers were observed in school until 6.00pm, engaged with pupils' activities or completing assessments or drafting their lesson plans. Considering the above evidence, it clearly shows that a primary school teacher in Uganda is very much overloaded. However, there had been no clear research evidence that showed classroom effectiveness in relation to this kind of workload. This study therefore investigated the influence of teachers' workload on assessment of teaching and learning in UPE schools in Masaka Municipality.

In contrast, OECD (2014) asserts, primary school teachers are required to teach between 3 and 6 hours a day. The exceptions are Chile, France, and the United Kingdom where teachers teach slightly more than 6 hours per day. There is no set rule on how teaching time is distributed throughout the year. In Spain for example, primary school teachers must teach for 880 hours, about 100 hours more than OECD average. However, those teaching hours are spread over a few days of instruction than the OECD average because primary school teachers in Spain teach an average of five hours per day compared to the OECD average of 4.3 hours. In Sweden, although, the total working time per year is decided through collective

agreements, the school leader decides on the number of working hours per week and on the use of teachers' time (teaching and non-teaching activities). Successful Education Systems in Ontario, Finland, Japan, South Korea, and Singapore devote considerable time at the school level to activities that are related to instructional improvement, such as collaboration among teachers on the analysis of instructional practice, mentoring and professional development (Levin, 2008; Darling-Hammond, 2010; Darling-Hammond & Rothman, 2011). Teachers in England work for long hours than many OECD countries (House of Commons, 2017). The Education Policy Institute (EPI), found teachers in England work an average of 48.2 hours per week. The EPI report also found that a considerable proportion of teachers in England find their workload unmanageable. Similarly basing on the BRMS indicators and the Uganda National Primary Curriculum all by the Ministry of Education and Sports (MoES), 2010 & 2008 respectively, an institution's day starts at 8.00am and ends at 5.00pm and a primary school teacher being a general teacher is engaged the whole day with both teaching and non-teaching activities within his or her class. This constitutes a minimum of eight hours of engagement per day leaving a gap that has been investigated in this study on how effective and efficient such activities are handled because the workload of a primary school teacher in Uganda appeared to be big as compared to other areas more especially in OECD countries.

According to Education and Sports Sector Annual Performance Report (ESSAPR) 2015/2016, the Pupil Teacher Ratio (PTR) in primary schools in Uganda is at 53:1 (MoES, 2016). This is still too much workload for a single teacher who handles all learning areas in a class which leaves a gap that has also been investigated on the effectiveness and efficiency of his or her classroom performance. Additionally, Spreen and Topher (2013) contend that, though the Ministry of Education and Sports recommended 53 pupils per teacher for P.4-P.7 and 50 pupils per teacher for P.1-P.3, the average class size for each class visited in Gulu and Pader districts ranged quietly widely, but the most striking numbers were those of P1-P3 with

a pupil teacher ratio of 94.1:1,135.2:1and 145:1 respectively. They further observed that the average enrolment in P.7 classes were 73 pupils and while these pupils had different teachers for each subject only one teacher at a time was present in the classroom struggling with so many pupils creating a gap between what a teacher is expected to do and what actually is able to do. In contrast with other countries the pupil teacher ratio in primary schools by 2011 was: South Korea 22:1, Singapore 18:1, Japan 16:1, Shangai 11:1and Uganda 54:1 (World Bank, 2012). High student teacher ratio also affects quality of teaching and linked to emotional and physical wellbeing of the teacher (Dean and Kelly, 2001; Chughati, 2013). This still indicates that a primary school teacher in Uganda has a big workload as compared to other countries and thus, the influence of teachers' workload on the assessment of teaching and learning in UPE schools was investigated in this study in Masaka Municipality.

2.4 Influence of teachers' compensation on assessment of teaching and learning

The importance of education means teacher productivity and the effect of pay on teacher performance is a central concern for government worldwide (Britton and Propper, 2016). Additional allowances are some of the fringe benefits teachers earn while performing their duties as educators (MoES, 2013; Mazaki, 2014). Several studies have been carried out on teachers' compensation in relation to the assessment of teaching and learning. Podgursky and Springer (2011) assert that, teacher compensation is the total sum of four parts; base pay, supplements, benefits and deferred compensation. Base payment is commonly set by salary schedules, salary supplements include; e.g. (for coaching an athletic team, mentoring novice teachers or participating in career ladder program), fringe benefits (health insurance and paid leave) and the deferred compensation is in the form of retirement pay. They further opined that if a compensation scheme could induce highly effective teachers to stay and ineffective teachers to leave, workforce quality and student achievement would improve. Pay performance policies link part of teachers' salaries usually as bonus in addition to base pay to

measure their effectiveness (Pennucci, 2012). Research on the effect of teachers' salaries on school level pupil outcome initially suggested that the impact of teacher pay on school performance was mixed for example Hanushek (2003) cited in Britton and Propper (2016) reports that only 20% of 119 estimates, found on positive effect of teacher wages on school performance. But later research has found more response to wages for example for the USA, Loeb and Page (2000) cited in Britton and Propper (2016) found teacher wages to be a significant determinant of pupils' outcomes, estimating that a 10% increase in teacher wages would reduce dropout rate in the US by 3 to 6%. However, paying teachers more improves students' achievement through high retention rate (Hendricks, 2014; Britton and Propper, 2016).

Bastian (2014) adds that States can provide merit pay which includes pay for performance that rewards teachers basing on their students' outcomes. Critics of this kind of pay charge that the teaching profession is not well suited for such a system since teaching is a cooperative endeavour in which it is difficult to gauge teacher effectiveness. Bastian however identifies two ways in which pay for performance can improve academic outcomes which are: the opportunity to earn more based on effectiveness motivates the teachers to try harder or seek additional resources to improve their teaching, and the existence of a performance pay system encourages high-caliber individuals to enter or remain in teaching. There had been no research evidence in Uganda that linked teachers' payments with their effectiveness or performance which is reflected in students' outcomes. Thus a case of this study in UPE schools in Masaka Municipality. In Uganda, the Ministry of Education and Sports pays a monetary bonus to encourage teachers to teach in hard to reach areas. This hardship allowance constitutes 30 percent of their basic monthly salary (MoES, 2013). The payment of hardship allowance excludes Municipalities Town councils and headquarters of the districts where the program is being implemented. This leaves room to investigate whether such an

extra bonus once given to teachers in the urban areas can influence the assessment of teaching and learning. Therefore, it was a great value to study the influence of teachers' compensation on the assessment of teaching and learning in UPE schools in Masaka Municipality.

The idea of offering an incentive pay to teachers for raising students' achievements is increasingly popular but involves many challenges beginning with the fact that teachers' compensation worldwide is still largely determined by rigid salary schedules that do not factor in student achievement (Harvey – Beavis, 2003; Alger, 2014). Alger further states that programs offering incentive pay for teachers are proliferating in countries worldwide as part of a broader efforts to improve students' achievement. On the other hand, researchers have observed that improving teacher quality requires making salaries competitive, some even propose a "grand bargain" (Hanushek and Rivkin, 2007). They further state that the best way to improve the quality of instruction would be to lower barriers to becoming a teacher such as certification and to link compensation and career advancement more closely with teacher's ability to raise student performance. Podgursky and Springer (2011) add that an efficient teacher compensation structure is one that is designed to recruit, retain and motivate the highest quality workforce for any given level of expenditure. Bastian (2014), argue that financial incentives can increase individual's entry into and retention in the profession both overall and high need schools, but there is much to learn about the optimal size of monetary awards and whether performance pay can encourage teachers to improve their effectiveness or result in higher caliber individuals selecting and staying in the profession. Bastian further states that pay for performance systems are similar to those in the private sector-ensuring a level of base pay for teachers and providing opportunities to earn more(variable) pay based on effectiveness can be designed to allot awards according to the performance of an individual teacher or group of teachers. However, in a Ugandan context, there had been no

research evidence on the influence of teachers' compensation on the assessment of teaching and learning in UPE schools which has now been investigated in this study in Masaka Municipality.

World Bank (2012) opined that, initial teacher salaries may not be appealing enough to encourage talented people to choose teaching as a profession. World Bank further added that, teachers' salaries in Uganda change over the course of teachers' career depending on their rank in the teacher career ladder which in turn is determined by the years of experience. Primary teachers' salaries are determined by the scheme of service which puts teachers at different salary scales depending on their positions and entry professional qualifications (MoES, 2013). This is in line with the salary structure of primary teachers in the FY 2015/2016 (Ref to Appendix I)

Although teachers in Uganda are paid using the criteria of the scheme of service and experience, there had been no clear evidence that relates this mode of payments to classroom performance. Hence, it was vital to carry out the study of the influence of teachers' compensation on the assessment of teaching and learning in UPE schools in Masaka Municipality.

Similarly, decades of empirical research have provided relatively little evidence on observed teacher traits that can consistently predict teacher quality (Dee and Wyckoff, 2013). They further state that the single salary schedules commonly used in US public school districts compensate teachers according to tightly structured rules that typically reward only teacher experience and education credentials; traits among those without consistent links to teacher quality. Roza and Miller (2009) cited in Hightower et al (2011) argue that, States should end the practice of providing automatic pay increase to teachers for earning a master's degree and instead reward effectiveness in the classroom. This contention is based largely on the

research showing no relationship on average, between master's degrees in education and student achievement. While acknowledging that master's degrees in mathematics and science have been associated with student learning in those content areas, they point to data indicating that 90 percent of teachers' master's degrees are in education as evidence that most pay increases are awarded for degrees unrelated to performance (Hightower et al.,2011). Critics of this status quo argue that such rigid and misaligned compensation systems cannot adequately attract and retain a high quality teacher workforce (Johnson and Papay, 2009; Hanushek, 2007; Murnane and Oslen, 1989; Dee and Wyckoff, 2013). Committee for Economic Development (CED) (2009) opined that good teachers should be rewarded financially and ineffective teachers who are unable to improve should not only see poor performance reflected in their pay but ultimately should be removed from the classroom. The committee further asserts that linking pay and performance is potentially one of the most important tools available to policy makers for encouraging strong candidates to enter teaching and effective teachers to remain in the classroom. In some of the world fastest growing economies including China, India, Singapore and Hong Kong, between 60 to 75% of employees' pay is based on performance (Kelly services, 2013a; Alger, 2014). Similarly, Dolton and Marcenano – Guiterrez (2011) cited in Britton and Propper (2016), find that both relative and absolute levels of teachers' salaries exert an important influence on pupils' performance using data from 39 countries.

From the Global survey of programs that improve student achievement, overall, the evidence suggest that incentive pay programs are cost effective, financially sustainable and when properly designed and implemented, they succeed at improving student achievement even among the most disadvantaged student populations (Alger. 2014). She further states that incentive pay can help direct limited public resources more strategically towards improving teacher effectiveness based on raising student achievement over the long time. However to

improve on the living conditions of teachers in Uganda, UNATU requested for 100% increment of salary such that the lowest paid teacher earns Ugsh546000 but the government proposed an increment of 50% in three phases i.e.15% increment in FY2012/2013, 20% in FY2013/2014,and15% in FY2014/2015 (MoES, 2013). The final increment was given in the financial year 2016/2017 which led to the rise of the base teachers' pay from Ugsh425000 to Ugsh460000 (Talemwa, 2016). However, the Uganda National Teachers Union (UNATU) secretary general commented on the increment that "This increment will mean that the majority of teachers will continue to live in very demeaning circumstances; the government should consider a bigger increment than this one." Additionally, Kaboyo also opined that, the sector needs to find the funds to increase the pay of teachers to admirable levels, instead of the sh460000 for a base teacher, they need to consider at least doubling that, then the sector will start to attract some of the best brains that's when you can hope to improve the learning environment (Talemwa, 2016). A research carried out by John Paul II Justice and Peace Centre in North and North-Eastern Uganda revealed that poor performance of teachers was associated with teachers' remuneration which was one of the main challenges. According to UPE policy parents are supposed to contribute as well though they don't contribute anything for example in one primary school in Moroto district, parents are supposed to contribute sh2000 for fire wood per term per child but very few of them pay; in some instances, pupils end up raising the money for extra charges themselves (John Paul II Justice and Peace Centre, 2012).

In the same research carried out in North and North-Eastern Uganda, for all the up country schools visited, the extra charges ranged between Ugsh500 to Ugsh25000. However, most parents were reluctant to pay these extra charges except for those in urban setting due to the wrong perception of UPE being free. The above evidence needs to be surveyed in UPE schools of urban areas to find out whether it is the same trend. This study thus investigated the influence of teachers' compensation on the assessment of teaching and learning in UPE

schools in Masaka Municipality. A report on evaluation on UPE policy in Uganda recommended that parents need to be sensitized through several media including School Management Committees as well as the local councils on their responsibilities and obligations to support schools and their children to attend school and learn (OPM, 2016). It further evidenced that parents financing can fill up wide financial gap since PTA contribution were ten-fold UPE capitation. According to GoU (2008), schools in cities and municipalities (urban areas) were mandated to levy a charge for administrative and utility expenses not exceeding Ugsh10400 per school year or as may be prescribed from time to time. In addition, schools in urban areas were again mandated to levy a charge for mid-day meals as determined by the management committee in consultation with the district council. Though schools in urban areas were mandated to collect such extra charges, it still leaves a gap to find out whether parents actually pay them and it would be from such charges that head teachers can get apportion to incentivize the teachers to boost their morale for effective teaching. Therefore, the study of the influence of teachers' compensation on the assessment of teaching and learning in UPE schools in Masaka Municipality was paramount.

2.5 Influence of teachers' involvement in school decision making on classroom environment and management

The success or failure of any school is largely dependent upon the groups that make it up and effective utilization of the intellectual abilities of these groups or human resources help the development of such an organization or school (Oluronsola and Olayemi, 2011). Participation in school decision making is a collaborative process in which there is shared decision making on educational issues at the school level as a way of involving teachers (Liontos, 1993; Mosheti, 2013). The main purpose in sharing decisions is to improve school effectiveness and student learning. When principals, teachers, and staff members work as a team and collaboratively decide what is in the best interest of the school, the institution is responsive to the needs of their students and community.

Teaching staff need to know that they have a certain level of control over their classroom and learning environment. It is important that they have relative autonomy to make decisions on materials, room arrangement and planned activities (Whitebook et al., 2016). Additionally, Ingersol, (2013) noted, those who are entrusted with the training of the next generation are not entrusted with much control over many of the key decisions in their work. Liontos cited in Mosheti (2013), suggests that those closest to the children should decide their education. School Principals and vice Principals should facilitate the conditions that teachers take part in the creation of conducive learning school environment that improves students learning and learning outcomes (Kumbi, 2015). Ursula (2018) asserts that creating an anti-bias learning environment, what exists or does not exist in the classroom provides learners with significant information about whom and what is important. Ursula further states that reviewing resources to make classroom displays and boards inclusive of all learners is critical. Such environment promotes incidental learning and can be created once a teacher is allowed participate in the decisions made for his or her class. Obrien (2014) contends that collaboration is important when trying to implement large scale initiatives like common core State standards that require rethinking professional learning, curriculum, instructional materials, and other aspects of education system. But too often the rhetoric of change indicates that it is being done to teachers, not with them. A study on the effects of instructional materials on students' academic achievements recommends that teachers of social studies should employ the use of instructional materials for their teaching and also improvise where and when materials are not available (Olanyika, 2016). Thus, teachers should be involved in making decisions that help to source for the instructional materials and how they are utilized in the classroom.

Research has shown that prejudice is countered when learning environment foster critical thinking, empathy development and positive self-esteem in student (Lavison, 2009; Ursula, 2018). It is important for teachers to establish and sustain an orderly environment in the classroom (Gremmen et al., 2016). Administrators should ensure that teachers know their

expectations as far as classroom management and student discipline is concerned (Meador, 2017). Emmer and Stough cited in Gremmen et al (2016) opined that, as part of classroom management, teachers have to make complex decisions on how to establish order, engage students, and elicit their cooperation. Additionally, a classroom is an adaptable and often a flexible setting for which teachers make an arrangement for the tables, chairs, and other materials in order to stimulate an individual students academic and social development, while encouraging teacher-student interaction, reducing distractions, aggression and downtime (Trusell, 2008; Gremmen et al., 2016). Evertson and Weinstein (2006:4-5) cited in Korpershoek et al., 2014), confirm "classroom management as actions teachers take to create an environment that supports and facilitates academic and social learning." Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships (Wubbels et al., 1999; Korpershoek et al., 2014). Similarly, Coe et al (2014) opined that a teachers' ability to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximizing the learning that can take place. They further observed that classroom climate covers quality of interaction between teachers and students and teachers' expectations: the need to create a classroom that is consistently demanding more, but still recognizing students' self-worth. All these constitute the decisions a teacher gets involved in while fostering classroom management. Teachers determine whom students sit close to, whom they are exposed to and with whom they interact during school day. Unfortunately, this classroom management is hardly addressed during training, even though the physical design of the classroom has shown to be important for both the academic social development of students (Gremmen et al., 2016). However, managing the classroom is a serious challenge for teachers and a major cause of teacher burnout and job dissatisfaction in all countries (Evertson and Weinstein, 2006; Gremmen et al., 2016). This is line with the study on classroom management which revealed that classroom management is a serious problem with

challenges ranging from inadequate classroom conditions to explicit acts of behaviour (Macias & Sanchez, 2015). This kind of evidence has not been revealed in UPE schools in Uganda. Thus, it is this study that has investigated the influence of teachers' involvement in school decision making on classroom environment and management in UPE schools in Masaka Municipality.

School administrators should encourage teacher participation in curriculum and managerial decision domains, as the intent of the school based management (SBM) policy is to increase job satisfaction and to enhance greater commitment of the school policies (Keung, 2008). Research studies in Hong Kong showed that shared decision making created greater commitment to the school (Blasé et al, 1995; Gamage, 1996; Keung, 2008). Research studies in Botswana on teacher participation in school decision making and job satisfaction revealed that, teachers reported higher participation in decision making when guiding students in their academic progress and future career choices, but less participation in decision making on developmental or operation of the school budget, matters of school governance and school personnel issue. Mosheti (2013), recommended that teachers and school Principals work together to develop creative ways to potentially improve their satisfaction and commitment. In Uganda, research on teachers' involvement in decision making in UPE schools had been given less attention. Therefore, it was relevant to carry out this study on the influence of teachers' involvement in school decision making on classroom environment and management in UPE schools in Masaka Municipality. Teachers participation in school decision making builds trust, help teachers acquire new skills, increase school effectiveness and strengthens staff morale, commitment and team work (Gardian and Rathore, 2010; Kumbi, 2015).

However, the research evidence so far does not reveal how teachers' involvement in school decision making affect classroom environment and management in UPE schools in Uganda of which this study has investigated in Masaka Municipality.

Teacher engagement may be important in improving classroom instruction as it requires professional adequacy and collaborated lesson planning with peers to improve student effectiveness and achievement (Benson & Malone, 1987; Mosheti, 2013). A study done by Taylor (1997) on factors affecting teacher retention in the profession revealed that, teachers felt greater involvement in decision making would assist them in helping students reach their potential, as they felt teacher participation in the organization would help them shape both short term- and long- term goals (Mosheti, 2013). For this matter, administrators and other stakeholders should always value the teachers' efforts and involve them in planning processes so that they can own the decisions made for effective teaching and learning.

Since there had been no clear evidence revealing the above modes of teachers' involvement in school decision making and its influence on classroom environment and management in Ugandan UPE schools, this study still remained vital more especially in Masaka Municipality.

In UPE schools, teachers participate in the following areas of decision making: Wanzare and Ward (2000) argue that involving teachers in planning, designing and decision making stages helps to improve teachers to articulate and understand their training needs. Okoye cited in Oluronsola and Olayemi (2011), said that workers should be involved in decision that concerns them like general working conditions, fringe benefits and staff development programs and this adds to the organizational climate. Oluronsola and Olayemi (2011) adds that the day today participation of teachers in administrative activities enhances teachers to gain a lot of experiences, remove boredom, frustration and increase workers' commitment efficiency and job satisfaction. They further assert that teachers are actively involved in making rules and regulations and contributed to school development in no measures, and take part in the supervision of students. Teachers can also be involved in school programs like Parent Teachers' Association (PTA) meetings regarding students' academic progress

(Mahuro, and Hungi, 2016). Similarly, MoES (2013) contends that teachers under the umbrella of UNATU participate in policy development, workshops and seminars including classroom management. Nakabugo et al (2008) confirm that teachers need to be engaged in researching their own classroom practice and reflecting on it (action research). Finally, issues concerning the discipline of children are other areas of decision making where teachers get involved in UPE schools (GoU, 2008). All these modes of teachers' involvement in school decision making in UPE schools in Uganda don't portray their influence on classroom environment and management leaving a pivotal gap that has been addressed in this study in UPE schools in Masaka Municipality.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents description of various sub sections that constituted the methodology of the study that was adopted by the researcher in executing the study along with the justification behind them (Kothari, 2004; Mazaki, 2014). It contains the research design, area of study, study population, sampling procedures, and sample size, data collection methods, instrumentation, quality control measures, data management, data analysis, ethical considerations and limitations. The study was guided by both qualitative and quantitative approaches because it involved both numerical and non-numerical data. Note that qualitative approach was used during the collection, analysis, interpretation and presentation of non-numerical data while the quantitative approach was used during the collection, analysis, interpretation, and presentation of numerical data.

3.1 Research Design

A research design is a logical sequence which connects the empirical data to a study's initial research questions and ultimately to its conclusion (Yin, 1994; Mulengeki, 2011; Lubuva, 2013). They also call it an action plan for moving from initial set of questions to some sets of communications about these questions. A descriptive cross-sectional research design with aspects of a correlational design was adopted with both qualitative and quantitative approaches. This design was chosen because it allowed the researcher to get a detailed description of the influence of teachers' working conditions on quality of learning in UPE schools in Uganda specifically in Masaka Municipality. Since the researcher was interested in a systematic description of the influence of teachers' workload, compensation, and teachers' involvement in school decision making on assessment of teaching and learning and classroom environment and management, then, this research design was most appropriate. This study

was cross-sectional because the researcher picked a cross-section of respondents over a short time and follow up of the respondents would not be necessary. Both qualitative and quantitative approaches were used to collect, present and interpret the data as a way of enhancing the quality of the findings of the study. Qualitative approach was used to collect non numerical data (data involving respondents' opinions) while quantitative approach was used to collect numerical data (data involving figures). By using both qualitative and quantitative approaches, the researcher attained methodological triangulation which enhanced the validity and reliability of the study.

3.2. Area of study

It is very important for the researcher at the planning stage to specify clearly and define the area of study (Cohen et al., 2000; Gwambombo, 2013). Therefore, the study was carried out in UPE schools in Masaka Municipality. Masaka Municipality has three divisions (Katwe-Butego, Nyendo-Senyange and Kimaanya-Kyabakuza) with thirteen (13) UPE schools. Being an urban, Masaka Municipality is a multi-lingual area with various tribes, some of which come from different parts of Uganda while others outside Uganda to look for employment opportunities, social amenities and settlement. However, the majority of the occupants are the natives. This area was selected because the quality of teaching and learning in Masaka Municipality showed a declining trend as teachers could dodge classes for their own businesses. According to Mambule (2017:58) "……we shall use the opportunity to prosecute those teachers who opt to do their businesses during the time when they are supposed to be in class".

3.3 Study Population

According to Best and Khan cited in Lubuva (2013), a study population is a group to whom the researcher would like to infer the results of the study. It is a set of people or entities to which findings are to be generalized (Kaahwa, 2008). It is a large group from which the

sample is taken (Orodho, 2004; Wanyama, 2013). The study population consisted of head teachers, and teachers in selected UPE schools in Masaka Municipality. Masaka Municipality has 13 UPE schools, 13 head teachers, and 172 teachers (Office of the Town Clerk, 2017). These are the people the researcher believed had the information concerning the influence of teachers working conditions on quality of teaching and learning because of their experience in the administration and management of the schools. The table below shows the location of the respondents (teachers) by the divisions in Masaka Municipality who participated in the study;

Table 1: Location by division

Division	**Number of teachers**	**Percentage (%)**
Katwe-Butego	17	17.7
Kimanya-Kyabakuza	51	53.1
Nyendo-Ssenyange	28	29.2
Total	96	100.0

From table 1, respondents from Katwe-Butego division constitutes 17.7 percent; Nyendo-Senyange had 29.2 percent and Kimanya-Kyabakuza 53.1 percent. This shows that the majority of the respondents came from Kimanya-Kyabakuza. This is attributed to many schools that make up this division as compared to other divisions. Katwe-Butego division registered the least number of respondents because the pilot study had been carried out in this division.

3.4 Sampling Procedure

Sampling is the act, process or technique of selecting a suitable representative part of a population for the purpose of determining parameters or characteristics of the whole population (Kaahwa, 2008). Sampling refers to procedures used to select people, places, and things to study in the selected area (Kombo and Tromp, 2006; Lubuva, 2013). It involves a process of selecting a sub group from a large population with the elements necessary for the study. The researcher employed several methods to select the appropriate sample for the

study. These included; simple random sampling, purposive, and stratified sampling. The researcher believed that these methods would help him to minimize biases and sample errors, and to concentrate on a specific area that represented the whole population.

A simple random sampling was used to select teachers from their respective schools by writing their names on different pieces of papers, folded them, shook to mix them in a container and picked one by one at random without replacement. The random sample selected was free from bias since all respondents had equal chances of being picked (Kaahwa, 2008). Punch cited in Lubuva (2013) opined that, purposive sampling enables the researcher to select a sample on the basis of his or her judgment. In purposive sampling, the researcher selects information based on a certain purpose (Kaahwa, 2008). Therefore, purposive sampling was used to select head teachers because they held different positions and the researcher believed that these sample people had more knowledge on teachers working conditions and quality of teaching and learning. Stratified sampling was used to get the samples of schools from the three divisions that make up Masaka Municipality. This is in line with Kaahwa (2008) who opines that a population can be divided into different groups. Thus, the different schools for each division formed a stratum.

3.4.1 Sample Size:

Kaahwa (2008) opines that a sample is a collection of some (subsets) elements of population which is aimed at generalizing the results of the data from the sample to the entire population from which the sample was drawn. A sample is a set of respondents selected from the targeted population for a purpose of the study (Kombo and Tromp, 2006; Mazaki, 2014). It is a subset of the total population that could be studied. In this study, the sample size was drawn from the UPE schools of Masaka Municipality. These schools are supposed to levy 10,400Uganda shillings to cater for utilities (GoU, 2008), start their day's work at 8.00am and ends at 5.00pm from Monday to Friday and each class in every school is allocated a

teacher who is supposed to handle all the learning areas (MoES, 2010). Thus, the sample size for each category of the respondents in this research was determined using a table for determining a sample size for a given population (Krejcie and Morgan, 1970) (Ref to Appendix II). Hence, the sample size was as follows: Sample size for 13 head teachers were 10 representatives, and for 172 teachers they were represented by 118 respondents.

3.5. Data Collection Methods/Procedures

A research method is a specific plan strategy or structure which shows how data will be collected effectively and efficiently (Enon, 1998; Gwambombo, 2013). In other words, a research method refers to a plan or procedure for gathering information portraying when, from who and in what situation the information will be obtained (Kothari, 2006; Gwambombo, 2013).

The researcher used questionnaire, interview, and focus group discussion as methods of data collection;

The questionnaires were self-administered by the teachers. This helped the researcher get actual information, opinions and attitudes from them. Questionnaires gave teachers freedom of expression which avoided biased information since they filled the questionnaires independently. The researcher still believed that data collected by questionnaire would be easy to quantify, analyze and offers uniformity.

Interview with similar ideas to the contents of the questionnaire were conducted by the researcher interviewing the head teachers. This helped the researcher to get primary data directly from them. It also enabled the head teachers to give well thought responses since there was room to rephrase the question in case it needed clarification.

Focus group discussion is where by the researcher meets informants in a group and exchanges information with them while taking note of the key issues (Kaahwa, 2008). In this research, the researcher engaged some of the teachers into focus group discussions (FGD) of 3 to 5 members which gave them freedom of expression and helped him to get primary data.

3.5.1 Instrumentation:

The researcher used these instruments to collect data: questionnaire forms, interview guide, and focus group discussion guide. The researcher used these instruments for the purpose of triangulation and they were developed on the basis of the research objectives and the conceptual framework. A questionnaire is a carefully designed form consisting of interrelated questions or statements prepared by the researcher about the research problem under investigation, based on the objectives of the study (Amin, 2005; Mazaki, 2014). Koul and Kothari cited in Mazaki (2014) argue that a questionnaire is a research tool that gathers data over a large sample of respondents. Questionnaires don't call for close supervision; they are cheap and can allow respondents to fill them at a time convenient to them. Questionnaires were filled by teachers at their own time and helped to produce candid responses (Ref to Appendix IV). Questionnaires give respondents freedom to express their views or opinions and make suggestions without fear as confidentiality is maintained (Gay, 1992; Mege, 2014).

Interview guides (Ref to Appendix V) were used to get information from respondents. Interview guides are the tools which are used in data collection when qualitative approach is used (Kombo et al., 2006; Gwambombo, 2013). An interview guide is a set of questions that the researcher asks when interviewing respondents in order to obtain data required to meet the objectives of the study (Mazaki, 2014). It helps the researcher to understand the perceptions of the respondents better because it is a social encounter which caters for the respondents who are more willing to talk than to write as they would prefer to remain anonymous (Orodho, 2009, Berg, 1999, Best & Khan, 1993; Mazaki, 2014). The interview

guide consists of open ended questions because they compel the respondents to give more unrestricted responses since open ended questions are perceived as less threatening (Pincho, 2014; Mazaki, 2014). The interview guide helped the researcher collect data from head teachers since they were regarded as individuals in a position to offer more information than the teachers. The Focus Group Discussion guide (Ref to Appendix VI) was used by the researcher during the exchange meeting with respondents in a group discussion. In this research, the focus group discussion involved some teachers and guided by the researcher who acted as a moderator and a recorder. The guide had open ended questions which were administered by the researcher to the respondents during the discussion. This gave the respondents freedom of expression and helped the researcher to get primary data

3.6. Quality Control Measures:

Data quality control means stability or dependability of an instrument; a procedure or a technique in order to obtain information intended (Kaahwa, 2008). Kaahwa adds that quality data is controlled through validity and reliability.

3.6.1. Validity:

Validity is the extent to which the instruments used during the study measure the issues they intended to measure (Amin, 2005; Aacha, 2010, Kaahwa, 2008). To ensure validity, the researcher ensured that instruments covered all the dimensions of the phenomenon under study as clarified in the conceptual framework. The instruments were developed under the guidance of the supervisor to assess their structure, contents clarity, consistence and relevancy in relation to the research objectives and were carried out in natural settings of UPE schools. Triangulation methods were used to enhance the quality of the findings (Amin, 2005; Kothari, 2004; Mazaki, 2014).

3.6.2. Reliability:

Reliability is the extent to which the measuring instruments will produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Kaahwa, 2008, Amin, 2005; Aacha, 2010). To ensure reliability of the instruments, the researcher constructed the questionnaire with appropriate wording, simple, direct and familiar words to the respondents. Items that were based on assumption were avoided; the schools and respondents were selected without bias. The research tools were discussed with colleagues and then pre-tested in a pilot study to identify ambiguity of the questions, to align the items to the research objectives and to determine the effectiveness of instructions.

3.7 Data Management:

Data collected was examined for its accuracy and completeness of information given. It was cleaned, edited, coded and analyzed using Statistical Package for Social Sciences (SPSS). SPSS have the capability of offering extensive data handling and numerous statistical analysis routine that can analyze small to very large statistics (Mujis, 2004; Mege, 2014).

3.8 Data Analysis:

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo and Tromp, 2006; Mege, 2014). It is a process that involves editing, coding, classifying, and tabulating the collected data (Kothari, 2004; Gwambombo, 2013).

The researcher used both qualitative and quantitative data analysis techniques. Qualitative data was analyzed using content and discourse analysis technique. This involved a thorough and repeated reading of the written responses of each respondent to ensure that each question received an answer. In this technique, the researcher grouped the main themes of the respondents basing on the research objectives and presented them using descriptive

techniques. Miles and Huberman cited in Lubuva (2013) described a theme as a recurring regularity developed within categories or cutting across categories.

Quantitative data was analyzed using a statistical package for social sciences (SPSS). This enabled the researcher to come up with descriptive statistics, frequencies and percentages. The researcher also conducted bi-variate analysis using the Pearson Chi-square and correlation in order to examine the relationships between variables.

Ling (2008) explains that the Chi-square test is intended to test how likely it is that an observed distribution is due to chance. It is also called a "goodness of fit" statistic, because it measures how well the observed distribution of data fits with the distribution that is expected if the variables are independent. The study used a 95% confidence interval; which means that all p-values below 0.05 were considered significant.

Rumsey (2018) defines the correlation coefficient r as a measure of the strength and direction of a linear relationship between two variables. The value of r is always between +1 and –1 to show whether there is a negative or positive relationship.

3.9 Ethical Consideration:

Qudsiya Contractor cited in Lubuva (2013) contends that, ethical issues that surface during field work may often pose unique challenges to the researcher. Ethical Principals in conducting research include acquiring research clearance, requesting consent of the participants as well as maintaining confidentiality (Morrison, 1993; Gwambombo, 2013). The researcher received an introductory letter from the University (Appendix VIII) and again sought for permission from the Town Clerk (Appendix IX) to gain access to selected UPE schools. This was followed by an official writing from the Principal Education Officer to the head teachers requesting them to allow the researcher to conduct the study. The head teachers introduced the researcher to teachers and in addition, each instrument had an opening introductory letter requesting for the respondent's cooperation in providing the required

information for the study. During the planning, collection and processing of the data, the researcher followed the guidelines to maintain ethical standards which included; seeking informed consent of the respondents and made it known that their participation was voluntary and they were free to withdraw from the study at any time or would not answer questions they were uncomfortable with. The researcher assured the respondents confidentiality of the information provided and that, the study finding would be used for academic purposes only. Respondents were also assured of their personal protection, the information they would provide would be treated confidential and if published it would not be identified as theirs. The participants' identity was concealed in written and verbal reports of the results, as well as in informal discussion in study samples. With respect to anonymity of respondents, the real names of respondents and schools were not used.

3.10 Limitations:

Limitations are conditions beyond the ability of the researcher that may place restrictions on the conclusions of the study and their application to other situations (Best and Khan, 1993; Mege, 2014). Kaahwa (2008) asserts that, limitations are daily conditions which limit the generation of the results. Kombo et al cited in Gwambombo (2013) opined that, limitations of the study are those factors or conditions that hinder the researcher from smooth access to the required data or respondent or place restrictions on the conclusions of the study. The study was faced by a number of limitations in terms of geographical, content and time scope. This study covered ten UPE schools in Masaka Municipality. It involved 10 head teachers and 96 teachers. Only UPE schools, their head teachers, and teachers participated in this study. The result of the study therefore relate to only teachers in UPE schools. This study focused on only three teachers' working conditions dimensions (teachers' workload, compensation and involvement in school decision making) and their influence on quality of learning (assessment of teaching and learning, classroom environment and management) in UPE

schools in Masaka Municipality. The study considered a period between 2014 and 2017 to investigate the influence of teachers' working conditions on the quality of learning in UPE schools in Masaka Municipality.

There could have been other teachers' working conditions dimensions that had an influence on quality of teaching and learning in UPE schools in Masaka Municipality however, they were not part of this study. The researcher believed that what were involved in this study, were the key factors. The results of the study depended upon the cooperation, willingness and sincerity of the head teachers, and teachers. As away to address some of the limitations, the researcher ensured that the respondents were fully informed of the purpose of the study. They were assured of confidentiality and their identity would remain anonymous because the findings of the study were only for academic purpose.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and discusses the results of the study; issues to do with teachers' working conditions and how they affect the quality of teaching and learning in UPE schools in Masaka Municipality. The results are presented in line with the study objectives as shown below;

4.2 Background characteristics of the study respondents

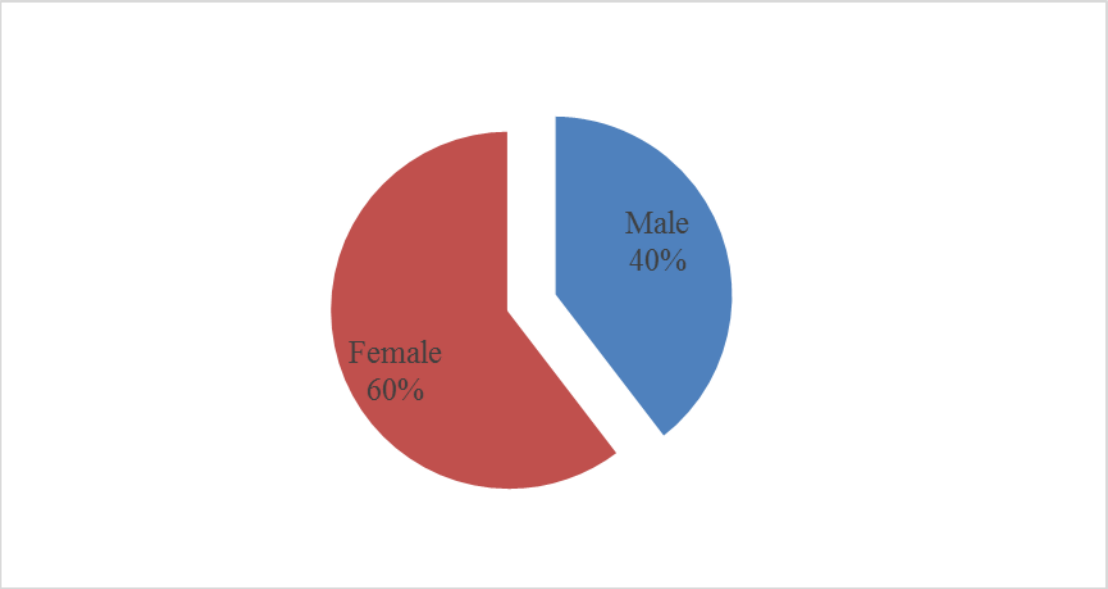
This section presents the background characteristics of the study respondents which included the gender of the respondents and time spent working as a teacher. This is further shown in the following sections;

4.2.1 Gender of the respondents

It is crucial to analyze the gender of the respondents so as to show the contribution of both sexes to the results of the study. Teachers inspire and empower – they can also discourage and impose limitations, regardless of whether they are making a conscious effort to do so; this is in one influence by gender issues and therefore teachers and other stakeholders understand and believe in gender sensitive education (UNESCO, 2017).

The study looked at the gender aspect of the respondents because issues relating to gender can give an important background to the teachers' working conditions. The figure below shows the gender of the respondents;

Figure 1: Gender of the respondents

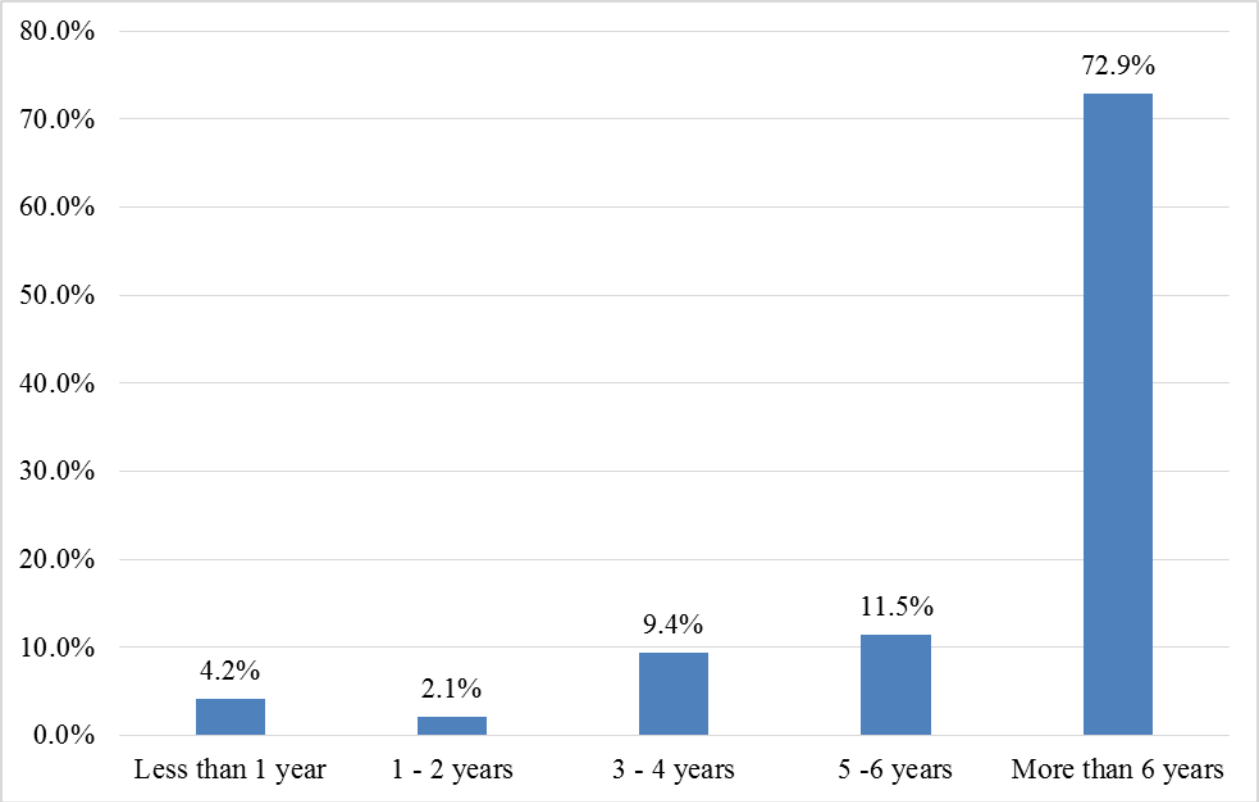


Out of 118 teachers that were sampled in the study, only 96 teachers responded of which 38 were males and 58 were females. Thus, Figure 1 shows that, the majority of the respondents were females as compared to males.

4.2.2 Time worked as a teacher

The time worked as a teacher is an important background characteristic as it is believed that as teachers gain experience, their students are more likely to do better on other measures of success beyond test scores, such as school attendance (Tara and Podolsky, 2016). Therefore, the researcher thought it necessary to include this feature in the study. The study examined the time respondents had worked in the teaching profession. The figure below shows the results of the study;

Figure 2: Time worked as a teacher



As shown by figure 2, majority of the respondents had worked for more than 6 years, 11.5 percent had worked for a period between 5 and 6 years, 9.4 percent had worked for 3 to 4 years, 2.1 percent had worked between 1 and 2 years and 4.2 percent had worked for less than 1 year. Since the majority of the respondents had worked for more than six years, the study utilized their experiences to get relevant information on the influence of teachers' working conditions on the quality of teaching and learning.

4.3 Teachers' work load

This section presents results on teachers' work load. The results are presented in relation to the different statements that were asked to the respondents. This is shown in table 2;

Table 2: Teachers' work load

Statements on teachers' work load	Number of teachers	Percentage (%)
Teachers are overloaded		
Strongly agree	33	34.4
Agree	34	35.4
Undecided	3	3.1
Disagree	21	21.9
Strongly disagree	5	5.2
Time table gives teachers time to relax		
Strongly agree	7	7.4
Agree	17	17.9
Undecided	6	6.3
Disagree	26	27.4
Strongly disagree	39	41.1
Teachers handle more than one class		
Strongly agree	49	52.1
Agree	42	44.7
Undecided	1	1.1
Disagree	2	2.1
Remedial lessons are time tabled		
Strongly agree	42	44.2
Agree	42	44.2
Undecided	3	3.2
Disagree	5	5.3
Strongly disagree	3	3.2
Classrooms are overcrowded		
Strongly agree	15	15.6
Agree	26	27.1
Undecided	5	5.2
Disagree	34	35.4
Strongly disagree	16	16.7
Enrolment is manageable		
Strongly agree	29	30.2
Agree	31	32.3
Undecided	4	4.2
Disagree	28	29.2
Strongly disagree	4	4.2
Total	96	100.0

Source: ***field data, 2017***

Results show that majority of the respondents, that is; 69.8 percent agree and strongly agree that teachers are overloaded. Only 27.1 percent disagree with the statement while 3.1 percent were undecided. Respondents further affirmed the results saying that;

> "when teachers are overloaded; it leads to less supervision and less attention to the learners, the teacher might get exhausted and give inadequate work, pupils may not get the right content and the syllabus might not be covered" (Head teacher)
>
> "Teachers are overloaded and at least a teacher has 20 periods a week. Lessons begin at 7.00am and end at 6.00pm" (Teachers' FGD)
>
> "It is too much and teachers teach for 30periods a week the teacher pupil ratio is 1:50" (Teachers' FGD)

However, as compared to the recommended load by Ministry of Education and Sports (MoES), a primary teacher in Uganda is supposed to teach for 40 periods a week. Results show that majority of the respondents, that is; 68.5 percent disagree and strongly disagree that the time table gives teachers time to relax. Only 25.3 percent agree and strongly agree with the statement while 6.3 percent were undecided. Since the time table does not give teachers time to relax, it means that they are occupied throughout which makes them to be overloaded.

Results show that 96.8 percent of the respondents agree and strongly agree that teachers handle more than one class. Only 2.1 percent disagree with the statement while 1.1 percent was undecided.

The majority of the respondents that is; 88.4 percent agree and strongly agree that remedial lessons are time tabled. Only 8.5 percent disagree and strongly disagree with the statement while 3.2 percent were undecided.

Results indicate that 52.1 percent of the respondents disagree and strongly disagree that classrooms are overcrowded while 42.7 percent agree and strongly agree with the statement and only 5.2 percent were undecided.

The majority of the respondents that is; 62.5 percent agree and strongly agree that enrolment is manageable. Only 33.4 percent disagree and strongly disagree with the statement while 4.2 percent were undecided.

Results show that 58.3 percent of the respondents agree and strongly agree that weak learners are given extra lessons while 32.3 percent disagree and strongly disagree with the statement and only 9.4 percent were undecided. This means that teachers have an added load that enables them to attend to the weak learners.

The majority of the respondents that is; 85.5 percent disagree and strongly disagree that a teacher is allocated a single class while 10.5 percent agree and strongly agree with the statement and only 3.1 percent were undecided.

The researcher further analyzed descriptive statistics on teachers' workload as shown in the table below;

Table 3: Descriptive statistics on teachers' workload

Teachers' work load	N	Mean	Median	Mode	Std. Deviation
Teachers are overloaded	96	2.281	2	2	1.287
Timetable gives teachers time to relax	95	3.768	4	5	1.348
Teachers handle more than one class	94	1.532	1	1	0.634
Remedials are timetabled	95	1.789	2	1	0.966
Classrooms are overcrowded	96	3.104	4	4	1.388
Enrolment is manageable	96	2.448	2	2	1.305
Teachers allocated a single class	95	4.084	4	4	1.018
Weak learners are given extra	96	2.698	2	2	1.153

4.4 Teachers' compensation

This section presents responses on teachers' compensation. The results are presented in relation to different statements that were asked to the respondents. These are further shown in the table below;

Table 4: Responses on teachers' compensation

Statements on Teachers' compensation	Number of teachers	Percentage (%)
Salaries are paid promptly		
Strongly agree	40	41.7
Agree	34	35.4
Undecided	1	1.0
Disagree	15	15.6
Strongly disagree	6	6.3
Teachers are paid allowances		
Strongly agree	18	18.9
Agree	52	54.7
Undecided	2	2.1
Disagree	12	12.6
Strongly disagree	11	11.6
Only teachers who handle remedial lessons are given bonuses		
Strongly agree	14	15.2
Agree	23	25.0
Undecided	5	5.4
Disagree	24	26.1
Strongly disagree	26	28.3
All teachers get uniform allowances		
Strongly agree	12	12.8
Agree	9	9.6
Undecided	4	4.3
Disagree	40	42.6
Strongly disagree	29	30.9
Allowances are paid according to classes allocated		
Strongly agree	23	24.2
Agree	32	33.7
Undecided	4	4.2
Disagree	26	27.4
Strongly disagree	10	10.5
Allowances are paid according to work done		
Strongly agree	8	8.3
Agree	21	21.9
Undecided	6	6.3
Disagree	40	41.7
Strongly disagree	21	21.9
Salaries are delayed		
Strongly agree	11	11.5
Agree	12	12.5
Undecided	5	5.2
Disagree	30	31.3
Strongly disagree	38	39.6
Total	**96**	**100.0**

Source: ***field data, 2017***

Results from the table 3 shows that, 77.1 percent of the respondents agree and strongly agree that salaries are paid promptly while 21.9 percent disagree and strongly disagree with the statement and only 1 percent was undecided. Since the majority of the respondents agreed with the statement, it means that most of the teachers are able to attend to learners during class activities.

Majority of the respondents that is; 73.6 percent agree and strongly agree that teachers are paid allowances, only 24.2 percent disagree and strongly disagree with the statement while 2.1 percent were undecided. Paying teachers allowances boosts their morale and hence improves on their effectiveness.

The majority of the respondents that is; 54.3 percent disagree and strongly disagree that only teachers who handle remedial lessons are given bonuses while 40.2 percent agree and strongly agree with the statement and only 5.4 percent were undecided.

Results show that; 73.5 percent constituting the majority of the respondents disagree and strongly disagree that teachers get uniform allowances while 22.4 percent agree and strongly agree with the statement and only 4.3 percent were undecided. This means that extra allowances are paid to teachers using different criteria.

Majority of the respondents that is 57.9 percent agree and strongly agree that allowances are paid according to classes allocated while 37.9 percent disagree and strongly disagree with the statement and only 4.2 percent were undecided. Another respondent explained saying that;

> "It depends on the classes each teacher handles; P.7 paid differently, P.6 the same, other classes are paid the same amount" (Head teacher)

Another respondent similarly said that;

> "They are paid according to the sections they teach, for example; infants, middle and upper; depending on the classes and the number of lessons" (Head teacher)

This creates a gap amongst the teachers because their input at every level is equally important thus; hard working teachers are demoralized due to non uniform payments.

However, results further show that 63.6 percent disagree and strongly disagree that allowances are paid according to work done while 30.2 percent agree and strongly agree and only 6.3 percent were undecided. This was further put down by a respondent who said that;

> "Paying teachers extra allowances motivates teachers and leads to better performance as teachers work tooth and nail to improve" (Head teacher)

Results show that majority of the respondents that is; 70.9 percent disagree and strongly disagree that salaries are delayed while 24 percent agree and strongly agree with the statement and only 5.2 percent were undecided.

The researcher further analyzed descriptive statistics on teachers' compensation as shown in the table below;

Table 5: Descriptive statistics on teachers' compensation

Teachers' compensation	N	Mean	Median	Mode	Std. Deviation
Salaries are paid promptly	96	2.094	2	1	1.274
Teachers are paid allowances	95	2.432	2	2	1.260
Only teachers who handle remedials are given bonuses	92	3.272	4	5	1.483
All teachers get uniform allowances	94	3.691	4	4	1.344
Allowances are paid according to classes	95	2.663	2	2	1.381
Allowances paid according to work done	96	3.469	4	4	1.281
Salaries are delayed	96	3.75	4	5	1.392

4.5 Teachers' involvement in school decision making

This section presents responses on teachers' involvement in school decision making. The results are presented in relation to different statements that were asked to the respondents. These are further shown in table 4;

Table 6: Teachers' involvement in school decision making

Statements on Teachers' involvement in school decision making	Number of teachers	Percentage (%)
Decision making is done by administrators		
Strongly agree	17	18.3
Agree	19	20.4
Undecided	3	3.2
Disagree	38	40.9
Strongly disagree	16	17.2
Teachers participate in decision making		
Strongly agree	14	15.2
Agree	44	47.8
Undecided	6	6.5
Disagree	17	18.5
Strongly disagree	11	12.0
Teachers are given autonomy on issues of their classes		
Strongly agree	15	16.3
Agree	53	57.6
Undecided	7	7.6
Disagree	11	12.0
Strongly disagree	6	6.5
Classroom issues are referred to administration		
Strongly agree	13	14.1
Agree	33	35.9
Undecided	5	5.4
Disagree	32	34.8
Strongly disagree	9	9.8
Teachers are permitted to organize classroom activities		
Strongly agree	16	17.0
Agree	53	56.4
Undecided	6	6.4
Disagree	13	13.8
Strongly disagree	6	6.4
Classroom activities organized and planned by administrators		
Strongly agree	11	11.6
Agree	22	23.2
Undecided	4	4.2
Disagree	40	42.1
Strongly disagree	18	18.9
Total	**96**	**100.0**

Source: ***field data, 2017***

Results show that, 58.1 percent disagree and strongly disagree that decision making is done by administrators while 38.7 percent agree and strongly agree with the statement and only 3.2 percent were undecided. This means that decision making is a shared responsibility between administrators and their subordinates. A head teacher further said that;

> "Since teachers are the ones on the ground they know much on the things connected with the class, pupils and the parents where pupils come from" (Head teacher)

Results from table 4 further show that, 63 percent of the respondents agree and strongly agree that teachers participate in decision making while 30.5 percent disagree and strongly disagree and only 6.5 percent were undecided. Respondents further affirm that:

> "Teachers are involved through staff meetings, departmental meetings career guidance meetings senior man and senior woman meeting the staff" (Teachers' FGD)

Majority of the respondents that is; 73.9 percent agree and strongly agree that teachers are given autonomy on issues of their classes while 18.5 percent disagree and strongly disagree with the statement and only 7.6 percent were undecided. Referring to these results, teachers are intrinsically motivated. This makes them to plan for their classes more effectively which improve on the quality of teaching and learning. Similarly, another respondent said that;

> "Teachers own the decision and they do it knowing that they are the ones that made it. They own them and work towards achieving the targeted objectives" (Head teacher)

Results show that 50 percent agree and strongly agree that classroom issues are referred to the administration, while 44.6 percent disagree and strongly disagree with the statement and only 5.4 percent were undecided. This indicates that some classroom issues are partly managed by the respective teachers while others are referred to the administration. This still brings the idea of shared decision among the teachers and the administrators.

Results from table 4 further indicate that; 73.4 percent of the respondents agree and strongly agree that teachers are permitted to organize classroom activities while 20.2 percent disagree and strongly disagree with the statement and only 6.4 percent were undecided.

Once teachers are given chance to organize their classroom, it helps them to plan for the activities that suits the level of their learners. It is important for teachers to establish and sustain an orderly environment in the classroom.

Results from table 4 again indicate that 61 percent disagree and strongly disagree, that classroom activities are organized and planned by administrators while 24.8 percent agree and strongly agree and only 4.2 percent were undecided. This still gives teachers chance to manage their classes which boosts their morale of working.

The researcher further analyzed descriptive statistics on teachers' involvement in school decision making as shown in the table below;

Table 7: Descriptive statistics on teachers' involvement in school decision making

Teachers' involvement in school decision making	N	Mean	Median	Mode	Std. Deviation
Decision making is done by administrators	93	3.183	4	4	1.421
Teachers participate in decision making	92	2.641	2	2	1.280
Teachers given autonomy on issues of their classes	92	2.348	2	2	1.094
Classroom issues referred to administration	92	2.902	2.5	2	1.293
Teachers are permitted to organize classroom activities	94	2.362	2	2	1.115
Classroom activities organized and planned by administrators	95	3.337	4	4	1.334

4.6 Assessment of teaching and learning

This section presents responses on assessment of teaching and learning. The results are presented in relation to different statements that were asked to the respondents.

Table 8: Assessment of teaching and learning

Statements on Assessment of teaching and learning	Number of teachers	Percentage (%)
Syllabus is completed in time		
Strongly agree	17	17.9
Agree	49	51.6
Undecided	10	10.5
Disagree	13	13.7
Strongly disagree	6	6.3
Teachers get ample time to prepare for exams		
Strongly agree	13	13.5
Agree	60	62.5
Undecided	6	6.3
Disagree	14	14.6
Strongly disagree	3	3.1
Weak pupils are given extra lessons		
Strongly agree	11	11.6
Agree	48	50.5
Undecided	7	7.4
Disagree	27	28.4
Strongly disagree	2	2.1
Regular continuous assessment is carried out		
Strongly agree	23	24.5
Agree	53	56.4
Undecided	5	5.3
Disagree	11	11.7
Strongly disagree	2	2.1
Continuous assessment is not regular		
Strongly agree	8	8.7
Agree	29	31.5
Undecided	6	6.5
Disagree	39	42.4
Strongly disagree	10	10.9
Results of continuous assessment are availed to parents		
Strongly agree	24	25.8
Agree	49	52.7
Undecided	6	6.5
Disagree	9	9.7
Strongly disagree	5	5.4
Parents discuss results of children with teachers		
Strongly agree	16	16.8
Agree	54	56.8
Undecided	7	7.4
Disagree	12	12.6
Strongly disagree	6	6.3
Total	**96**	**100.0**

Source: ***field data, 2017***

Majority of the respondents that is, 69.5 percent agree and strongly agree that the syllabus is completed in time while 20 percent disagree and strongly disagree with the statement and only 10.5 percent were undecided. A great percentage of the respondents agreed to the statement, clearly indicate that teachers get ample time to prepare their children for assessment or examinations.

Results show that 76 percent of the respondents agree and strongly agree that teachers get ample time to prepare for exams while 17.7 percent disagree and strongly disagree and only 6.3 percent were undecided. The majority of the respondents that is, 62.1 percent agree and strongly agree that weak pupils are given extra lessons while 30.5 percent disagree and strongly disagree with the statement and only 7.4 percent were undecided.

Results indicate that 80.9 percent of the respondents agree and strongly agree that regular assessment is carried out while13.8 percent disagree and strongly disagree with the statement and only 5.3 percent were undecided. Continuous assessment is a tool used to determine the level of achievement of the learners. 53.3 percent of the respondents from table 5 disagree and strongly disagree that continuous assessment is not regular while 40.2 percent agree and strongly agree with the statement and only 6.5 percent were undecided.

Majority of the respondents that is 78.5 percent agree and strongly agree that results of continuous assessment are availed to parents, while 15.1 percent disagree and strongly disagree with the statement and only 6.5 percent were undecided. Majority of the respondents constituting 73.6 percent agree and strongly agree that parents discuss results of children with teachers while 18.9 percent disagree and strongly disagree and only 7.4 percent were undecided. Such results show that parents are given a chance to exchange their views concerning the education of their children with teachers.

The researcher further analyzed descriptive statistics on assessment of teaching and learning as shown in the table below;

Table 9: Descriptive statistics on assessment of teaching and learning

Assessment of teaching and learning	N	Mean	Median	Mode	Std. Deviation
Syllabus is completed in time	95	2.389	2	2	1.123
Teachers get ample time to prepare for exams	96	2.313	2	2	0.987
Weak pupils are given extra lessons	95	2.589	2	2	1.087
Regular continuous assessment is carried out	94	2.106	2	2	0.978
Continuous assessment is not regular	92	3.152	4	4	1.231
Results of continuous assessment availed to parents	93	2.161	2	2	1.086
Parents discuss results of children with teachers	95	2.347	2	2	1.099

4.7 Classroom environment and management

This section presents responses on classroom environment and management. The results are presented in relation to different statements that were asked to respondents.

Table 10: Classroom environment and management

Statements on Classroom environment and management	Number of teachers	Percentage (%)
Teachers prepare instructional materials before class		
Strongly agree	27	29.0
Agree	56	60.2
Undecided	3	3.2
Disagree	7	7.5
Lessons are taught using learning aids		
Strongly agree	18	19.4
Agree	36	38.7
Undecided	8	8.6
Disagree	28	30.1
Strongly disagree	3	3.2
Instructional materials are enough		
Strongly agree	5	5.5
Agree	25	27.5
Undecided	9	9.9
Disagree	39	42.9
Strongly disagree	13	14.3
Learners fail to access instructional materials		
Strongly agree	6	6.7
Agree	21	23.3
Undecided	9	10.0
Disagree	40	44.4
Strongly disagree	14	15.6
Teachers interact freely with learners		
Strongly agree	42	45.2
Agree	41	44.1
Undecided	1	1.1
Disagree	6	6.5
Strongly disagree	3	3.2
Learners fail to express freely during lessons		
Strongly agree	10	10.8
Agree	16	17.2
Undecided	1	1.1
Disagree	43	46.2
Strongly disagree	23	24.7
Classroom issues are managed by respective teachers		
Strongly agree	18	19.6
Agree	61	66.3
Disagree	5	5.4
Strongly disagree	8	8.7
Classroom issues are managed by administration		
Strongly agree	3	3.3
Agree	1	1.1
Undecided	4	4.4
Disagree	54	59.3
Strongly disagree	29	31.9
Total	**96**	**100.0**

Source: ***field data, 2017***

Results from table 6 indicate that 89.2 percent agree and strongly agree that teachers prepare instructional materials before class while7.5 percent disagree and strongly disagree with the statement and only 3.2 percent were undecided. According to such results, the teaching and learning process is facilitated by the instructional materials which is a key element in the teaching profession.

Results show that 58.1 of the respondents agree and strongly agree that lessons are taught using learning aids, while 33.3 percent disagree and strongly disagree with the statement and only 8.6 percent were undecided.

Results from table 6 indicate that majority of the respondents that is 57.2 percent disagree and strongly disagree that instructional materials are enough while 33 percent agree and strongly agree with the statement and only 9.9 percent were undecided. In a situation where instructional materials are not enough, management of the class discipline becomes difficult and hence interferes with the smooth conduct of the lesson.

Majority of the respondents, 60 percent disagree and strongly disagree that learners fail to access to instructional materials while 30 percent agree and strongly agree with the statement and only 10 percent were undecided. Once learners get access to the instructional materials, it arouses their interest which makes them yearn for more information. This helps to facilitate the teaching and learning process.

Results show that majority of the respondents, 89.3 percent agree and strongly agree that teachers interact freely with the learners while 9.7 percent disagree and strongly disagree with the statement and only 1.1 percent was undecided. Good interaction makes teachers to be close to the learners and enable them to identify the learners' difficulties and needs easily.

70.9 percent of the respondents disagree and strongly disagree that learners fail to express freely during the lesson while 28.0 percent agree and strongly agree with the statement and

only 1.1 percent were undecided. This indicates that learners participate actively during the course of the lesson which deepens their level of understanding.

Majority of the respondents that is 85.9 percent agree and strongly agree that classroom issues are managed by respective teachers while 14.1 percent disagree and strongly disagree with the statement and only 5.4 percent were undecided. This gives teachers some autonomy to manage classroom issues including classroom activities. When teachers get a chance to manage their classes, they tend to provide learners with all the necessary conditions which facilitate their learning.

The results from table 6 show that, 91.2 percent disagree and strongly disagree, that classroom issues are managed by administration while 4.4 percent agree and strongly agree with the statement and only 4.4 percent were undecided. This still helps teachers to attend to different needs of the learners. Thus, administrators should ensure that teachers know their expectations as far as classroom management and student discipline is concerned.

The researcher further analyzed descriptive statistics on classroom environment and management as shown in the table below;

Table 11: Descriptive statistics on classroom environment and management

Classroom environment and management	N	Mean	Median	Mode	Std. Deviation
Teachers prepare instructional materials before class	93	1.892	2	2	0.787
Lessons are taught using learning aids	93	2.591	2	2	1.200
Instructional materials are enough	91	3.330	4	4	1.184
Learners fail to access instructional materials	90	3.389	4	4	1.196
Teachers interact freely with learners	93	1.785	2	1	0.987
Learners fail to express freely during lessons	93	3.570	4	4	1.322
Classroom issues managed by respective teachers	92	2.174	2	2	1.085
Classroom issues managed by administration	91	4.154	4	4	0.829

4.8.0 Examining the relationships between the teachers' working conditions and the Quality of learning

The study examined the relationship between teachers' working conditions and their influence on the Quality of learning. The results are presented in the tables below;

4.8.1 Teachers' workload

Table 12: Teachers' workload and the Quality of learning

Measures of Teachers' workload		Measures of Quality of learning					
		Syllabus is completed in time	Teachers get ample time to prepare learners for exams	Results of continuous assessment availed to parents	Learners fail to access instructional materials	Learners fail to express freely during lessons	Classroom issues managed by administration
Teachers Are Over loaded	Correlation	-.036	-.028	.146	-.154	-.191	-.082
	Sig. (2-tailed)	.728	.783	.162	.147	.066	.440
	N	95	96	93	90	93	91
Timetable Gives Teachers Time To Relax	Correlation	.187	.111	.081	-.059	.003	.162
	Sig. (2-tailed)	.071	.285	.440	.581	.980	.127
	N	94	95	92	89	92	90
Teachers Handle More Than One Class	Correlation	-.110	.105	-.136	-.251*	-.081	-.270*
	Sig. (2-tailed)	.293	.312	.199	.018	.440	.010
	N	94	94	91	89	92	90
Remedial lessons Are Time-tabled	Correlation	.183	.303**	.049	.024	.001	-.048
	Sig. (2-tailed)	.078	.003	.641	.821	.989	.651
	N	94	95	92	89	92	90
Classrooms Are Overcrowded	Correlation	.044	-.193	.034	.135	.240*	.004
	Sig. (2-tailed)	.671	.060	.747	.206	.020	.967
	N	95	96	93	90	93	91
Enrolment Is Manageable	Correlation	.009	.225*	-.012	-.032	.039	.078
	Sig. (2-tailed)	.931	.027	.906	.768	.712	.461
	N	95	96	93	90	93	91
Weak Learners Are Given Extra	Correlation	-.009	.232*	-.031	.053	.038	-.078
	Sig. (2-tailed)	.931	.023	.769	.617	.718	.460
	N	95	96	93	90	93	91
Teacher Is Allocated A Single Class	Correlation	.072	.167	-.057	-.062	.053	.176
	Sig. (2-tailed)	.488	.105	.592	.567	.613	.098
	N	94	95	92	89	92	90

. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Results in table 7 show that there is a negative relationship between teachers handle more than one class and learners fail to access instructional materials(r = -0.251). The relationship is statistically significant (Sig = 0.018) at 0.05 level of significance. There is also a negative relationship between teachers handle more than one class and classroom issues are managed by administration (r = -0.270). The relationship is statistically significant (Sig = 0.010) at 0.05 level of significance. Table 7 still shows that there is a positive relationship between remedial lessons are timetabled and teachers get ample time to prepare for exams (r = 0.303). The relationship is statistically significant (Sig = 0.003) at 0.01 level of significance. There is

also a positive relationship between classroom are overcrowded and learners fail to express freely during the lesson (r = 0.240). The relationship is statistically significant (Sig = 0.020) at 0.05 level of significance. Results again indicate that there is a positive relationship between enrolment is manageable and teachers get ample time to prepare for exams (r = 0.225). The relationship is statistically significant (Sig = 0.027) at 0.05 level of significance. There is a positive relationship between weak learners are given extra lessons and teachers get ample time to prepare for the exams (r = 0.232). The relationship is statistically significant (Sig = 0.023) at 0.05 level of significance. This implies that the teachers' workload as part of the teachers' working conditions influences the quality of teaching and learning as evidenced by; learners fail to access instructional materials, classroom issues are managed by administration, teachers get ample time to prepare for exams, and learners fail to express freely during the lesson.

Ho: Teachers' workload has no influence on the assessment of teaching and learning in UPE schools.

Ha: Teachers' workload has an influence on assessment of teaching and learning in UPE schools.

The researcher found out that;

Teachers handle more than one class has a significant relationship with whether learners fail to access instructional materials and whether classroom issues are managed by administration, remedial lessons are timetabled has a high significant relationship with whether teachers get ample time to prepare for exams, classrooms are overloaded has a significant relationship with whether learners fail to express freely during the lesson, enrolment is manageable has a significant relationship with whether teachers get ample time to prepare for exams, weak learners are given extra lessons has a significant relationship with whether teachers get ample time to prepare for exams. The researcher therefore rejects the null hypothesis which states: teachers' workload has no influence on assessment of teaching and learning. Hence teachers' workload should be manageable to ensure quality learning.

4.8.2 Teachers' compensation

Table 13: Teachers' compensation and the Quality of learning

Measures of teachers' compensation		Measures of Quality of learning					
		Syllabus is completed in time	Teachers get ample time to prepare learners for exams	Results of continuous assessment availed to parents	Learners fail to access instructional materials	Learners fail to express freely during lessons	Classroom issues managed by administration
Salaries are paid promptly	Correlation	.038	.119	.174	.137	-.095	-.073
	Sig. (2-tailed)	.715	.249	.096	.196	.363	.492
	N	95	96	93	90	93	91
Teachers are paid allowances	Correlation	.185	.137	.085	.045	.108	-.076
	Sig. (2-tailed)	.074	.187	.419	.673	.307	.477
	N	94	95	92	89	92	90
Only teachers who handle remedial lessons are given bonuses	Correlation	-.049	-.030	-.181	-.067	.075	.153
	Sig. (2-tailed)	.643	.780	.090	.537	.483	.158
	N	91	92	89	87	89	87
All teachers get uniform allowances	Correlation	.010	.094	-.022	.108	.110	-.063
	Sig. (2-tailed)	.925	.369	.837	.316	.299	.559
	N	93	94	91	88	91	89
Allowances are paid according to classes	Correlation	-.084	.060	-.094	.056	.065	-.025
	Sig. (2-tailed)	.419	.561	.371	.601	.537	.812
	N	94	95	92	89	92	90
Allowances paid according to work done	Correlation	.061	.074	.128	.055	-.002	.069
	Sig. (2-tailed)	.556	.471	.222	.604	.982	.514
	N	95	96	93	90	93	91
Salaries are delayed	Correlation	.127	-.119	.046	.030	.117	.101
	Sig. (2-tailed)	.221	.249	.665	.778	.263	.342
	N	95	96	93	90	93	91

. Correlation is significant at the 0.05 level (2-tailed).**. Correlation is significant at the 0.01 level (2-tailed).

Results from table 8 show that there were no variables with significant relationships.

Ho: there is no relationship between teachers' compensation and assessment of teaching and learning in UPE Schools.

Ha: there is a significant relationship between teachers' compensation and assessment of teaching and learning in UPE schools.

The researcher found out that; there were no significant relationships between the variables. Thus, the researcher accepts the null hypothesis that states: there is no relationship between teachers' compensation and assessment of teaching and learning.

This implies that teachers' compensation as part of teachers' working conditions has no influence on the quality of teaching and learning. Administrators should therefore not focus on teachers' compensation as a way of improving the quality of teaching and learning but to concentrate on other teachers' working conditions like teachers' workload and teachers' involvement in school decision making.

4.8.3 Teachers' involvement in school decision making

Table 14: Teachers' involvement in school decision making and the quality of learning

Measures of teachers' involvement in school decision making		Measures of Quality of learning					
		Syllabus is completed in time	Teachers get ample time to prepare learners for exams	Results of continuous assessment availed to parents	Learners fail to access instructional materials	Learners fail to express freely during lessons	Classroom issues managed by administration
Decision making is done by administrators	Correlation	.100	-.154	-.016	-.105	.212*	.272*
	Sig. (2-tailed)	.343	.140	.881	.331	.045	.010
	N	92	93	90	88	90	88
Teachers participate in decision making	Correlation	.286**	.134	.171	-.085	-.201	-.106
	Sig. (2-tailed)	.006	.202	.108	.433	.057	.323
	N	92	92	89	88	90	89
Teachers given autonomy on issues of their classes	Correlation	-.096	-.014	.156	-.085	-.058	-.293**
	Sig. (2-tailed)	.365	.891	.142	.439	.590	.006
	N	91	92	90	86	89	87
Classroom issues referred to administration	Correlation	.117	-.042	.046	.083	.252*	.221*
	Sig. (2-tailed)	.266	.689	.668	.445	.016	.037
	N	92	92	89	87	90	89
Teachers are permitted to organize classroom activities	Correlation	.017	.005	.140	-.265*	-.198	-.360**
	Sig. (2-tailed)	.872	.961	.184	.013	.060	.001
	N	93	94	91	88	91	89
Classroom activities organized and planned by administrators	Correlation	-.049	-.146	-.075	.196	.273**	.331**
	Sig. (2-tailed)	.639	.159	.477	.065	.008	.001
	N	94	95	92	89	92	91

. Correlation is significant at the 0.05 level (2-tailed).**. Correlation is significant at the 0.01 level (2-tailed).

Results from table 9 reveal that there is a positive relationship between decision making is done by administrators and learners fail to express freely during the lesson (r = 0.212). The relationship is statistically significant (Sig = 0.045) at 0.05 level of significance. There is

also a positive relationship between decision making and classroom issues are managed by administration (r = 0.272). The relationship is statistically significant (Sig = 0.010) at 0.05 level of significance. There is a positive relationship between teachers participate in decision making and syllabus is completed in time (r = 0.286). The relationship is statistically significant (Sig = 0.006) at 0.01 level of significance. Results further indicate that there is a negative relationship between teachers are given autonomy on issues of their classes and classroom issues are managed by administration (r = -0.293). The relationship is statistically significant (Sig = 0.006) at 0.01 level of significance. Results from table 9 still show that there is a positive relationship between classroom issues are referred to administration and learners fail to express freely during the lesson (r = 0.252). The relationship is statistically significant (Sig = 0.016) at 0.05 level of significance. Results still show that there is a positive relationship between classroom issues are referred to administration and classroom issues are managed by administration (r = 0.221). The relationship is statistically significant (Sig = 0.037) at 0.05 level of significance. Results still indicate that there is a negative relationship between teachers are permitted to organize classroom activities and learners fail to access instructional materials (r = -0.265). The relationship is statistically significant (Sig = 0.013) at 0.05 level of significance. There is still a negative relationship between teachers are permitted to organize classroom activities and classroom issues are managed by administration (r = -0.360). The relationship is statistically significant (Sig = 0.001) at 0.01 level of significance. Results still indicate that there is a positive relationship between classroom activities are organized and planned by administrators and learners fail to express freely during the lesson(r = 0.273). The relationship is statistically significant (Sig = 0.008) at 0.01 level of significance. There is also a positive relationship between classroom activities are organized and planned by administrators and classroom issues are managed by

administration (r = 0.331). The relationship is statistically significant (Sig = 0.001) at 0.01 level of significance.

Thus, it implies that teachers' involvement in school decision making as part of teachers' working conditions influence the quality of learning as evidenced by; learners fail to express freely during the lesson, classroom issues are managed by administration, syllabus is completed in time, and learners fail to access instructional materials. Therefore, administrators should always involve teachers in decision making on issues pertaining their classes so as to enhance the quality of learning.

Ho: there is no significant relationship between the involvement of teachers in school decision making and the classroom environment and management in UPE schools.

Ha: there is a significant relationship between the involvement of teachers in school decision making and the classroom environment and management in UPE schools.

The researcher found out that;

The indicators of teachers' involvement in school decision making that is: decision making is done by administrators has a significant relationship with whether learners fail to express freely during the lesson and whether classroom issues are managed by administration, teachers participate in decision making has a high significant relationship with whether the syllabus is completed in time, teachers are given autonomy on issues of their classes also has a high significant relationship with whether classroom issues are managed by administration, classroom issues are referred to administration has a significant relationship with whether learners fail to express freely during the lesson and whether classroom issues are managed by administration, teachers are permitted to organize classroom activities has a significant relationship with whether learners fail to access instructional materials and again has a high

significant relationship with whether classroom issues are managed by administration, classroom activities are organized and planned by administrators has a high significant relationship with whether learners fail to express freely during the lesson and also whether classroom issues are managed by administration.

Therefore, the researcher rejects the null hypothesis which states: there is no significant relationship between the involvement of teachers in school decision making and classroom environment and management. To ensure quality learning, administrators should therefore ensure that teachers are greatly involved in school decision making more especially on the issues pertaining their classes.

4.9 Discussion of key findings

This section presents a discussion of the key findings while relating them to the key implications for practice and research;

As shown by the results; majority of the respondents had worked for more than six years; the study utilized their experiences to get relevant information on the influence of teachers' working conditions on the quality of learning.

The study results have shown that a majority of the respondents (69.8 percent) agree and strongly agree that teachers are overloaded; when teachers are overloaded, it affects their performance in terms of efficiency and effectiveness this comes as a result of being exhausted, stressed, frazzled and demoralized with the work. A similar study on the effects of teachers' workload on students' academic performance revealed that teachers who are exhausted, frazzled and demoralized by heavy workload are not effective, efficient and creative in the classroom which brings various negative effects including poor students' achievement (Gwambombo, 2013). Since a great percentage of respondents agreed and strongly agreed that teachers are overloaded, it means that teachers fail to get ample time for

professional activities like planning, marking pupils' exercise books, attending to weak learners and engaging in professional development activities that would almost improve their effectiveness as teachers. Thus, influencing the quality of learning; Chughati et al (2013), recommend that workload should be reasonable for every teacher.

Since the majority of the respondents disagree and strongly disagree that time table gives teachers time to relax, this makes them fatigued with the work because they are occupied throughout the day and in the end it affects their effectiveness during the teaching and learning process; 96.8 percent of the respondents agree and strongly agree that teachers handle more than one class. Similarly 85.5 percent disagree and strongly disagree that a teacher is allocated a single class while 10.5 percent agree and strongly agree with the statement and only 3.1 percent were undecided. This arrangement is different from what is recommended by the Ministry of Education and Sports where a primary teacher is supposed to handle a class alone teaching all the learning areas (UNESCO, 2014). However, results from the study indicate that teachers in UPE schools in Masaka Municipality are roving in more than one class of which such an arrangement makes teachers fail to get adequate time to attend to the learners in particular classes especially those with learning difficulties as compared to a situation when one is allocated a single class.

The study revealed that 88 percent of the respondents agree and strongly agree that remedial lessons are timetabled while 8.5 percent disagree and strongly disagree and only 3.5 percent were undecided. Giving learners extra time in terms of remedial lessons is very essential especially for those that are weak if they are to improve; however, it increases on the teachers' workload. The results still show that, teachers work extra mile to ensure that there is an improvement in the quality of learning.

52.1 percent of the respondents disagree and strongly disagree that classrooms are overcrowded. Overcrowded classes affect the effectiveness of the teacher to deliver his or her

lesson. Once classrooms are not crowded, it eases a teacher's movement during the course of the lesson. Manageable enrolment makes teaching more efficient and effective as it enables the teacher to reach all the learners during the course of the lesson. However, overcrowded classes affect the effectiveness of the teacher to deliver his or her lesson. This study revealed that classroom enrolment is manageable in UPE schools in Masaka Municipality. Research evidence indicate that, large class size impacts negatively on the teaching-learning process since the teacher is not even able to move freely to assess pupils' work as they do their exercises (Mege, 2014). In a similar way, Bahanshal (2013) adds that, teachers in small classes are able to get to pay great attention to their students and the benefit from the presented activities is considered to be high. Dibbon (2004), basing on the research evidence confirms that class size reductions are effective in both reducing teachers' workload and increasing students' achievement.

Results have shown that 58.3 percent of the respondents agree and strongly agree that weak learners are given extra lessons. This means that teachers have an added load that enables them to attend to the weak learners. The extra lessons given to weak learners assist them to master the concepts taught which improves the quality of learning that is reflected in their performance. A study on the factors influencing students' academic achievements revealed that provision of individualized attention to weak students significantly affected students' academic achievements (Kimani et al., 2013).

Since 77.1 percent of the respondents agree and strongly agree that salaries are paid promptly while 70.9 percent disagree and strongly disagree that salaries are delayed. Prompt payments enable teachers to settle their challenges before that would affect their effectiveness during class performance. Additionally, it motivates the teachers to improve on their efficiency and effectiveness. Britton and Propper (2016) affirmed that, the importance of education means

teacher productivity and the effect of pay on teacher performance is a central concern for government worldwide.

73.6 percent agree and strongly agree that teachers are paid allowances. Paying teachers allowances boosts their morale and hence improves on their effectiveness. Similarly, pay performance policies link part of teachers' salaries usually as bonus in addition to the base pay to measure their effectiveness (Pennucci, 2012). Masaka Municipality being an urban area is mandated to levy a charge of 10400/= as prescribed by the Education Act 2008 (GoU, 2008). This amount has been revised from time to time depending on the Management of the school in consultation with local council authorities. Such a charge is used by school administrators to boost the morale of teachers in terms of bonus allowances among other necessities of the schools. The study still revealed that 73.5 percent disagree and strongly disagree that teachers get uniform allowances. This makes teachers to keep on grumbling because each of their inputs is equally important in promoting quality teaching and learning. Podgursky and Springer (2011) contend that, an efficient teacher compensation structure is one that is designed to recruit, retain and motivate the highest quality workforce for any given level of expenditure. Primary teachers' salaries in Uganda are determined by the scheme of service which puts teachers at different salary scales depending on their positions, experiences and entry professional qualifications regardless of the class one is teaching (MoES, 2013). However, the study revealed that teachers are paid allowances depending on the section (Lower, Middle and Upper) or class one is allocated to teach. This demoralizes teachers especially those that are not teaching upper classes yet they are also struggling hard in their respective classes. This kind of arrangement influences the quality of learning in schools.

The study revealed that 58.1 percent disagree and strongly disagree that decision making is done by administrators while 63 percent agree and strongly agree that teachers participate in

school decision making. Results further indicate that some classroom issues are partly managed by respective teachers while others are referred to the administration. Decision making is a shared responsibility between administrators and their subordinates.

With reference to the study findings, once teachers are involved in decision making it gives them the pride to own the decisions made and enable them to work hard towards the implementation of those decisions. Liontos (1993) cited in Mosheti (2013), affirms that participation in school decision making is a collaborative process in which there is shared decision making on educational issues at the school level as a way of involving teachers with the main purpose of improving school effectiveness and student learning. Results from the study show that 73.9 percent agree and strongly agree that teachers are given autonomy on issues of their classes. This makes them to become intrinsically motivated which help them to plan for their classes more effectively and efficiently. Similarly, Whitebook et al (2016), contends that the teaching staff needs to know that they have a certain level of control over their classroom and learning environment. It is important that teachers have relative autonomy to make decisions on materials, room arrangement and planned activities.

Results still indicate that 73.4 percent agree and strongly agree that teachers are permitted to organize classroom activities. Once teachers are given chances to organize their classrooms, it helps them to plan for the activities that suit the level of their learners. It is important for teachers to establish and sustain an orderly environment in the classroom (Gremmen et al., 2016). Gremmen et al further affirm that, teachers will be in position to make the environment that is bias free and which caters for the needs of all the categories of pupils in the class. Kumbi (2015), states that school principals and vice principals should facilitate the conditions that teachers take part in the creation of a conducive- school learning environment that improves students learning and learning outcomes.

Since 76 percent of the respondents agree and strongly agree that teachers get ample time to prepare for exams, it helps to improve on the quality of learning.

Continuous assessment is a tool used to determine the level of achievement of the learners. Referring to these results, continuous assessment is carried out regularly which enables teachers to constantly keep on crosschecking the level of achievements of their learners.

Results indicate that there is a good relationship between the parents and the teachers who are co-partners in the education of the children. Parents play a key role in providing all the necessary conditions that support their children's learning.

According to the above results, the teaching and learning process is facilitated by the instructional materials which is a key element in the teaching profession. Conducting lessons using learning aids is a prerequisite for any successful lesson and if learners are to grasp and master the concepts taught. Olanyika (2016) in his study on the effects of instructional materials recommends that teachers of social studies should employ the use of instructional materials for their teaching and also improvise where and when materials are not available.

In a situation where instructional materials are not enough, management of the class discipline becomes difficult and hence interferes with the smooth conduct of the lesson.

Once learners get access to the instructional materials, it arouses their interest which makes them yearn for more information. This helps to facilitate the teaching and learning process.

Good interaction makes teachers to be close to the learners and enable them to identify the learners' difficulties and needs easily. In a similar way effective classroom management is generally based on the principal of establishing a positive classroom environment encompassing effective teacher- student relationships (Wubbels et al., 1999; Korpershoek et al., 2014).

The study revealed that 89.3 percent agree and strongly agree that teachers interact freely with the learners while70.9 percent disagree and strongly disagree that learners fail to express freely during the lesson. This shows that learners participate actively during the course of the lesson which deepens their level of understanding. When teachers get a chance to manage their classes, they tend to provide learners with all the necessary conditions which facilitate their learning. Coe et al (2014), affirm that classroom climate covers quality of interaction between teachers and students and teachers' expectations: the need to create a classroom that is consistently demanding more, but still recognizing students' self- worth.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion and the recommendations made by the researcher for the study;

5.2 Summary of Findings

The study had 60 percent females as compared to 40 percent males and 72.9 percent of the respondents had worked for more than 6 years.

On teachers' workload, results show that 69.8 percent agree and strongly agree that teachers are overloaded; 68.5 percent disagree and strongly disagree that the time table gives teachers time to relax, 96.8 percent of the respondents agree and strongly agree that teachers handle more than one class and 88.4 percent agree and strongly agree that remedial lessons are time tabled, 52.1 percent of the respondents disagree and strongly disagree that classrooms are overcrowded, 62.5 percent agree and strongly agree that enrolment is manageable, 58.3 percent of the respondents agree and strongly agree that weak learners are given extra lessons and 85.5 percent disagree and strongly disagree that a teacher is allocated a single class.

With teachers' compensation, the study results show that 77.1 percent of the respondents agree and strongly agree that salaries are paid promptly, 73.6 percent agree and strongly agree that teachers are paid allowances, 54.3 percent disagree and strongly disagree that only teachers who handle remedial lessons are given bonuses, 73.5 percent of the respondents disagree and strongly disagree that teachers get uniform allowances, 57.9 percent agree and strongly agree that allowances are paid according to classes allocated, 63.6 percent disagree and strongly disagree that allowances are paid according to work done, 70.9 percent disagree and strongly disagree that salaries are delayed.

In relation to teachers' involvement in school decision making, results show that 58.1 percent disagree and strongly disagree that decision making is done by administrators, 63 percent of the respondents agree and strongly agree that teachers participate in decision making, 73.9 percent agree and strongly agree that teachers are given autonomy on issues of their classes, 50 percent agree and strongly agree that classroom issues are referred to the administration, 73.4 percent of the respondents agree and strongly agree that teachers are permitted to organize classroom activities, 61 percent disagree and strongly disagree, that classroom activities are organized and planned by administrators .

With assessment of teaching and learning, 69.5 percent agree and strongly agree that the syllabus is completed in time, 76 percent of the respondents agree and strongly agree that teachers get ample time to prepare for exams, 62.1 percent agree and strongly agree that weak pupils are given extra lessons, 80.9 percent of the respondents agree and strongly agree that regular assessment is carried out, 53.3 percent of the respondents disagree and strongly disagree that continuous assessment is not regular, 78.5 percent agree and strongly agree that results of continuous assessment are availed to parents, 73.6 percent agree and strongly agree that parents discuss results of children with teachers.

On the section of classroom environment and management, results show that; 89.2 percent agree and strongly agree that teachers prepare instructional materials before class, 58.1 of the respondents agree and strongly agree that lessons are taught using learning aids, 57.2 percent disagree and strongly disagree that instructional materials are enough, 60 percent disagree and strongly disagree that learners fail to access to instructional materials, 89.3 percent agree and strongly agree that teachers interact freely with the learners, 70.9 percent of the respondents disagree and strongly disagree that learners fail to express freely during the lesson, 85.9 percent agree and strongly agree that classroom issues are managed by respective

teachers, 91.2 percent disagree and strongly disagree that classroom issues are managed by administration.

The study revealed that; the indicators of teachers' workload as part of teachers' working conditions that is; teachers handle more than one class has a significant relationship with whether learners fail to access instructional materials and whether classroom issues are managed by administrators. The indicator; remedial lessons are timetabled has a significant relationship with whether teachers get ample time to prepare their learners for exams. The indicator; classrooms are overcrowded has a significant relationship with whether learners fail to express freely during the lesson. The indicator; enrolment is manageable has a significant relationship with whether teachers get ample time to prepare for exams, while weak learners are given extra lessons has a significant relationship with whether teachers get ample time to prepare for exams.

The indicators of teachers' compensation as part of teachers' working conditions have no significant relationship with the indicators of quality of learning.

The study revealed that the indicators of teachers' involvement in school decision making as part of teachers' working condition that is; decision making is done by administrators has a significant relationship with whether learners fail to express freely during the lesson and whether classroom issues are managed by administration. Teachers participate in decision making has a significant relationship with whether the syllabus is completed in time. Results still revealed that the indicator; teachers are given autonomy on issues of their classes has a significant relationship with whether classroom issues are managed by administration. Classroom issues are referred to administration has a significant relationship with whether learners fail to express freely during the lesson and whether classroom issues are managed by administration. The study revealed that the indicator teachers are permitted to organize classroom activities has a significant relationship with whether learners fail to access

instructional materials and whether classroom issues are managed by administration, while classroom activities are organized and planned by administrators has a significant relationship with whether learners fail to express freely during the lesson and whether classroom issues are managed by administration.

5.3 Conclusion

With the study research findings, results indicate that the indicators of teachers' workload as part of teachers' working conditions that is; teachers handle more than one class, remedial lessons are time tabled, classrooms are overcrowded, enrolment is manageable and weak learners are given extra lessons influence the quality of learning as evidenced by; learners fail to access instructional materials, classroom issues are managed by administration, teachers get ample time to prepare for exams, and learners fail to express freely during the lesson. The study revealed that teachers' compensation has no significant relationship with quality of learning.

The indicators of teachers' involvement in school decision making as part of teachers' working conditions that is; decision making is done by administrators, teachers participate in decision making, teachers are given autonomy on issues of their classes, classroom issues are referred to administration, teachers are permitted to organize classroom activities and classroom activities are organized and planned by administrators influence the quality of learning as evidenced by; learners fail to express freely during the lesson, classroom issues are managed by administration, syllabus is completed in time, and learners fail to access instructional materials

5.4 Recommendations

The researcher came up with these recommendations in-line with the study findings; these are presented in the section below;

To ensure quality learning, administrators should ensure that teachers have manageable workload so as to become more effective and efficient in their respective classes.

Administrators should ensure that teachers use adequate instructional materials while teaching. This will boost the quality of learning by giving all the learners opportunities to utilize these materials during the course of the lesson.

Administrators should dwell much on teachers' workload and involving teachers in school decision making in order to enhance the quality of learning rather than teachers' compensation.

5.5 Areas for further research

The identified areas for further research include but not limited to;

- Assessment of quality of teaching and learning in public and private schools, a comparison
- How the nature of administrators can influence the teaching and learning in primary schools
- Improving intrinsic motivation amongst teachers in rural and peri-urban areas
- Instructional materials and the quality of teaching and learning
- Analyzing teachers' workload and the quality of teaching

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APPENDIX I

SALARY STRUCTURE FOR PRIMARY SCHOOL TEACHERS FOR FY 2015/2016

Salary Scale	FY 2014 / 2015		FY 2015 / 2016	
	MONTHLY	ANNUAL	MONTHLY	ANNUAL
U4 (Lower)	799,323	9,591,877	**799,323**	**9,591,877**
	794,859	9,538,311	**794,859**	**9,538,311**
	780,193	9,362,321	**780,193**	**9,362,321**
	766,593	9,199,110	**766,593**	**9,199,110**
	744,866	8,938,393	**744,866**	**8,938,393**
	723,868	8,686,418	**723,868**	**8,686,418**
	700,306	8,403,677	**700,306**	**8,403,677**
	672,792	8,073,508	**672,792**	**8,073,508**
	644,785	7,737,415	**644,785**	**7,737,415**
	623,063	7,476,759	**623,063**	**7,476,759**
Entry Point for Headteacher U5	611,984	7,343,805	**611,984**	**7,343,805**
(Upper)	608,822	7,305,869	**608,822**	**7,305,869**
	603,801	7,245,609	**603,801**	**7,245,609**
	593,981	7,127,770	**593,981**	**7,127,770**
	589,350	7,072,200	**589,350**	**7,072,200**
	585,564	7,026,765	**585,564**	**7,026,765**
	576,392	6,916,709	**576,392**	**6,916,709**
	577,405	6,928,861	**577,405**	**6,928,861**
	568,588	6,823,054	**568,588**	**6,823,054**
	559,948	6,719,380	**559,948**	**6,719,380**
	551,479	6,617,746	**551,479**	**6,617,746**
	543,172	6,518,062	**543,172**	**6,518,062**
	535,032	6,420,388	**535,032**	**6,420,388**
	527,124	6,325,486	**527,124**	**6,325,486**
	519,290	6,231,483	**519,290**	**6,231,483**
Entry Point for Deputy Headteacher U6 (Lower)	511,617	6,139,399	**511,617**	**6,139,399**
	489,988	5,879,852	**489,988**	**5,879,852**
	487,882	5,854,588	**487,882**	**5,854,588**
	485,685	5,828,220	**485,685**	**5,828,220**
Entry point for Senior Education Assistant (U7Upper)	482,695	5,792,344	**482,695**	**5,792,344**
	467,685	5,612,216	**467,685**	**5,612,216**
	459,574	5,514,886	**459,574**	**5,514,886**
	452,247	5,426,965	**452,247**	**5,426,965**
	445,095	5,341,138	**445,095**	**5,341,138**
	438,119	5,257,429	**438,119**	**5,257,429**
	431,309	5,175,710	**431,309**	**5,175,710**
	424,676	5,096,114	**424,676**	**5,096,114**
	418,196	5,018,357	**418,196**	**5,018,357**
	413,116	4,957,391	**413,116**	**4,957,391**
Entry point Education Assistant (Grade III Teacher)	408,135	4,897,620	**408,135**	**4,897,620**
Teachers on Trial Terms-U7 (Lower)	227,240	2,726,880	**227,240**	**2,726,880**
Non Formal Education Teachers (Trial Terms)-U8 (Lower	198,793	2,385,518	**198,793**	**2,385,518**

Source: Ministry of Public Service

APPENDIX II

TABLE 1

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
***S* is sample size.**

Source:Krejcie and Morgan,1970

APPENDIX III: Part of Masaka District PLE Results - 2016

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UGANDA NATIONAL EXAMINATIONS BOARD - PRIMARY LEAVING EXAMINATIONS

RESULTS FOR PLE 2016

Page: 9,578

SCHOOL: A

DISTRICT: MASAKA MAIN

No.	Name	M/F	ENG	SCI	SST	MAT	AGG	DIV
001		M	9	8	7	7	31	4
003		M	8	5	8	8	29	3
005		M	9	9	9	9	36	U
007	[illegible]	F	9	8	9	9	35	U
009		F	8	8	9	9	34	U
011	[illegible]	F	9	9	8	8	34	U
013		F	5	7	7	9	28	4
015		F	9	9	9	9	36	U
017		F	6	6	6	8	26	3
019		F	6	6	7	9	28	4
021	[illegible]	F	7	6	7	9	29	4
023	[illegible]	F	9	9	9	9	36	U
025	[illegible]	F	8	8	9	9	34	U
027		F	9	8	9	8	34	U
029		M	9	6	6	9	30	4
031		M	2	3	3	9	17	3
033		M	6	7	5	8	26	3
035		M	8	8	7	8	31	3

No.	NAME	M/F	ENG	SCI	SST	MAT	AGG	DIV
002		M	5	5	4	6	20	2
004		M	5	6	5	8	24	2
006		M	7	5	6	5	23	2
008	[illegible]	F	9	9	9	9	36	U
010		F	9	8	9	8	34	U
012	[illegible]	F	8	8	9	8	33	4
014		F	9	9	9	9	36	U
016		F	9	8	7	8	32	4
018		F	9	7	8	9	33	U
020		F	9	9	9	9	36	U
022	[illegible]	F	3	6	4	7	20	2
024	[illegible]	F	9	8	7	8	32	4
026	[illegible]	F	9	8	9	9	35	U
028		F	9	9	9	9	36	U
030		M	7	5	6	9	27	4
032		M	9	9	9	9	36	U
034		M	2	4	5	7	18	2

DIV-1	DIV-2	DIV-3	DIV-4	DIV-U	DIV-X
0	5	5	9	16	0

DISTRICT: MASAKA MAIN

35 CANDIDATES REPORTED FOR THIS SCHOOL

Printed On: 11/01/2017

UGANDA NATIONAL EXAMINATIONS BOARD - PRIMARY LEAVING EXAMINATIONS

RESULTS FOR PLE 2016

SCHOOL: B

DISTRICT: MASAKA MAIN

No.	Name	M/F	ENG	SCI	SST	MAT	AGG	DIV
001		M	9	9	8	9	35	U
003		M	9	9	9	9	36	U
005		M	9	8	9	9	35	U
007		F	8	7	6	9	30	4
009		F	8	9	8	9	34	U
011		F	9	9	9	9	36	U
013		M	9	9	8	9	35	U
015		F	9	9	9	9	36	U

No.	NAME	M/F	ENG	SCI	SST	MAT	AGG	DIV
002		M	9	9	9	9	36	U
004		M	9	9	6	9	33	4
006		F	8	9	6	9	32	4
008		F	8	8	8	9	33	4
010		F	9	9	9	9	36	U
012		F	8	7	9	9	33	U
014		M	9	9	9	9	36	U
016		F	9	9	9	9	36	U

DIV-1	DIV-2	DIV-3	DIV-4	DIV-U	DIV-X
0	0	0	4	12	0

ISTRICT: MASAKA MAIN

16 CANDIDATES REPORTED FOR THIS SCHOOL

Printed On: 11/01/2017

UGANDA NATIONAL EXAMINATIONS BOARD - PRIMARY LEAVING EXAMINATIONS

RESULTS FOR PLE 2016

SCHOOL: C DISTRICT: MASAKA MAIN

No.	Name	M/F	ENG	SCI	SST	MAT	AGG	DIV
001		F	9	6	9	9	33	4
003		M	9	9	9	9	36	U
005		M	9	9	8	9	35	U
007		F	7	8	8	8	31	3
009		F	6	6	6	8	26	3
011		F	6	8	8	9	31	4
013		M	9	9	9	9	36	U
015		M	X	X	X	X	X	X

No.	NAME	M/F	ENG	SCI	SST	MAT	AGG	DIV
002		M	8	8	9	9	34	U
004		M	X	X	X	X	X	X
006		F	6	6	6	8	26	3
008		F	X	X	X	X	X	X
010		F	7	7	6	9	29	4
012		F	9	9	9	8	35	U
014		M	X	X	X	X	X	X

DIV-1	DIV-2	DIV-3	DIV-4	DIV-U	DIV-X
0	0	3	3	5	4

DISTRICT: MASAKA MAIN

15 CANDIDATES REPORTED FOR THIS SCHOOL

Printed On: 11/01/2017

UGANDA NATIONAL EXAMINATIONS BOARD - PRIMARY LEAVING EXAMINATIONS

RESULTS FOR PLE 2016

SCHOOL: D OL DISTRICT: MASAKA MAIN

No.	Name	M/F	ENG	SCI	SST	MAT	AGG	DIV
001		M	5	5	5	6	21	2
003		M	9	9	9	9	36	U
005		M	9	9	9	9	36	U
007		M	4	5	4	4	17	2
009		F	X	X	X	X	X	X
011		F	8	9	9	8	34	U
013		F	9	9	9	8	35	U
015		F	9	8	8	9	34	U
017		M	8	9	8	9	34	U
019		M	6	6	5	7	24	2

No.	NAME	M/F	ENG	SCI	SST	MAT	AGG	DIV
002		M	9	9	9	9	36	U
004		M	8	5	6	6	25	3
006		M	9	9	9	9	36	U
008		M	8	9	8	7	32	4
010		F	9	9	8	8	34	U
012		F	9	9	9	9	36	U
014		F	8	7	6	9	30	4
016		M	5	5	3	6	19	2
018		M	6	4	4	5	19	2
020		F	8	7	8	9	32	4

DIV-1	DIV-2	DIV-3	DIV-4	DIV-U	DIV-X
0	5	1	3	10	1

DISTRICT: MASAKA MAIN

20 CANDIDATES REPORTED FOR THIS SCHOOL

Printed On: 11/01/2017

UGANDA NATIONAL EXAMINATIONS BOARD - PRIMARY LEAVING EXAMINATIONS

RESULTS FOR PLE 2016

Page: 9,629

SCHOOL: E DISTRICT: MASAKA MAIN

No.	Name	M/F	ENG	SCI	SST	MAT	AGG	DIV	No.	NAME	M/F	ENG	SCI	SST	MAT	AGG	DIV
001		F	7	8	6	9	30	4	002		M	9	9	8	9	35	U
003		M	9	9	9	8	35	U	004		M	6	6	4	5	21	2
005		M	5	6	4	7	22	2	006		M	4	6	4	7	21	2
007		M	X	X	X	X	X	X	008		M	9	9	7	9	34	U
009		M	9	9	7	9	34	U	010		M	4	6	5	8	23	2
011		F	3	5	5	8	21	2	012		F	9	9	9	9	36	U
013		F	9	9	9	9	36	U	014		F	9	9	9	9	36	U
015		F	9	9	9	9	36	U	016		F	9	9	9	9	36	U
017		F	9	9	9	9	36	U	018		F	9	9	9	9	36	U
019		F	9	9	9	9	36	U	020		F	9	9	9	9	36	U
021		F	8	7	6	9	30	4	022		F	9	9	9	9	36	U
023		F	9	9	9	9	36	U	024		F	8	8	6	9	31	4
025		F	8	8	6	9	31	4	026		F	9	9	9	9	36	U
027		F	9	9	9	9	36	U	028		F	8	9	9	9	35	U
029		F	9	9	9	9	36	U	030		F	9	9	9	9	36	U
031		F	9	9	9	9	36	U	032		F	9	9	9	9	36	U
033		F	9	9	9	9	36	U	034		F	9	8	6	8	31	4
035		F	9	9	9	9	36	U	036		F	9	9	9	9	36	U
037		F	9	9	9	7	34	U	038		M	9	9	9	9	36	U
039		M	5	6	6	7	24	2	040		M	9	9	7	9	34	U

DIV-1	DIV-2	DIV-3	DIV-4	DIV-U	DIV-X
0	6	0	5	28	1

DISTRICT: MASAKA MAIN

40 CANDIDATES REPORTED FOR THIS SCHOOL

Source: Results for PLE 2016 (Pg. 9566 – 9665)

APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

Dear respondent, this questionnaire is intended to collect data from teachers on the influence of teachers' working conditions on quality of teaching and learning in UPE schools in Masaka Municipality. You have been identified as a respondent and you are kindly requested to complete the questionnaire as illustrated in each section. Kindly answer the questions honestly as possible and the information you give will be kept confidential and used for academic purposes only.

SECTION A: PERSONAL INFORMATION

Please indicate the correct option by ticking (√)

1. What is your gender?
   a) Male ☐ b) Female ☐
2. For how long have you been working as a teacher?
   a) Less than a year ☐ b) 1-2 years ☐ c) 3-4 years ☐ d) 5-6 years ☐
   e) More than 6 years ☐
3. In which division is your school located?
   a) Katwe-Butego ☐ b) Kimaanya-Kyabakuza ☐ c) Nyendo-Ssenyange ☐

SECTION B: TEACHERS' WORK LOAD

Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: SA = Strongly Agree, A =Agree, U = Undecided, D =Disagree and SD = Strongly Disagree

Statement	**SA**	**A**	**U**	**D**	**SD**
Teachers in my school are overloaded with lessons.					
The time table gives teachers time to relax.					
Teachers handle more than one class in my school.					
Remedial lessons are timetabled in my school.					
Classrooms are overcrowded with learners.					
Enrolment per class in my school is manageable.					
Weak learners are given extra lessons.					
A teacher is only allocated a single class.					

SECTION C: TEACHERS' COMPENSATION

Statement	SA	A	U	D	SD
Teachers are paid their salaries promptly in my school.					
All teachers are paid extra allowances.					
Only teachers that handle remedial lessons are given bonuses.					
All teachers in my school get uniform extra allowances.					
Extra allowances are paid to teachers according to the class one is allocated.					
Extra allowances are paid according to the amount of work done.					
Teachers delay to receive their salaries in my school.					

SECTION D: TEACHERS' INVOLVEMENT IN SCHOOL DECISION MAKING

Statement	SA	A	U	D	SD
Decision making in my school is only done by administrators.					
Teachers participate in making decisions for the school.					
Teachers in my school are given autonomy to manage issues of their classes.					
Classroom issues are referred to administration for management.					
Teachers have the permission to organize and plan for their classroom activities.					
Classroom activities are organized and planed by administrators.					

SECTION E: ASSESSMENT OF TEACHING AND LEARNING.

Statement	SA	A	U	D	SD
Teachers in this school complete the syllabus in time?					
Teachers get ample time to prepare their students.					
Weak pupils are given extra lessons in my school.					
Teachers carry out regular continuous assessment in my school.					
Continuous assessment of learners in my school is not continuous, regular?					
Results of continuous assessment are availed to parents.					
Parents discuss results of continuous assessment of their children with teachers.					

SECTION F: CLASSROOM ENVIRONMENT AND MANAGEMENT

Statement	**SA**	**A**	**U**	**D**	**SD**
Teachers prepare instructional materials before they come to class.					
All lessons are taught using teaching or learning aids.					
Instructional materials are enough for all learners during the lesson.					
Learners fail to get access to instructional materials.					
Teachers interact freely with their learners during the lesson.					
Learners fail to express freely during the lesson.					
Classroom issues are managed by respective teachers.					
Classroom issues are only managed by administration.					

APPENDIX V: INTERVIEW GUIDE FOR HEAD TEACHERS

What is the average enrolment per class in your school?

……

……

How many classes does each of your teachers teach?

……

……

What is the effect of too much workload?

……

……

How do you reward your excelling staff?

……

……

What criteria do you use to pay extra allowances to teachers in your school?

……

……

What is the impact of paying teachers extra allowances?

……

……

What is the effect of teachers' involvement in school decision making?

……

……

APPENDIX VI: FOCUS GROUP DISCUSSION GUIDE

Moderator: Researcher

Recorder: Researcher

What is the workload for teachers in this school?

……

……

What is effect of too much workload?

……

……

How many classes does each of the teachers teach in this school?

……

……

Are all teachers paid uniform allowances for extra lessons in this school?

……

……

How does the school administration compensate for extra workload?

……

……

What is the impact of teachers' compensation?

……

……

How are teachers involved in school decision making in your school?

……

……

Are teachers permitted to manage classroom issues in this school?

……

……

What is the effect of teachers' involvement in school decision making?

……

……

APPENDIX VII: FOCUS GROUP DISCUSSION (FIELD ALBUM)

Source: Field Data, 2017

APPENDIX VIII: INTRODUCTORY LETTER FROM THE UNIVERSITY

Uganda Martyrs University

making a difference

THE FACULTY OF EDUCATION

15TH NOVEMBER, 2017

RE: PERMISSION TO CONDUCT FIELD RESEARCH

Dear Sir/Madam;

Greetings from Uganda Martyrs University! The Faculty of Education is very delighted to introduce **TWEYONGYERE WENCESLAUS**, a post-graduate student pursuing a Master of Education Degree of Uganda Martyrs University, Registration Number **2015-M312-30019**.

MR. TWEYONGYERE is undertaking a field research to fulfil one of the requirements for the award of Master of Education Degree. His research topic is:

TEACHERS' WORKING CONDITIONS AND QUALITY OF TEACHING AND LEARNING IN SELECTED UPE SCHOOLS IN MASAKA MUNICIPALITY, UGANDA.

We request that you offer him the necessary assistance in order to complete this research project. For further inquiry on this matter, please, contact me at 0775-430-571 or e-mail address: modama@umu.ac.ug. Thank you very much for your support and cooperation!

Sincerely,

DR. O'DAMA KAYI MODEST

(COORDINATOR: MED & PGDTL)

UGANDA MARTYRS UNIVERSITY FACULTY OF EDUCATION 15 NOV 2017 P. O. BOX 5498 - KAMPALA

Uganda Martyrs University P. O. Box 5498 - Kampala - Uganda
Tel: (+256)038-410611 Fax: (+256)038-410100 E-mail: umu@umu.ac.ug

APPENDIX IX: INTRODUCTORY LETTER FROM THE TOWN CLERK

MASAKA MUNICIPAL COUNCIL

Office of the Town Clerk
P.O.BOX 201
MASAKA- Uganda

Telephone: 0481-432596/0382-271274
Telegram "MUNICIPAL"
E-mail: mskmuncou@gmail.com
Our Ref: CR/220/1
Your Ref: …………

Date: 21st August, 2017

Principal Education Officer
Masaka Municipal Council

MR. TWEYONGYERE WENCESLAUS – A POSTGRADUATE STUDENT AT UGANDA MARTYRS UNIVERSITY

This serves to introduce to you the above mentioned student who is persuing a Master of Education Degree of Uganda Martyrs University.

In partial fulfillment of the requirement of his course, he has to conduct an Academic Research on the Topic **"Teachers' Working Conditions and Quality of Teaching and Learning in Selected UPE Schools in Masaka Municipality, Uganda".**

You are therefore requested to accord him necessary assistance and provide him with relevant data required in his study.

By copy of this letter, all Head teachers (Government Aided) Primary Schools are also hereby informed and requested to accord Mr. Tweyongyere all the necessary assistance. Mr. Tweyongyere is required to avail you a copy of his findings at the end of his research.

MASAKA MUNICIPAL COUNCIL
21 AUG 2017
TOWN CLERK

Omoko Paul
TOWN CLERK

Copied to: His Worship the Mayor, **Masaka Municipality**

" All Head teachers
Gov't Aided P/Schools
Masaka Municipality

" Mr.Twongyere Wenceslaus
Uganda Martyrs University

Headteachers
The bearer of this letter has been permitted to collect data from schools for academic purpose.

PRINCIPAL EDUCATION OFFICER
MASAKA MUNICIPAL COUNCIL
22 AUG 2017
P.O. BOX MASAKA

22/8/2017