

**IMPACT OF TEACHER PROMOTION ON TEACHER PERFORMANCE IN SELECTED  
GOVERNMENT AIDED SECONDARY SCHOOLS IN IGANGA DISTRICT**

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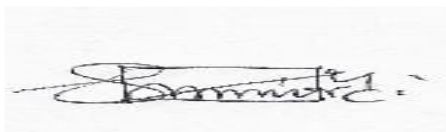
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## DECLARATION

I, Badaza Simon, hereby declare that this dissertation entitled, “Impact of Teacher Promotion on Teacher Performance in Selected of Government Aided Secondary Schools in Iganga District’ is truly my original work and has never been submitted to any other University or Institution for any award of degree or any other qualification.

Signature: \_ \_

A rectangular box containing a handwritten signature in black ink. The signature is cursive and appears to read 'Badaza Simon'.

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Date:

\_\_\_\_\_10/5/2024\_\_\_\_\_

**APPROVAL**

I certify that this dissertation entitled, “Impact of Teacher Promotion on Teacher Performance in Selected Government Aided Secondary Schools in Iganga District” has been under my supervision and is now ready for submission to the school of postgraduate for external examination.



Signature:

**MR. MULABI ANDREW  
(SUPERVISOR)**

Date:      \_\_10<sup>th</sup> May 2024\_\_

## **DEDICATION**

This dissertation is dedicated to my beloved parents, wife and children.

## ACKNOWLEDGEMENT

I thank the Almighty God for giving me the grace; guidance and strength throughout the whole study period because without Him I would not have been successful. I am forever indebted to Him. I am very grateful to my parents and beloved wife for their enduring love, care, effort, support and financial support throughout to this level of my education. May they live to see the outcomes of their sweat and hard-work. More thanks to my children. Thank you for your genuine care, patience, inspirational advice, spiritual and financial support. I say, trust in God for academic victory and To God Be the Glory.

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**ACRONYMS AND ABBREVIATIONS**

DV	Dependent Variable
DEO	District Education Officers
ESC	Education Service Commission
IV	Independent Variable
Gov't	Government
MoEs	Ministry of Education and Sports
NTP	National Teacher Policy
NPE	National Policy on Education
NGOs	Non-Government Organizations
PEA	Principal Education Assistant
PEO	Principal Education Officer
SEA	Senior Education Assistant
SEO	Senior Education Officer
TIF	Teacher Incentive Framework
Trs	Teachers
UNEB	Uganda National Examination Board

## ABSTRACT

Teachers' promotion provides them with the opportunities for growth, increased responsibility and improved social status as well as high job commitment. However, the teachers' work place performance has not shown the desired results, and the situation has persisted despite the school leaders emphasizing teachers' promotion. The study aimed at exploring the impact of teacher promotion on teacher performance in selected government aided secondary schools in Iganga District. The study objectives included; to establish the existing promotion criteria for teachers among selected secondary schools, to ascertain the determinants influencing teacher promotion among selected government aided secondary schools, to determine the ways in which teachers' promotion has influenced their performance among selected government secondary schools. The study employed a cross-sectional research design, where both qualitative and quantitative approaches were used. The sample comprised of head teachers, deputy head teachers, District Education Officer, District Inspectors of Schools, and teachers. These were purposively and simple randomly selected. Data was collected through questionnaires and interviews. Data was analyzed quantitatively through the SPSS and thematic content analysis was used to analyze qualitative data. The study findings revealed that teachers tend to be promoted basing on their education level, performance appraisal results, work-based performance, seniority and years of experience at work. Study findings revealed that there is a positive effect of teacher promotion and teacher performance ( $r=.686$ ) with coefficient of determination  $R^2=0.471$  which shows that 47.1 % variation in teacher performance is explained by gaps in teacher promotion. It was noted that promotion enhance teachers' job commitment, increasing teachers' work morale, adherence to routine tasks, increased co-operation and harmony among teachers and improvement in students' academic performance score. The study also revealed that availability of vacancy, school financial base, government policy on recruitment, and assessment and evaluation of one's skills; these are the critical factors affecting teacher promotion among selected government secondary schools. Basing on the research findings, it is therefore concluded that most teacher promotion has a great impact on their performance in government secondary school teachers in Iganga District ( $r=.686$ ). The study therefore recommended that Education Service Commission should endeavour to be fair in the selection of qualified candidates based on merit and not politically influenced by union members or politicians; and areas of further research were suggested.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This study focused on the impact of teacher promotion on teacher performance in selected government aided secondary schools in Iganga District. This chapter presents the context of the study (background), statement of the problem, objectives of the study and the scope of the study. In addition, it provides research questions, justification of the study, significance of the study, and conceptual framework.

### **1.1 Background to the Study**

This section covers the historical background information, followed by theoretical review, then, conceptual background and lastly contextual background.

#### **1.1.1 Historical Background**

World-over, Chaval (2021) asserts that for several years, education institutions have developed different mechanisms for promoting teachers. Staff promotion has become one of the vital personnel policies across education institutions in United States. The capacity of promotion to motivate and enhance the performance of the staff members may not be over-emphasized. In this context, promotion has been considered in United States as a motivational instrument for effective workforce performance and retention (Andrew & Schwab, 2015). It embraces all factors in an employee's development to accomplish personal as well as organizational goals. Teachers' promotion is part and parcel of motivation which is the process of influencing or stimulating a person to take action that will accomplish desired goals. It involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is

conducive to the satisfaction of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their tasks. In education, teachers should be promoted in order to boost their productivity, effectiveness, efficiency and dedication in performing their tasks, which enhanced their retention and efficient service delivery in the educational system (Romane & Beatriz, 2017). This also enhanced the realisation of educational objectives when retaining qualified and competent teachers (Chaval, 2021).

Similarly, Lindiwe (2020) stated that in Sub-Saharan Africa, in order to encourage or persuade teaching staff to remain in the school to improve the standard of secondary education, the school authorities should establish and implement clear policies on promotion. Most secondary school teachers in Sub-Saharan African countries tend to be dissatisfied when there are insufficient promotion opportunities (Monyatsi, 2020). Teachers who have been dissatisfied with promotion opportunities, tend to experience low morale at work and always characterised by low job commitment. Mhozya (2017) interviewed junior secondary school teachers in Botswana and found that only 15percent of the respondents were satisfied with promotion opportunities. Many of them (teachers) were not satisfied by how promotions were conducted. Teachers' promotion is a major role of personnel policies to ensure that secondary school teachers are promoted as and when due. Regular promotion is likely to motivate teachers to be more productive and effective. A promotion may be within a department, between department and division of an organization and may result in a little change. Thus, teachers' promotion means a motivational instrument for effective work force performance and retention. The upward movement is based on years of experience, qualification and achievement.

In line with the above, teachers' promotion in East African countries has been considered as the best strategy to achieve and attain improved teachers' job commitment (Mikunde & Wise, 2018). Teachers' promotion deals with upward reassignment given to an employee in the schools to occupy higher position which command better status and/or pay, keeping in view the human resources of the employees and job requirements (Ogunnu, 2020). Besides, middle and high school teachers in Burundi consider the lack of promotion to be a significant factor that hugely contributes to teachers' job commitment among them (Maforah, 2020). Most secondary school teachers in the study reported that they felt largely dissatisfied with their career as they were not given the opportunity to improve it further through promotions.

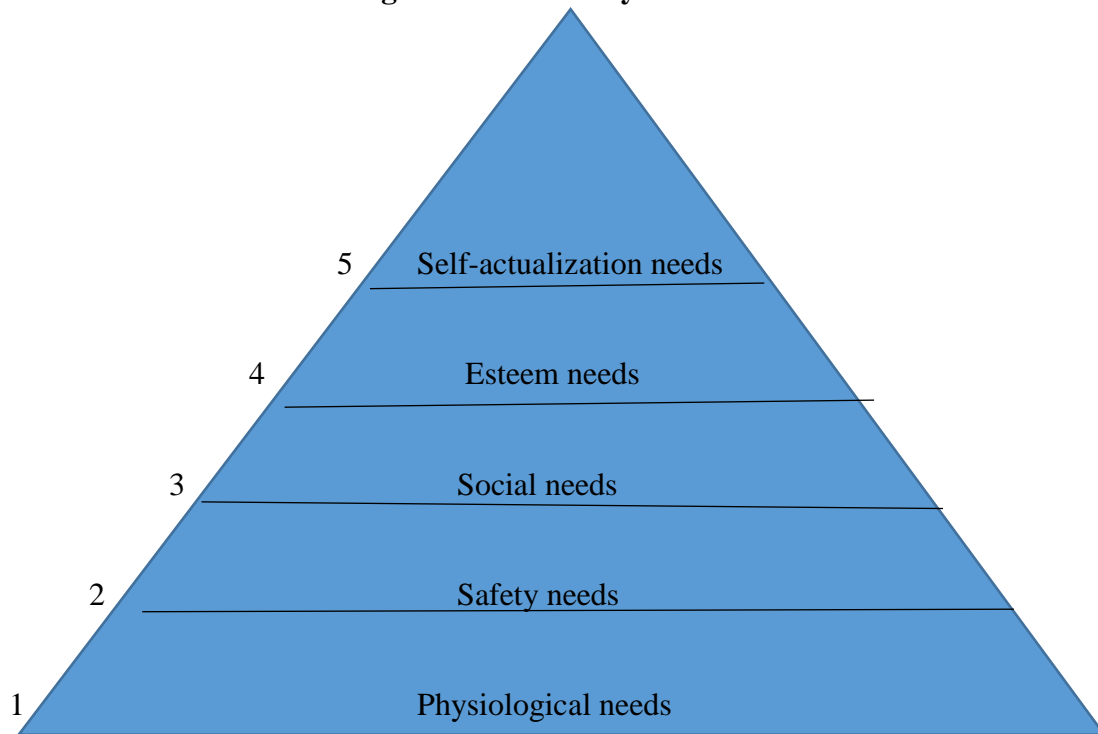
In Uganda, National Teacher Policy (2017) states that "no country can be better than its education system; and no education system can be better than the quality of its teachers". The role played by teachers in any development agenda is therefore critical and indeed teachers are powerful agents of change, the reason why policies governing their promotions, training and management must be carefully enacted and articulated. In Uganda for instance, for a long time there has been very limited opportunities for teacher promotion in both primary and secondary schools. Teachers struggle for either Deputyship or Headship of which the vacancies are always very few and seriously competitive (Ogunnu, 2020). Consequently, many applicants give up and continue living in agony and frustration. Whereas that sounds plausible and pertinent enough, it is generally observed by scholars like Romane & Beatriz (2017) that in many developing countries (Uganda being one of them) the morale of teachers is low because of unsatisfactory work conditions, no great status in society, lack of promotion opportunities and poor remuneration. Furthermore,

many teachers in Uganda upgrade with hope of being promoted, but they left disappointed when they remain on their classroom position. This deepens the pain and continues to demoralize them (Sigoma, 2020).

### **1.1.2 Theoretical Background**

This study on the teachers' promotion on their performance among secondary schools based itself on the Humanistic Motivation Theory of Abraham Maslow (1943) and Carl Rogers (1959). Abraham called it the theory of needs. He postulated that people are motivated by multiple needs which exist within them and these needs relate to each other in a hierarchy. He classified needs into five levels i.e., Physiological needs or the human body needs and they include food, water, shelter, clothing and others, Safety needs or security needs such as protection from physical danger economic safety and job security. Social needs such as acceptance by peers, love, affiliation and sense of belonging, esteem needs, like self-confidence, self-respect, achievement, status recognition and others. Esteem needs, like self-confidence, self-respect, achievement, status recognition and others, and then Self-actualization, which is the epitome of human needs. It is also called competence and self-fulfillment. It has to do with respect, personal growth and development and attainment of the highest level of self-gratification and pleasure.

**Fig 1.1: Maslow's Pyramid of Human Needs**



**Source:** Abraham Maslow (1943)

On the other hand, Maslow's need theory provides a framework for understanding personnel needs, and job satisfaction. Teachers like all people have needs that have to be satisfied. Besides, the basic needs such as food, shelter, clothing, social interaction; they also need recognition and appreciation by employers, colleagues, students and parents. Promotion is a form of recognition that improves teachers' esteem and status. It goes along with an enhanced pay which enables teachers to live a decent life. This promotes their effectiveness and productivity at their job which resulted in accelerated national development due to improved quality of education.

In other words, Abraham Maslow's needs theory (1943) is based on both extrinsic and intrinsic motivational needs. It must be noted that teachers in Uganda are paid following a salary structure with different salary scales depending on the level of appointment. By

Maslow's theory of needs when a teacher is promoted, even his salary will be enhanced so he will not only meet the basic needs but shall gain high esteem in society and shall consequently be motivated to work effectively and productively, conversely teachers who are tired and hungry and excessively pre-occupied with meeting their basic lively hood needs are un likely to be involved in professional development activities nor will society attach much prestige and recognition to them. According to equity theory of motivation (Wilson & Rosenfeld, 2015), employee motivation at work is driven largely by their sense of fairness, by comparing the ratio of their inputs and outputs to others. Teachers compare themselves with other professions by looking at efforts and rewards, at similar levels of qualification. How much does a graduate banker earn, or graduate medical officer compared to a graduate teacher living under the same economic conditions. It is therefore believed that if teachers are promoted and their salaries increase, they are motivated to work and live happily just as other professionals are.

### **1.1.3 Conceptual Background**

**Teachers' Promotion:** Teachers' promotion, according to Chaval (2021) refers to when a teacher is moved from a lower rank to a higher position at work with increased responsibility, position and salary. Promotion provides teachers with the opportunities for growth, increased responsibility as well as improved social status. In similar view, Romane & Beatriz (2017) termed teachers' promotion as a growth and advancement in a cadre or rank and with it is financial benefits and recognition. Promotion can therefore be regarded as the passage to a higher rank. In this study, teachers' promotion was looked at as an approval of change of an existing position to a higher position along with an increased pay of a teacher as result of significant change in the duties and responsibilities of that position.

Promotion often results in a pay grade increase and a little change and higher productivity. Teachers' promotion can be measured in terms of criteria's used by the Education Service Commission, the mode of operationalization of the scheme of Service for the teaching personnel as provided for in the National Teacher Policy (2018) and the internal promotions by the school administration and the Board of governors.

**Teachers' Performance:** Teachers' performance in a school context is explained as the length to which a member of a school puts in his efforts towards the achievement of the objectives of that school (Sigoma, 2020). Mikunde & Wise (2018) identifies the performance of teachers to basically include: output quantity, output quality, promptness of output, diligence to work, cooperativeness, teachers' regularity and adherence to routine tasks, work content coverage, respect for authority. In this study, the indicators of teachers' performance included teachers' regularity, adherence to routine tasks, teachers' punctuality, efficiency, and work content or syllabus coverage.

#### **1.1.4 Contextual Background**

In Uganda, like many other countries in Africa has prioritized teachers' promotion in education sectors (Higenyi, 2017). The government of Uganda however recognizes that teachers are essential players in promoting quality education. Teachers are very vital in the achievement of the education sector goals; and that their work has a direct impact on learning out comes and as such investing in them is critical to achieving quality in education (Higenyi, 2017). It also recognizes that teachers' promotion and other terms and conditions of service especially continuous staff development, teamwork or collaboration at work, job rotation and performance appraisal also determine teachers' performance in

schools and shall act as incentives to attract and retain them in the profession as a motivated workforce that shall deliver quality service. The “Scheme of Service” as a policy recommendation was also introduced by the Education Service Commission in 2008 in fulfillment of its constitutional mandate to “review the terms and conditions of service, standing orders, training and qualifications of public officers in the education service (Education Sector Strategic Plan, 2017). The Education Sector Strategic Plan of 2007; objective number 6 suggested an increase in attractiveness of the teaching profession by introducing the scheme of service that creates a career ladder for teachers, and the ladders move along with enhanced pay, as a motivation strategy. Indeed, the scheme was enacted in 2008 as earlier mentioned though the pace of its implementation appears sluggish even as it was moved to the National Teacher Policy.

The revised National Policy on Education (2020) stretched the idea further that “promotion opportunities shall be created at every educational level to allow for professional growth at each level. Action on the harmonization of teacher’s conditions of service shall be sped up “consequently, school administrators and the public should be properly informed on the position of the teachers in the society so that their image is held with esteem and thus raise their status through improved conditions of service. Over the years, the education service commission has advertised for very few slots of promotions compared to the huge numbers of teachers. For example, the advert number 04/2020 reference number, HRM48/185/ (79) (76) catered for 150 senior education officers 100 Deputy Head teachers and 70 Head teachers but the number of applicants is normally enormous making those provided slots, a drop in the ocean (Iganga District Education Report, 2021). The so many teachers waiting to be promoted with in the class room remain disappointed and demotivated which

negatively impacts on their performance and therefore on the quality of education. The scheme streamlines supervisory responsibilities among the different cadres of the teaching personnel but most importantly, it maps out the career path for the teaching personnel and contributes to the enhancement of status, morale and professionalism. Teachers promotion is done in line with criteria used by Education Service Commission (i.e education qualifications, hierarchical position, performance and seniority) and scheme of Service (i.e training courses attended, years of experience and merit based promotion), which majorly has an influence on classroom teachers' ability, competence and efficiency at work (National Teacher Policy, 2018). One would for instance grow from being an assistant education officer U5 (first level for secondary school teachers) to an education officer U4 then senior education officer U3 and possibly principal education officer U2 without yearning so much to become head teacher or a deputy (Teacher Incentive Framework, 2018).

Similarly, National Teacher Policy (2018) further asserted that Education Service Commission consider teachers' education qualifications, hierarchical position, performance and seniority; as well as years of experience to promote teachers in secondary schools, expecting to achieve improved teachers' efficiency. However, the Head teachers are in charge with the duty of assessing the teachers' contributions towards achieving institutional customized performance targets through the appraisal system and other internal monitoring tools and to avail that information which would form basis for teacher promotion within the classroom (National Teacher Policy, 2018). That information from the institution performance reviews would then contribute to teacher appraisal reports which would inform annual recommendations and decisions for promotion would be made by the

education service commission. Teachers would then gradually but steadily progress through the ladders indicated above with the consequent progressive salary scales, but within the classroom (National Teacher Policy, 2018). Despite existing emphasis of teachers' promotion in secondary schools in Uganda, and Iganga District inclusive, teachers' performance has remained lacking. There is still rising cases of teachers' irregularity, teachers' turnover, less adherence to routine tasks, failing to complete the work or syllabus coverage, and teachers' late coming at school, all these have been observed (Iganga District Education Report, 2021). This therefore, calls for more studies geared towards understanding the relationship between teachers' promotion and their performance. Some promotions have been effected over time but still a drop in the ocean since thousands of secondary school teachers remain unpromoted and continue to exhibit low morale as they execute their duties. It was in the light of the above that this research was designed to explore the impact of teacher promotion on teacher performance in government aided secondary schools in Iganga District.

## **1.2 Statement of the Problem**

Proper teachers' performance in Uganda can be observed by the performance of an individual teacher directly correspondents to the performance of students in National Examinations, lessons delivered on time, teachers' regularity and punctuality, and content syllabus coverage (Teacher Incentive Framework, 2018). Despite the high premium placed on teachers' performance by the National Policy on Education (2020), teachers work place performance have not shown the desired results in Uganda and Iganga District in particular. Teachers fail to make proper planning of their time, tasks are often not performed according to levels of priority, lessons and events are ill-scheduled, and at times teachers

procrastinate on events. All these might have negative impact on the teachers' job completion (Nsubuga, 2018). This situation of decline in teachers' performance has persistent despite the school managers emphasize of teachers' promotion. Thus, there still exists cases of increasing declining teachers' performance in most of the secondary schools are reaching enormous proportions, and the situation is alarming in Iganga District (UNEB Results, 2020).

Particularly, the Education Service Promotion has put up measures to address the issue of teachers' promotion in order to improve on the performance of teachers by streamlining the promotion criteria, in addition to the Ministry of Education and Sports emphasizing recruitment and training of more teachers (Nsubuga, 2018). Various policy interventions that have been put in place by the government through the MoES to retain motivated teachers. These majorly include teachers' promotion strategies either by following the criteria used by Education Service Commission of advertising vacant posts submitted to the commission by the MoES or through the provisions of the scheme of service for the teaching personnel. This is done seeking to achieve the education objectives including boosting teachers' job commitment towards the completion of educational assignments (Higenyi, 2017). This has been done with an intention of improving the performance of teachers and it promotes professionalism among teachers. Despite these interventions in place, the performance of teachers in secondary schools in Iganga District has remained low. There is still rising cases of decline in teachers' performance as indicated by teacher turnover, less adherence to routine tasks, failing to complete the work or syllabus coverage, and teachers' late coming at school, all have been observed (Iganga District Education Report, 2021). The UNICEF report of 2019 on education in Uganda indicates that more

than 60 percent of the teachers are not in the classroom teaching in over half of all Ugandan public schools. The teacher attrition rate is equally high. Many teachers quit the profession for other jobs in the media, the police, private businesses, motorcycle riding for money (BodaBoda) and others (National Teacher Policy, 2018).

Subsequently, most of the studies on teachers' promotion largely focus on the students' academic performance in developed and developing countries (Wilson & Rosenfeld, 2015; Romane & Beatriz, 2017; & Chaval, 2021); and few or no study captured teachers' performance. Teachers in Iganga district most often do not utilize their time judiciously as expected to attain their goals. Some observed problems in certain areas in the academic activities of students may owe their causes largely to teachers' promotion. Teachers reduce their work effort, show dissatisfaction and greater intention to leave the school when they are not given opportunity to be promoted. This probably partly explains the high teacher late coming and absenteeism rates in Uganda. Some teachers teach in more than two schools (part timing) to make ends meet. Some have opted to resign or retire early but out of frustration (National Teacher Policy, 2018). Consequently, it's in this light that the researcher explored the impact of teacher promotion on teacher performance in selected government aided secondary schools in Iganga District.

### **1.3 Purpose and Objectives of the Study**

#### **1.3.1 Purpose of the Study**

To explore the impact of teacher promotion on teacher performance in selected government aided secondary schools in Iganga District.

### **1.3.2 Specific Objectives**

The study aims at achieving the following specific objectives and these included:

1. To examine the applicability of existing internal and external promotion criteria for teachers among selected secondary schools in Iganga District.
2. To examine the determinants influencing teacher promotion among selected government aided secondary schools in Iganga District.
3. To evaluate the ways in which teachers' promotion has influenced their efficiency among selected government aided secondary schools in Iganga District.

### **1.4 Research Questions**

This study based itself on the following research questions:

1. What is the applicable internal and external promotion criterion for teachers in selected secondary school in Iganga District?
2. What are the determinants influencing teacher promotion among selected government aided secondary schools in Iganga District?
3. In which way can teachers' promotion influence their efficiency among selected government aided secondary schools in Iganga District?

### **1.5 Scope of the Study**

The researcher focused on the following scope of the study:

#### **1.5.1 Content Scope**

The present study focused on the impact of teacher promotion on teacher performance in selected government aided secondary schools. This study was based on examining the applicability of existing internal and external promotion criteria for teachers in selected

secondary school teachers, examining the determinants influencing teacher promotion among selected government aided secondary schools, and evaluating the ways in which teachers' promotion has influenced their efficiency among selected government aided secondary schools in Iganga District. The study considered teacher promotion as an independent variable and teachers' performance as a dependent variable.

### **1.5.2 Geographical Scope**

This research was conducted among selected government aided secondary schools in Iganga District. Iganga district is located in eastern region of Uganda. The district of Iganga had been selected because of rising complaints related to decline in teachers' job performance (Iganga District Education Report, 2021).

### **1.5.3 Time Scope**

The research focused more on secondary information and sources from year 2015 up-to 2022. Primary data on secondary schools for those years were collected and analyzed and this is mainly due when MoES emphasized teachers' discipline management measures in secondary schools in Uganda; however, staff effectiveness among government aided secondary schools remained low.

## **1.6 Justification of the Study**

Uganda aspires to attain an upper middle-income status by 2040 according to Uganda vision 2040. It also looks forward to achieving the sustainable development goals of the United Nations 2015 assembly of which the fourth goal is "Quality education". Quality education is key to achieving both aspirations and so the teacher motivation factor is critical. It is therefore imperative that the teachers' motivation frame work is clearly

defined and deliberately pursued. Of which, teachers' promotion is part of the motivation and, therefore any policy that spells out this strategy should be held in high regard bearing in mind the danger of entrusting education service delivery to a demotivated work force. It is for that reason, that teacher promotion as per the scheme of service, the National Teacher Policy and other regular ministry guidelines be effectively implemented and therefore any bottlenecks should seriously be investigated and addressed, thus concern for this study.

### **1.7 Significance of the Study**

The study shall be of significance to the following beneficiaries:

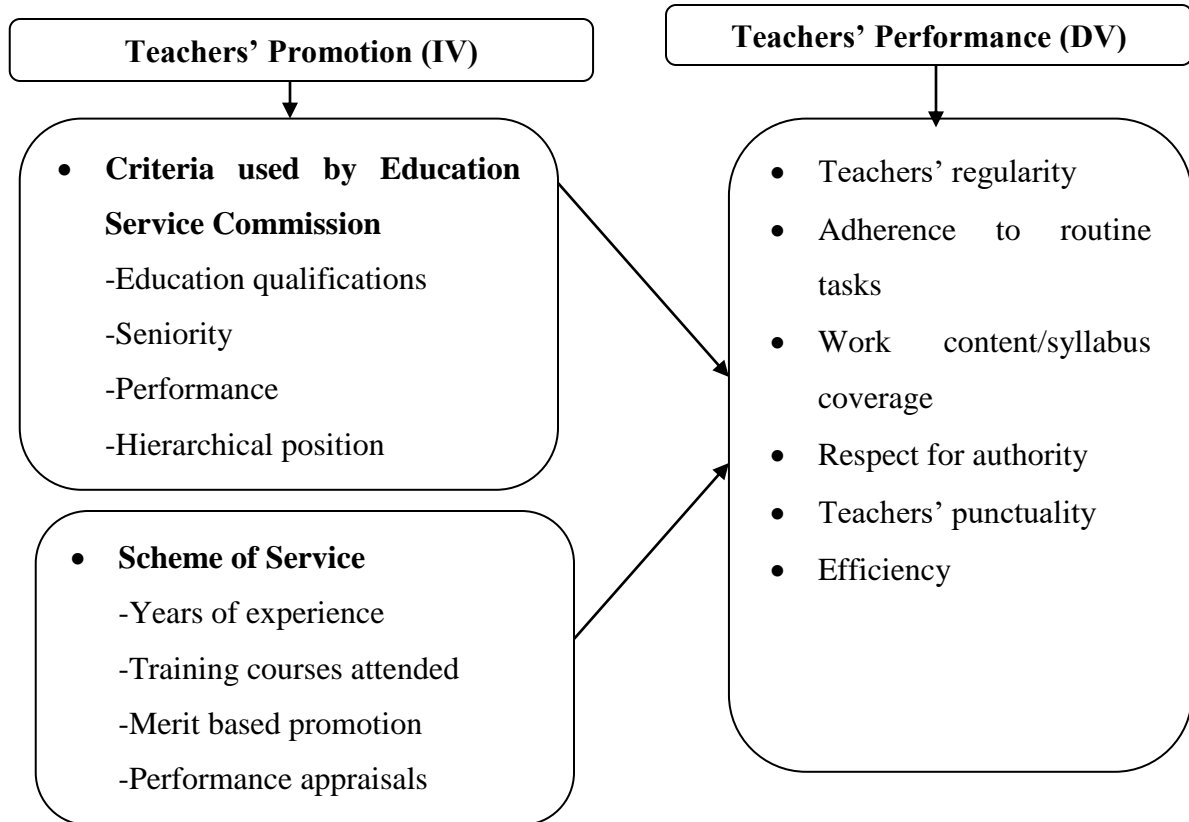
**Education policy/decision makers:** The findings of the study shall inform policy analysis and review on matters of teacher promotion and other conditions of service. If the causes are identified and addressed, teacher promotion shall be done more efficiently and systematically, so they shall be motivated to work which shall lead to effective learning outcomes and improved quality of education. These findings shall point out the emerging gaps in the formulation and implementation of teachers' promotion practices and thereby creating room for review of practices frameworks for efficient implementation.

Particularly, **Education Service Commission (ESC):** The information obtained from this study shall enable ESC to draw and adjust on work related policies that touch teachers' promotion measures thereby optimizing their job commitment. In addition, this study informs the employers on the advantages or disadvantages of having and implementing better teachers' promotion strategies in government secondary schools in Uganda.

**Local Education Stakeholders:** The education stakeholders at the ground in Iganga District can be informed on the benefits of having better teachers' promotion strategies as a tool of enhancing their performance in government aided secondary schools. Thus, if the quality of education improves, it shall enable Uganda to achieve the educational goals and to attain the upper middle income status by 2040 or earlier thus leading to national development.

**The Library Users and Academia:** Information of teachers' promotion and their performance in government secondary schools shall add to the existing body of knowledge on the same. Through a research project accessible through the Uganda Christian University knowledge portal, this study shall contribute to the existing body of knowledge on teachers' promotion and their performance in government aided secondary schools. Furthermore, the findings of this study point out limitations of the study while outlining the recommendations for further research. This is important since this study shall lay a foundation for advanced studies both for basic or applied research hence contributing to the body of knowledge in secondary schools in Uganda.

## 1.8 Conceptual Framework



*Source: Carl Rogers (1959), Modified by the Researcher Himself*

**Figure 1.2: Conceptual Framework**

### 1.8.1 Interpretation of the Conceptual Frame Work

The study considered teachers' promotion as an independent variable and teachers' performance as a dependent variable. In the same conceptual framework indicated above, it is noted that the teachers' promotion included elements of the criteria used by Education Service Commission, and scheme of service. When all these are in place, they greatly have an influence on the teachers' performance. On the other-hand, teachers' performance was indicated by teachers' regularity, adherence to routine tasks, work content/syllabus coverage, respect for authority, teachers' punctuality and efficiency. However, this can be improved by adopting intervening variables (i.e. government practices on recruitment, staff motivation strategies and top leadership).

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter two entails the empirical information regarding the impact of teacher promotion on their performance. It further covers different writers, researchers and authors' views, opinions, perception and ideas. The literature review was further done basing on the study themes developed in accordance to the study objectives namely: teacher promotion in Uganda, the promotion criteria for teachers in secondary schools, the ways in which teachers' promotion has influenced their performance among government aided secondary schools, and the determinants influencing teacher promotion among government aided secondary schools.

### **2.1 Teacher Promotion in Uganda**

According to Lindiwe (2020), promotion is considered to be the permanent movement of an ongoing employee from one position to another position in the teaching service with a higher attainable maximum salary than the employee's substantive position. Teacher promotion is an important issue in school administration that deserves more academic attention. Teacher promotion criteria should always be transparent, equitable, standardized, and tailored to the post. Various promotion criteria exist, including qualifications, seniority or years of experience, and performance. Usually, teachers are promoted to new roles and titles on their evaluation, with salary rise attached (Lindiwe, 2020). The evaluation criteria should be in line with an appropriate level of difficulty according to teachers' roles and responsibilities at the different stages of the career structure. The criteria must be stringent enough to confirm teachers' expectations of the value of moving to a higher position or salary level, yet also attainable so as not to discourage teachers from seeking professional advancement.

Other aspects which should be considered regarding teacher promotion is the number of teachers promoted in each cycle, as well as the system used (Mikunde & Wise, 2018). With a norm-referenced system, only top performers are promoted. With a criterion-referenced system, all applicants who meet the criteria are promoted. The scheme of service ensures that teachers are promoted in regard to their experience, responsibilities and education levels. Teachers with higher academic credentials shall be put at higher salary scales than their colleagues with lower qualifications (Monyatsi, 2020). Teachers who have invested in upgrading in Uganda have always complained that their salaries are pegged to the levels at which they teach and not their qualifications. Promotion of teachers is directly linked to an incremental remuneration structure based on hierarchical job groups which determine upward mobility.

Teacher promotion is an important issue because pay levels in education unlike in the business world are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their employers (Ogunnu, 2020). The current promotion process revolves around the minimum qualification level and experience. The actual qualifications the candidate possesses are less important and is seen in passing, what matters is whether the candidate has Matric and a three-year post-matric qualification (M+3). Equally, the same experience does not count much what count is whether you have the required number of years, the actual years in the department are seen in passing. Recruitment and promotions of quality teachers is a key factor in improving academic outcomes of schools. School teachers in Uganda are promoted to higher grades on the basis of their experience in years beside the level of their academic and professional qualifications.

## **2.2 Recruitment and Replacement of Secondary Teachers**

Recruitment is the process of hiring the best and most qualified candidate for a job opening, in a timely and cost-effective manner. Effective recruitment process stems from work force planning that should ensure that the justification for recruitment is established, the vacancy and budget to support the recruitment process is also planned for (Monyatsi, 2020). According to the Ministry of Public Service Guidelines for the Implementation of the Integrated Personnel and Payroll System, Payroll Management Module 2013, indicates that with respect to the Education Sector Staff Establishments, Ministry of Education and Sports shall continue to provide the District Staff Establishment quotas for Secondary Schools to Local Governments every July, which shall in turn submit adjusted school ceilings to Ministry of Public Service by September for updating of the schools' establishment. This was the standard to be followed for managing teacher establishment.

According Teacher Initiative in Sub-Saharan Africa (TISSA), Uganda Full Report by MoES 2013, the amount of financial resources available at MoFPED determines the number of teachers that can be recruited at national level. The office of the Permanent Secretary of MoES is responsible for the decision on how many teachers each district can recruit and the final recruitment process is managed by the District Service Commission. The decision taken by the Permanent Secretary of MoES' office on the number of teachers to be recruited is based on the need of reducing disparities between districts in terms of the secondary teachers within government's schools. The process of determining the number of teachers to be recruited is done by the Permanent Secretary's Office comparing the number of teachers in each school and identification of cases where there is surplus number of teachers who need to be re-deployed within schools of the same district. Once this is done

for all the districts, a new series of real vacancies per district is derived and the total number of teachers to be recruited is confirmed based on real needs. The PS then writes to CAO on the number of teachers to be recruited by each district. This is the basis of approving recruitment plan of primary teachers by MoPS.

The approval by MoPS is preceded by the CAO declaring the vacancies to the Education Service Commission (ESC) and District Service Commission (DSC) requesting for the recruitment of the number of teachers that fit within the available budget. ESC recruits the number of teachers allowed and sends them to the CAO for issuing letters of appointment. Finally, the DEO deploys teachers to schools. Candidates selected sign a contract with the district and can only be posted in a school within the district.

### **2.3 Management of Teacher's Annual Increments**

According to the review of the Establishment Notice no. 3 of 2017, every Public Officer is entitled to an annual salary increment except those already at the bar of the salary scale, those earning person-to-holder salary and those with fixed salary. However, the interviews conducted indicated that several teachers are still under paid even after their promotion. These cases have persisted even after the MoES has intervened to ensure that the teachers with such challenges are supported to resolve those payment errors. This might be due to the payroll management processes and controls at different levels. As seen from the reviewed documents, there is no clear appreciation of the steps or the processes different payroll managers should implement as standard procedures to follow on managing teachers' increments. This affects the motivation of teachers over time.

The review of the requirements of providing increments for teachers is partly affected by the lack of clear criteria on making decisions for increments. For example, the policy document is open to abuse since even teachers that have absconded from teaching can automatically get an increment for as long as they are still on the payroll. According to the review of the Circular Standing Instruction no. 4 of 2010 Performance Agreements for Hospital Directors and School Head Teachers, head teachers are required to conduct a formal process of documenting the level of achievement of key outputs and targets implemented by teachers to enable Government to recognize and reward excellent performance by utilizing consistent criteria for assessing and addressing performance gaps. Currently, head teachers are not implementing this requirement which also exposes the policy on annual increments for teachers to abuse.

The GoU Standing Orders 2010, however indicate that a public officer who holds a post graded in a salary scale with incremental levels, shall receive annual increments up to the maximum of the salary scale, provided his or her work during the year has been satisfactory. The current payroll and Human Capital management environment has not been well developed to distinguish between the levels of performance among the staff. The current framework if implemented might even reward teachers with unsatisfactory performance with increments as there are no clearly developed guidelines to operationalize the processing of teacher's salary increments based on the levels of performance.

#### **2.4 Teachers' Payroll Salary Adjustment process**

According to the GoU Standing Orders 2010, when an officer is appointed on promotion, he or she shall receive a salary at the minimum point of the scale of the post to which he or she is promoted and the date of the anniversary of his or her appointment shall be his or her future incremental date. The review of the different documents and interviews indicated that this

standing order requirement is not implemented and thus affecting the motivation of classroom teachers. There is no clear framework that should guide planned promotions of primary teachers and how it translates into payroll management. The GoU Standing Order 2010 also provides a requirement for assessment of salary on attainment of higher qualifications by a public officer. The Standing Orders indicate that training lasting for a period of nine months or more and leading to a relevant qualification shall attract one salary increment. This provision is not applicable to staff earning fixed salary, officers earning a salary on personal to holder basis and officers who have reached the highest segment of the salary scale. The preliminary interviews conducted indicated that this requirement is not implemented and thus affecting the payment of the different teachers and their motivation for the work.

## **2.5 The Promotion Criteria for Secondary School Teachers**

According to Andrew & Schwab (2015), promotion is one of the best forms of incentives which generate a sense of loyalty among teaching staff toward the school, and keep the teachers busy in investing their sincere efforts. Most organizations do promotion on the basis of merit, seniority, educational qualification, experiences and training courses attended. Besides, Higenyi (2017) asserted that teachers' promotion criteria used under the scheme of service consider promoting teachers basing on the seniority at work. Indeed, the merit-based promotion is one which is taken to denote on individual teachers' skills, knowledge, ability, efficiency and aptitude as measured for educational training and past employment record. On the other hand, teachers' promotion is done on seniority basis which refers to relative length of service in the same job and in the same organization. Seniority is the length of time that an individual has served in a job or worked for an organization. The study took one method research design (quantitative), data was collected

by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used both quantitative and qualitative approaches.

A scheme of service is where all teachers have the opportunity to get promoted to higher salary scales without necessarily being deputy head teachers or head teachers. The promotions depend on the number of years one has worked as well as their academic qualifications (National Teacher Policy, 2019). Lack of upward growth in the profession has been one of the major complaints among Ugandan teachers for several decades. In Uganda, it took one only three steps to reach the peak of the teaching profession. The entry level is classroom teacher, and then one could progress to deputy head teacher and finally head teacher. One could not go further unless one quit the profession. The scheme of service which government of Uganda wants to implement was drafted in 2005 by the Education Service Commission but had been shelved since then. The scheme also aims at keeping good, experienced teachers who often rush for administrative jobs because of the salaries attached (Chaval, 2021). However, many teachers had stagnated on the same salary ladder and saw no future in front of them which had caused a lot of despondences. However, the fore going study was carried from outside Uganda, not fully secondary schools based and carried out almost two years ago. These constitute gaps namely of conducting a similar study in Uganda, thus need for this study.

Teacher Incentive Framework (2018) noted that seniority can bring higher status, rank, or precedence to an employee who has served an organization for a longer period of time. Seniority can push one to the rank of Senior Education Assistant (SEA), and later to Principal Education Assistant (PEA). Additionally, experience and a Master's degree

pushes one to the rank of Senior Education Officer (SEO), then Principal Education Officer (PEO), putting one in the same salary scale as a deputy or head teacher. According to the Education Act (2008), a teacher must be qualified and registered with the Ministry of Education and Sports. As guided by (Section 11 of the Education Act 2008), ‘no person shall teach in any public or private school of any description unless he/she is registered as a teacher or licensed to teach under this Act. A senior teacher should therefore be registered and have a valid Registration Certificate awarded by the Ministry of Education and Sports by the time of his/her appointment or promotion.

Lindiwe (2020) asserts that to retain good teachers, school districts should provide advancement opportunities. The scheme ensures teachers are promoted in regard to their experience, responsibilities and education levels. Teachers also can take steps on their own to open doors to advancement in their careers. Promotion on merit is adopted by many organizations as a way of motivating their employees to perform better. It is seen as a fair method of rewarding those whose performance is considered exemplary and, in the process, encourages everyone to strive and perform better. Merit-based promotions refer to non-monetary rewards through which an organization tangibly signals its appreciation of quality work and achievements (Mikunde & Wise, 2018). There are three recognized types of promotion, that is, the vertical promotion, horizontal promotion and dry promotion. In horizontal promotion, an employee is promoted from lower level to higher level; whereas on the other hand, in vertical promotion, an employee is promoted from lower level to higher level or sustained at the same level with more responsibilities only changing his or her department.

In addition, Chaval (2021) noted that dry promotion is given in lieu of increase in salary. Designations are different but no change in responsibilities. Dry promotions are those, which are given in lieu of increases in compensation that is when all compensation is adjusted upward to keep pace with the cost of living. Up or out promotion: any situation in which an employee must either be promoted or terminated within a specific time period is considered as up or out promotion (Monyatsi, 2020). This situation occurs at most higher institution of learning, where the junior faculty either achieves tenure or leaves. With regards to the teachers' promotion in question, the researcher developed a sense of concern in achieving knowledge on the promotion criteria as laid out in the scheme of service for secondary school teachers in Iganga District.

## **2.6 Ways in Which Teachers' Promotion Influenced Their Efficiency among Secondary Schools**

According to Ogunnu (2020), many occupations and all professions offer their recruits the opportunity of pursuing a career, in the sense that individuals can be promoted through a clearly delineated promotions hierarchy. This aspect of a career is referred as its vertical mobility dimension. Besides, Romane & Beatriz (2017) argued that promotion can therefore be regarded as the passage to a higher rank. In management, promotion is one of the reinforcers of the rewards system to help motivating teachers. As stated by Sigoma (2020), in a hierarchy using promotion solely as a reward for good performance, teachers tend to rise to their level of competence because good performance in one job is no guarantee of good performance in another. Thus, through promotion, a teacher gets encouragement and a school gets the best teacher available.

Ogunnu (2020) further added that because of delayed promotion by the government, teachers tend to lose interest in working as family costs are greater than their salaries. Remember a frustrated teacher cannot deliver well teaching and learning objectives. Andrew & Schwab (2015) opines that promotion opportunities in an organization promote personal development among educators to enhance their interest and job satisfaction in the department. Similarly, promotion opportunities increase educators' pay, stimulate job satisfaction, and promote employee retention. In a study conducted by Mikunde & Wise (2018) on motivational factors and employee retention in an organization, they established that financial rewards, teacher promotional opportunities, career development opportunities as well as recognition are pivotal factors that influence employee retention. Furthermore, employers can create a promotion post to increase job quality and performance. Therefore, employers must promote suitable, qualified, well-experienced, knowledgeable, and skillful personnel to achieve the purpose of the job.

Lindiwe (2020) argued that promotion is one of the sensitive issues in every employee's life. Through promotion, a teacher gets recognition of his or her performance and is motivated to continue in this way. Thus, promotion policies may affect teachers' hopes for advancement and the productivity of the school. Teachers cannot think of being promoted without performance appraisals. The promotion of teachers is entirely dependent upon their performance appraisal outcome. Performance appraisals provide teachers with recognition for their work efforts. Most school managers do not look forward to conducting performance appraisals because of the effort involved. Besides, Maforah (2020) noted that promotion involves an increase in status, responsibilities and pay, which eventually boost one's ability to work harder. In other words, promotions are often used to achieve two

goals simultaneously that, in principle might be separated: putting teachers in the right jobs, and generating motivation. In words promotions are as having two functions; to sort teachers by ability, and to provide incentives for effort.

Mikunde & Wise (2018) also noted that in this extremely competitive corporate world, promotion can be used as one of the tools for competing schools in tracing the most productive participant of one school to be worth hiring for other different schools. In such a way, the promotion highlights an employee in the external environment and realizes his worth in the internal environment. According to Monyatsi (2020), promotion enhances the yield of a school when a teacher climbs a promotion ladder on the basis of his seniority and resultantly, he gets an increased wage rate that boosts his morale at work. Mikunde & Wise (2018) confirm the presence of low teachers' job morale and satisfaction resulting by lack of promotion and ineffective pay incentives. There is high teachers' attrition through leaving teaching profession because of limited promotion opportunities. Timely promoted teachers have positive impact on students' learning progress because those who are not promoted put very little efforts in their teaching. Sometimes, students are left alone in the classroom the whole day without learning anything.

Monyatsi (2020) further noted that a promotion is viewed as desirable by teachers because of the impact a promotion has on pay, authority, responsibility, and the ability to influence broader organisational decision making. A promotion is a form of recognition for teachers who make significant and effective work contributions. Consequently, a dilemma arises in schools since repeated promotions generally place a teacher in a management role. Employers are challenged to provide alternative career paths for teaching staff who deserve the benefits and recognition provided by a promotion, but do not aspire to manage the work

of other teachers. Individual contributors must be eligible for promotions that recognize and reward their role as contributors (Maforah, 2020). Thus, promotion provides opportunities for personal growth, increased responsibility, and increased social status. Poor grade promoted teachers also hardly cover the syllabus and this is what is happening in most of public secondary schools. In these schools' teachers, are not doing enough due to the lack of motivation such as timely promotion. However, the fore going study was carried from outside Uganda, not fully secondary school based and carried out almost two years ago. These constitute gaps namely of conducting a similar study in Uganda, thus need for this study.

Maforah (2020) further added that promotion enhance teachers' performance thus increasing organisational commitment. Teaching staff are sensitive to quality variations inn performance appraisal as its processes are a powerful determinant of teachers' futures such as having promotion, rewards, demotion or even termination of their job within the school. Besides, Higenyi (2017) asserts that promotion has a great influence on teachers' job satisfaction. In this regard, job satisfaction has significant managerial implications. If the job satisfaction is high, teachers shall perform better. A survey done by Ndijuye & Tandika (2019) in Tanzania found out given that preparation of lesson plan is relatively low, teachers did not regularly fill-in the subject log books (31%). Teaching process that follows syllabus was only 70%, and regular provision of exercises was 60%. By not regularly preparing the above-mentioned documents, teachers were abiding to existing teaching code of conduct which requires that they prepare and keep all necessary documents and records. Failure to do may adversely affect regular assessment of job performance, hence their timely promotion. On the other hand, if the job satisfaction is low, there shall be performance problems (Maforah, 2020). Teachers' job dissatisfaction/demotivation may lead to absenteeism from schools,

aggressive and sometimes violent behavior against learners and fellow teachers, early exits from teaching profession, physical and psychological withdrawal from workplace.

Additionally, Sigoma (2020) asserts that timely promotion plays a great role in increasing teachers' work morale. Most of teachers in schools, they just try to meet the school time table but in the classrooms their efficiencies are very low. So, if teachers are motivated through annual increment and timely promotion of their grades, they can help the students in their studies as well in discipline matters. A survey done by Ndiujye & Tandika (2019) in Tanzania found out that teachers regularly attended school - weekly attendance when they are promoted. However, 100% of the same promoted teachers prepared their schemes of work and used them effectively. Preparations of lesson plans were 58%, although there is a good percentage in availability of scheme of work; the percentage of lesson plans decreased because among other reasons, teachers are discouraged due to lack of timely promotion they expected.

In examining the role of timely promotion to teachers as a motivation factor in improving children's learning, Monyatsi (2020) indicated that teachers' timely promotion have the great role in increasing the teachers work morale. This observation is aligned with Wilson & Rosenfeld (2015) who stated that, motivation saves to activate or energize behavior and to give it direction. Similarly, Lindiwe (2020) argues that promotion opportunities build willingness in employees to work, hence stability in school works. School teachers' timely promotion significantly motivated them and enhanced children's learning and development. Teachers' timely promotion and motivation in general has a great impact in the pupils' learning progress and outcomes.

And, Chaval (2021) suggested that, when teachers are timely promoted/motivated they will love their teaching profession; they shall teach effectively that may help the pupils to increase their academic performance. Though promotion is among the teacher's rights, it indicates in this study that teachers lowered down their working spirit; promotion is among them. However, Andrew & Schwab (2015) indicate that teachers who are intrinsically motivated work for the sake of their own, for the provided satisfaction and/or for the acquired feeling of accomplishment and culminating self –actualization. Promotion as part of motivated, makes teacher work happily, get fulfilled, devoted and committed in such a way that he/she brings out his/her best in his/her place of work for the learners, parents and the society greatly benefit from his/her services. With regards to the teachers' promotion in question, the researcher developed a sense of concern in achieving knowledge on the ways in which teachers' promotion has influenced their efficiency among selected government secondary schools in Iganga District.

## **2.7 Determinants Influencing Teacher Promotion among Secondary Schools**

According to Chaval (2021), promotions are advancement of position with greater challenges, more responsibility and more authority than in previous job. Promotions usually include pay increases, and sometimes, it's viewed as desirable by employees because of the impact a promotion has on pay, authority, responsibility, and the ability to influence broader organizational decision making. It entails not only climbing to higher ranks but also entails higher salary thus promotion shall not only boost the morale of the workers but shall also help the economic needs. Besides, Lindiwe (2020) argued that promotion opportunities are positions within the organization hierarchy that require to be filled whenever possible by qualified candidates not from outside the organization

workforce. When promotions opportunities exists in an organization, then first priority should be given to internal employees. Most employees are motivated if they feel that they can move upwards in the organization.

On the part of the employer, promotion is both an expression of gratitude and a motivational tool. Teacher promotion no doubt brings the additional benefits of ‘binding’ the worker to the organisation and preventing ‘brain drain’ (Mikunde & Wise, 2018). Recruitment and selection can be looked separately, but looking at the entire process of hiring workers is effective in gauging the success of a recruitment selection process. More so, Monyatsi (2020) noted that recruitment is the generation of an applicant pool for a position or job in order to provide the required number of candidates for a subsequent selection or promotion program. Organisations undertake different bases of promotion. It depends upon the nature, size and management of the schools. The study took quantitative analysis; data was collected by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used both quantitative and qualitative approaches.

Maforah (2020) argued that teachers’ promotion solely depends on the basis of seniority, while others depend on the basis of merits. A promotion is a vital decision since it doesn’t only involve change in rank but also more duties and responsibilities, and hence must be taken after careful assessment and evaluation of one’s skills, performance and several other factors such as performance, length of service, merit and ability, educational/technical qualifications, assessment of potential, spacing of the promotion and career span of the individual and training. With regards to the teachers’ promotion in question, the researcher developed a sense of concern in achieving knowledge on the critical factors affecting teacher promotion among selected government secondary schools in Iganga District.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

This chapter presents the research design, area of the study, information sources, population and sampling techniques, variables and indicators, and measurement levels. It also presents the procedure for data collection, data collection instruments, quality/error control; data presentation and analysis, ethical considerations, and selection criteria.

### **3.1 Research Design**

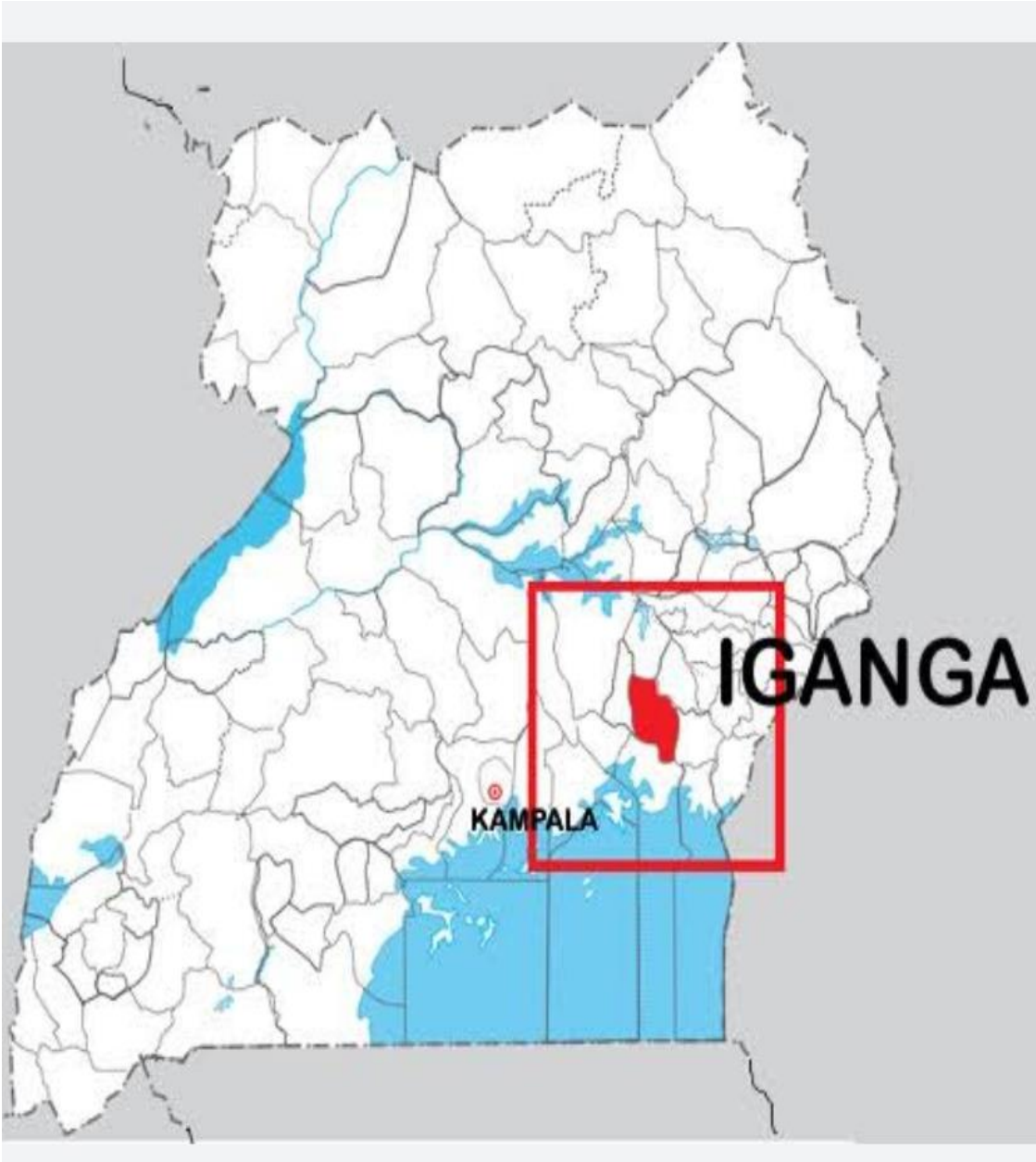
The study adopted a cross sectional survey design. The basic reason and idea behind cross sectional survey design was to measure variables by asking people questions and then to examine the relationships among the variables at one point in time. The study design was considered suitable used in selected schools of Iganga District since it was descriptive and friendly in presentation of data. This is in line with the recommendations of (Creswell, 2014) who recommended that studies of this nature require designs, which apply a cross sectional survey design. The research design was considered appropriate since it also provided an opportunity for intensive analysis of specific details over the collected data. Additionally, this design aimed to collect data without manipulating the research variables or the respondents in an attempt to get the perception of the respondents.

### **3.2 Area of the Study**

This research was conducted among selected government aided secondary schools in Iganga District. Iganga district is located in eastern region of Uganda. Iganga district is bordered by Kaliro district to the north, Namutumba district to the northeast, Bugweri district to the east, Mayuge district to the south, Jinja district to the southwest, and Luuka district to the west. The district headquarters at Iganga are located approximately

44kilometers (27ml) by roads, northeast of Jinja, the largest city in the Busoga sub-region as indicated in Map 3.1. The district of Iganga had been selected because of rising complaints related to decline in teachers’ job performance (Iganga District Education Report, 2021).

**Figure 3.1: Map of Iganga District in Uganda**



### **3.3 Information Sources**

In this research, primary and secondary sources of data were considered. In this study, the primary data was collected with the help of a questionnaire and interview guide, which was administered to the target population in selected secondary schools in Iganga District. The questionnaires were developed in line with the study objectives, and contained both open and Likert scale closed ended questions. On the other hand, secondary sources of information and included district education reports, journals, textbooks, magazines, newsletters, research dissertations and reports, and other internet sources were also considered.

### **3.4 Population and Sample Selection**

#### **3.4.1 Population**

The population of the study comprised of head-teachers (10) (each head teacher per school), deputy head teachers (20) (two deputy head teacher per school), teachers, District Education Officer (1), District Inspectors of Schools (3) and teachers (246) (25 teachers in 6 schools and 24 teachers in 4 schools) from ten (10) selected secondary schools with Iganga. The target population in ten selected secondary schools was equivalent to 280 in number (Iganga District Education Report, 2021). Head teachers, deputy head teachers, District Education Officer and Inspectors of Schools were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. Teachers were selected in order to obtain reliable and valid information required for this study.

#### **3.4.2 Sample Size Determination**

The study sample is selected following the recommendations of Morgan and Krejcie (1970) table in determining sample size to represent a cross section of people in this study since

we are able to calculate the sample size of each category of respondent. In this regard, out of 280 target population, 162 sample size were considered. These included ten (10) head teachers, twenty (20) deputy head-teachers, one (1) District Education Officer, three (3) District Inspectors of Schools, and one hundred and twenty eight (128) teachers (i.e 13 teachers from 8 schools and 12 teachers from 2 schools respectively). This enabled the researcher to get a variety of views and unbiased response which made the study a reality.

**Table 3.1: Target Population, Sample Size and Selection**

<b>Category of Respondents</b>	<b>Population</b>	<b>Sample Size</b>	<b>Sample Technique</b>
Head teachers	10	10	Purposive sampling
Deputy head-teachers	20	20	Purposive Sampling
District Education Officer	1	1	Purposive sampling
District Inspectors of Schools	3	3	Purposive sampling
Teachers	246	128	Simple random
<b>Total</b>	<b>280</b>	<b>162</b>	

**Source: Self Constructed Basing table of Krejcie & Morgan (1970)**

### **3.3.4 Sampling Selection**

The study used the following sampling techniques: Purposive and Simple Random and convenient sampling techniques which were listed and explained in detail below.

#### **3.3.4.1 Purposive Sampling**

First, the researcher used the purposive technique to identify the District Education Officer, District Inspectors of Schools; head teachers, and deputy head teachers. The researcher purposively selected those particular respondents from their respective offices. Purposive sampling is a non-random sampling technique where respondents were selected because of

some characteristic. Purposive sampling is popular in qualitative research, and those respondents were chosen purposively and interviewed to provide qualitative data.

#### **3.3.4.2 Simple Random Sampling**

On the other hand, simple random sampling was used to select the teachers of the selected secondary schools. One set of small pieces of paper of the same size was prepared for all the teachers for each school. That is; 128 small pieces of the papers for the teachers carried the writing 'Yes' and the rest carried the writing 'No'. All were placed in a container and each teacher was asked to take only one piece of paper from the container. If the writing on the paper read 'Yes', the teachers participated in answering the questionnaires. A simple random sample is a subset of individuals (a sample) chosen from a larger population. Each individual was chosen randomly and entirely by chance, such that each individual had the same probability of being chosen at any stage during the sampling process and each subset of individuals had the same probability of being chosen for the sample as any other subset of individuals (Cohen, 2011).

#### **3.4.3.3 School selection**

Ten (10) government aided secondary schools in Iganga District were conveniently selected. These secondary schools were both rural and urban schools.

### **3.5 Variables and Indicators**

This study looked at teachers' promotion as an independent variable as and teachers' performance as the dependent variable. The teachers' promotion can be influenced by the criteria used by Education Service Commission, and scheme of service. When all these are in place, they greatly have an influence on the teachers' performance. On the other-

hand, teachers' performance can be indicated by teachers' regularity, adherence to routine tasks, work content/syllabus coverage, respect for authority, teachers' punctuality and efficiency.

### **3.6 Measurement Levels**

There are different types of measurement levels and this included ordinal, ratio, nominal, and interval. Interval scales measures refer to an equal intervals or degrees of different, but with an arbitrary mostly established at zero point which doesn't represent anything or something. Then, ratio scales measures can be the one who has an equal interval and an absolute zero point. The nominal scale is usually used for the cases of gender and education level. Lastly, the interval scale is also used for period the persons have been in school (Kothari, 2013). In this regard, a Likerts scale is a scale usually used more especially when one is responding to a particular questionnaire. In this case, the participants can specify their level of disagreement or level of agreement to the stated question. Indeed, it is usually recognizable when one is asked to clearly indicate his/her strength of feeling about a particular issue under investigation on a 5-1 rating scale. Therefore, the five-point scale were used where 5 represent strongly agree, 4 represent agree; 3 represent not sure; 2 represent disagree and 1 represent strongly disagree.

### **3.7 Procedure of Data Collection**

After successful completion of the research proposal, the researcher first got clearance from the Research Ethical Committee Uganda Christian University (UCUREC) as well as School of Education which was used to seek permission to conduct the study from the study area. Such an authorization letter of permission was obtained in order for the

researcher to carry out this research. Anonymity and confidentiality of the respondents were observed by not asking the respondents to put their names on the questionnaires. The questionnaires were then distributed to the respondents for one week and then collected in the following week. The filled questionnaires were then entered in SPSS in preparation for analysis.

### **3.8 Data Collection Instruments**

The study used a survey and interview approaches where both qualitative and quantitative data were collected. There were several survey and interview approaches, however for the purpose of this study the questionnaire and interview guide were used as discussed below.

#### **3.8.1 Self-Administered Questionnaire**

A total of 128 questionnaires were distributed to the teachers. The study used a close ended questionnaire that was divided into sections of background information, and other detailed objective information. A standard questionnaire on a ten-point Likert scale was used to get quantifiable primary data from individual respondents on a scale of 5- Strongly Agree; 4- Agree; 3- Not Sure; 2- Disagree; 1- Strongly Disagree. Questionnaire gave respondents' freedom to elicit some information in details, due to the open-ended nature of some of the items it consisted of. Questionnaires were designed to fulfill a specific research objective. Closed questions permit only certain responses. These types of questions were employed as data-gathering instruments. On the other hand, open-ended questions were used for complex questions that cannot be answered in a few simple categories but require detailed discussions. Self-administered questionnaires were used to collect quantitative data from a sample of teachers from the ten selected government aided secondary schools in Iganga District.

### **3.8.2 Interview Schedule**

The interview schedule was only used with the head teachers, deputy head teachers, District Education Officer, and District Inspectors of Schools to provide qualitative data. This involved face to face interaction between the researcher and the participant through discussion. Face-to-face interview was a data collection method when the interviewer directly communicates with the respondent in accordance with the prepared question guide. The interviews were in two ways, namely: Structured interviews, in which the responses by the participants were brief and specific. Unstructured interviews, where the responses were long, elaborated and not specific. The interviews were face-to-face between the researcher and selected participants which enhanced confidentiality and observing of non-verbal behaviors during the study (Creswell, 2014). This method of data collection involved oral verbal responses from the respondents. Open-ended questions will also be used so that other valuable questions might emerge from the dialogue between interviewer and interviewee. Semi-structured interviews are the most widely used interviewing formats for qualitative research (Kothari, 2013). In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents. This was largely due to the fact that the respondents often need stimuli to expand or clarify their own answers and ideas more broadly, so that a broader understanding was more easily reached later on in the findings of this study.

### **3.9 Quality/Error Control**

The validity and reliability of instruments were looked at: -

### 3.9.1 Validity of Research Instruments

To enhance validity, a pilot study was carried out. The pilot study helped the researcher to identify items in the research instrument which was found ambiguous in eliciting required information. Reliability refers to the consistence of the research instruments (Stephanie, 2016). For the questionnaire, the researcher carried out a Test-Retest method where a respondent who completed the questionnaire was asked to complete it again after two weeks and his/her choices compared for consistence. According to Amin (2005), test-retest or stability test provides evidence that scores obtained on a test at one time (test) was the same or close to the same when the test was re-administered some other time (re-test). Additionally, the instruments were validated by focusing on the questions that the researcher asked experts. After which a content validity index was calculated using the following formula;

$$\text{CVI} = \frac{\text{Number of items rated relevant}}{\text{Total number of items}}$$

Total number of items

29

33

= 0.878

Where by'            CVI= Content Validity Index

Ten questionnaires were pilot-tested in a secondary school that did not participate in the study. Each questionnaire had 33 items. Thus, the instrument validity was above 0.7 the recommended value for validity. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary. The questionnaires items were constructed in order to make sure that they were related to the proper questions to ensure that that the research questions were well captured.

Similarly, the interview items were constructed such that they were related to the questions in order to ensure that the research questions were well covered. The validity of the interview guide was determined by pre-testing this tool, which helped to estimate the time it took to complete conducting the interviews, relevancy of the set questions in measuring the subject under research.

### 3.9.2 Reliability of Research Instruments

According to Stephanie (2016), an instrument is considered to be reliable if it yields consistent results of measure after repeated trials from the same respondents. This study used the most common internal consistency method to assess the reliability of the scales known as Cronbach's alpha. Cronbach's alpha is a reliability coefficient that shows how positively items were related to one another. Reliability of the instruments was established using Cronbach's Alpha ( $\alpha$ ) internal consistency method (Stephanie, 2016). In this case therefore, before real collection of data, the instruments were tested on 2 respondents from only teachers to determine their reliability and these respondents were not among the interviewees. Additionally, before going for real data collection, the tools used was first tested among few participants from each category of respondents so as to determine their reliability, conservative standards of credibility, dependability, conformability and transferability. Thereafter, those participants were not among those included for an interview. The results are presented in Table 3.2.

**Table 3.2: Reliability indices for the questionnaire**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
0.805	0.796	23

The Cronbach's alpha is 0.805 as indicated in Table 3.2, above 0.7 the recommended reliability value. This showed that the questionnaire was reliable. The reliability of the questions was used to collect data for the analysis of the relationship between study variables. Other researchers in the future can use this questionnaire to carry out research in the same field.

On the other hand, the researcher ensured reliability of interview guide by ensuring consistent of selection method, that is, the five pilot study candidates were interviewed twice using the same questions to rate the candidate's similarity and get the reliable interview. Therefore, the researcher pre-tested and retested the instruments on a small number of key respondents in an interval of two days. Before real collection of data, the instruments were tested on six respondents to determine their reliability and these respondents were not among the respondents (interviewers).

### **3.10 Strategy for Data Processing, Analysis and Interpretation**

Data analysis involved use of both quantitative and qualitative approaches as shown below:

#### **3.10.1 Quantitative Data Analysis**

Teachers filled and answered questionnaires to provide quantitative data. Quantitative data from questionnaires were coded and summarized using descriptive statistics, measures of variability, frequency distributions and percentages. They were thereafter analysed using Statistical Package for Social Sciences (SPSS) version 20. Analysis was also carried out using descriptive, correlation and simple regressions on the variables of the study, and in some cases, it was presented showing mean and standard deviation. The purpose of quantitative studies was for generalizability and building strength in numbers (Creswell, 2014).

### **3.10.2 Qualitative Data Analysis**

Head-teachers, deputy head-teachers, District Education Officer, and District Inspectors of Schools were interviewed to provide qualitative data. Qualitative data analysis took place after data collection and was based on how the findings were related to the research questions. Tentative themes and codes were identified. After data collection, information of the same category was assembled together and a report written. In other words, a thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. The recurrent themes, which emerged in relation to each guiding question from the interviews, was presented in the results, with selected direct quotations from participants were presented as illustrations. Qualitative data was analysed in themes and categories identifying patterns and trends that was emerged. The analysis included presentation of quotes from different respondents and recording verbatim from what some respondents say. Themes emerging from secondary data were identified. The purpose of qualitative studies was about depth and richness of data (Creswell, 2014).

### **3.11 Ethical Considerations**

The researcher took into consideration a number of ethical issues including: first, ethical clearance was sought. This was got from Uganda Christian University well as School of Education. This fully allowed the researcher to conduct research. Additionally, another permission to carry out the study in Iganga District was also sought from the Head teachers of the selected schools, who organized teachers and other study participants to participate in the study.

Confidentiality of respondents was kept. Respondents were not required to reveal their names nor put their contacts on the questionnaires. Identification numbers were used

instead of their names to avoid information given traced and knew the particular respondent. All data gathered was used only for the purpose of this study and nothing else. The research procedures were explained to all the respondents before they took part in the research; and their informed consent was obtained.

Further, all the sources of literature were acknowledged throughout the whole study through proper citations and referencing. Personal bias was avoided during the entire study that is to say during interviews, data analysis and reporting. In addition, the researcher designed a consent letter before engaging any respondent. The respondents consented by signing or thumb print. The researcher assured them that their information was treated with confidentiality. The researcher also did not ask for their names or any form of contact.

### **3.12 Selection Criteria**

This included inclusion and exclusion criteria.

#### **3.12.1 Inclusion Criteria**

All selected participants to participate in this study consented to the study. The participants above 18 years of age at the study area were included.

#### **3.12.2 Exclusion Criteria**

Teachers who were not at school at the time of research were not included in the study. Those participants who did not consent to participate in this research were excluded. Those who were below 18 or above 60 years were not included in this study.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### 4.0 Introduction

This chapter details with data presentation, analysis and interpretation. The study findings are presented, following the study objectives namely; establishing the existing promotion criteria for teachers among selected secondary schools in Iganga District, determining the ways in which teachers' promotion has influenced their performance among selected government aided secondary schools in Iganga District, and ascertaining the critical factors affecting teacher promotion among selected government aided secondary schools in Iganga District.

The study presents descriptive results from questionnaire in form of mean to show the central tendency of responses in the likert scale questions. Interview results were also obtained to explain qualitatively how teacher promotion have influenced their performance in form of quotations and narrative statements as per respondents' views in regard to each objective of the study and these supplemented results from the questionnaire.

The study also presents inferential statistics in form of correlations and regressions which show the nature of relationship between variables and the magnitude of effect the independent variables has on dependent variable. The chapter also presents the response rate, which shows the actual number of respondents that participated in the study. The chapter also presents the background information of respondents which shows the common demographic respondents characteristics who participated in the study.

#### 4.1 Response Rate

The sub section presents the summary of the statistics for the response rates. Details are presented in Table 4.1 below.

**Table 4.1: Summary of study response rates**

Category	Targeted respondents	No. actually involved	Percentage of response rate
<b>Questionnaire</b>			
Teachers	246	128	52.1%
<b>Interviews</b>			
Head teachers	10	10	100%
Deputy head teachers	20	20	100%
District Education Officer	1	1	100%
District Inspectors of Schools	3	3	100%
<b>Total</b>	<b>280</b>	<b>162</b>	<b>57.8%</b>

*Source: Primary data, 2023*

As presented in the table 4.1 above, a total number of 280 respondents were expected to participate in the study (target population), but 162 respondents actually participated to make a response rate of 57.8%. Others did not participate in interviews sighting reasons for being busy some were reported out of the school for workshops, and supervision of national examinations. This response rate is above the 55-70% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered as one with satisfactory results.

## 4.2 Demographic Characteristics of Respondent

The demographic characteristics look at the respondents' distribution across gender, highest education level, and time worked in the school. This is indicated in the Table 4.2:

**Table 4.2: Demographic Characteristics of respondents**

<b>Demographic feature</b>		
<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	82	50.6
Female	80	49.4
<b>Total</b>	<b>162</b>	<b>100.0</b>
<b>Highest level of education</b>		
PhD holders	2	1.3
Masters' Degree holders	8	4.9
Bachelors' Degree holders	140	86.4
Diploma holders	12	7.4
<b>Total</b>	<b>162</b>	<b>100.0</b>
<b>Time spent in school/position</b>		
Less than 5 year	24	14.8
6 – 10 years	102	62.9
11 – 15 years	28	17.4
16 years and above	8	4.9
<b>Total</b>	<b>162</b>	<b>100.0</b>

*Source: Primary data, 2023*

Table 4.2 shows that the majority of the respondents (50.6%) were male while the female constituted 49.4% of the total number of respondents. Therefore, majority respondents were in the education sector are men compared to women and well as in the leadership process of the government aided secondary schools. Still, implies that government aided secondary schools in Iganga district consider gender balance during recruitment of their staff.

Majority (86.43%) of the respondents were holders of Bachelor's degree, and the least (1.3%) had PhD holder. This implies that most of the staff employed by government secondary schools in Iganga district are qualified at graduate level. Therefore, majority respondents that participated in the study had degree level meaning that they know an

appropriate ways of promotion that is likely to improve their performance levels. Most of those teachers with degrees who obtained with direct entry and those who upgraded from grade five.

From the above, majority of the respondents (62.9%) indicated they have been staying/working with school for six to ten years. Also, 17.4% of the respondents have indicated 11 to 15 years, 14.8% mentioned of less than 5 years, and least (4.9%) mentioned of 16 years and above. The implications are that all the respondents are familiar with the internal and external promotion criteria for teachers within their schools.

#### 4.3 Descriptive Results on the Performance of Teachers among Secondary Schools

The study sought opinion of respondents on salary. The summary of the opinion is presented in frequency and percentages as provided in Table 4.3.

**Table 4.3: The performance of teachers among selected secondary schools**

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
Teachers in this school prepare scheme of work and follow the updated lesson plan	0 (0)	21 (16.4)	- (0)	89 (69.5)	18 (14.1)	4.68	1.231
Teachers in this school, teach and perform to the expectation of the school management	3 (2.3)	18 (14.1)	5 (3.9)	86 (67.2)	16 (12.5)	4.39	.893
The assessment of students' academic work is always done timely and effectively in our school	6 (4.7)	21 (16.4)	8 (6.3)	81 (63.3)	12 (9.3)	4.37	.887
In terms of subject content delivery, teachers in this school perform very well	10 (7.8)	23 (17.9)	9 (7)	77 (60.2)	9 (7.1)	4.33	.835
Teachers performance in this school is good because they achieve the school targets	9 (7)	27 (21.1)	11 (8.6)	74 (57.8)	7 (5.5)	3.23	1.327
Teachers in this school are always regular and punctual for classes	11 (8.5)	31 (24.2)	13 (10.2)	67 (52.4)	6 (4.7)	4.19	.574

*Source: Primary Data (Teachers in Iganga district) 2023*

Table 4.3 represents the descriptive statistics on the performance of teachers among selected secondary schools in Iganga District. The results show that 83.6% of the respondents disagreed to the statements that teachers in this school prepare scheme of work and follow the updated lesson plan (Mean=4.68 and standard deviation 1.231). Teachers in this school, teach and perform to the expectation of the school management, and this was disagreed by 79.1% of the respondents (Mean=4.39 and standard deviation .893). The assessment of students' academic work is always done timely and effectively in secondary schools, and this was disagreed by 72.6% of the respondents (Mean=4.37 and standard deviation .887); and, lastly, in terms of subject content delivery, teachers in this school perform very well, and this was accepted by 67.3% of the respondents (Mean=4.33 and standard deviation .835).

#### **4.4 Descriptive Results on the Existing Internal and External Promotion Criteria for Teachers among Selected Secondary Schools**

The question was posed to establish the existing internal and external promotion criteria for teachers among selected government aided secondary schools in Iganga District. Findings from 128 teachers are indicated in Table 4.4:-

**Table 4.4: The existing internal and external promotion criteria for teachers among selected secondary schools in Iganga District**

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
In our school, teachers tend to be promoted basing on their education level	119 (92.9)	9 (7.1)	- (0)	- (0)	- (0)	3.68	1.132
Performance appraisal results tend to be given consideration when promoting teachers in our school	112 (87.5)	11 (8.6)	5 (3.9)	- (0)	- (0)	4.46	.870
In our school, teachers tend to be promoted basing on their work-based performance	106 (82.8)	14 (10.9)	8 (6.3)	- (0)	- (0)	4.32	.892
In our school, teachers are promoted depending on the years of experience at work	98 (76.5)	16 (12.5)	8 (6.3)	6 (4.7)	- (0)	4.31	.815
In our school, seniority is also considered when promoting teachers	84 (65.6)	22 (17.2)	14 (10.9)	8 (6.3)	- (0)	3.93	1.137
In our school, hierarchical position is considered when promoting teachers	78 (60.9)	26 (20.3)	15 (11.7)	9 (7.1)	- (0)	4.62	.624
In our school, training courses attended is considered when promoting teachers	63 (49.3)	18 (13.9)	13 (10.2)	17 (13.3)	17 (13.3)	4.43	.582
In our school, merit based promotion is considered in promoting teachers	56 (43.7)	21 (16.4)	19 (14.8)	17 (13.3)	15 (11.8)	4.11	.575

*Source: Primary Data (Teachers in Iganga district) 2023*

Table 4.4 represents the descriptive statistics on the existing internal and external promotion criteria for teachers among selected secondary schools in Iganga District. The results show that 100% of the respondents accepted to the statements that in secondary schools, teachers tend to be promoted basing on their education level (Mean=3.68 and standard deviation 1.132). Performance appraisal results tend to be given consideration when promoting teachers in secondary schools, and this was accepted by 96.1% of the respondents

(Mean=4.46 and standard deviation .870). The teachers tend to be promoted basing on their work-based performance, and this was accepted by 93.7% of the respondents (Mean=4.32 and standard deviation .892); and, lastly, teachers are promoted depending on the years of experience at work, and this was accepted by 89% of the respondents (Mean=4.31 and standard deviation .815).

#### 4.5 Descriptive Results on the Influence of Teachers' Promotion on Their Efficiency among Government Secondary Schools

The second question was posed to determine the ways in which teachers' promotion has influenced their efficiency among selected government aided secondary schools in Iganga District. Findings from 128 teachers are indicated in Table 4.5.

**Table 4.5: The ways in which teachers' promotion has influenced their efficiency among selected government aided secondary schools in Iganga District**

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
In our school, promotion enhance teachers' job commitment	112 (87.5)	16 (12.5)	- (0)	- (0)	- (0)	3.64	1.082
In our school, timely promotion plays a great role in increasing teachers' work morale.	104 (81.3)	17 (13.3)	7 (5.4)	- (0)	- (0)	4.06	1.131
In our school, we adhere to routine tasks after being promoted	97 (75.8)	15 (11.7)	16 (12.5)	- (0)	- (0)	4.03	1.162
In our school, promotion leads to increased co-operation and harmony among teachers	93 (72.6)	16 (12.5)	10 (7.8)	9 (7.1)	- (0)	4.04	.997
In our school, there is an improvement in students' academic performance score	89 (69.5)	13 (10.2)	11 (8.6)	15 (11.7)	- (0)	4.31	.871
In our school, promotion motivate teachers to accomplish the assigned duties	75 (58.6)	16 (12.5)	15 (11.7)	22 (17.2)	- (0)	4.22	1.032

In our school, promotion stimulating teachers to take action that will accomplish desired goals.	69 (53.9)	17 (13.3)	16 (12.5)	26 (20.3)	- (0)	4.11	1.051
In our school, promotion opportunities increase educators' pay thus enhancing their ability at work	63 (49.2)	14 (10.9)	17 (13.3)	23 (17.9)	11 (8.7)	4.63	.617
In our school, promotion enhances teachers' job satisfaction thus become dedicated and effective in performing their tasks	51 (39.8)	15 (11.7)	14 (10.9)	27 (21.1)	21 (16.5)	3.86	1.151
In our school, with promotion, there is adherence to teachers' work standards and commitment to duties	47 (36.7)	16 (12.5)	15 (11.7)	31 (24.3)	19 (14.8)	4.53	.631

*Source: Primary Data (Teachers in Iganga district) 2023*

Table 4.5 represents the descriptive statistics on the ways in which teachers' promotion has influenced their efficiency among selected government aided secondary schools in Iganga District. Consultatively, the results show that 100% of the respondents accepted to the statements that in secondary schools, promotion enhance teachers' job commitment (Mean= 3.64 and standard deviation 1.082). It was revealed that in secondary schools, timely promotion plays a great role in increasing teachers' work morale, and this was accepted by 94.6% of the respondents (Mean=4.06 and standard deviation 1.131). The study also accepted (87.5%) that in secondary schools, teachers adhere to routine tasks after being promoted (Mean=4.03 and standard deviation 1.162). Lastly, promotion leads to increased co-operation and harmony among teachers, and this was accepted by 85.1% of the respondents (Mean=4.04 and standard deviation .997).

#### 4.6 Descriptive Results on the Determinants Influencing Teacher Promotion among Selected Government Aided Secondary Schools

The third question was posed to ascertain the determinants influencing teacher promotion among selected government aided secondary schools in Iganga District. Findings from 128 teachers are indicated in Table 4.6.

**Table 4.6: The determinants influencing teacher promotion among selected government aided secondary schools in Iganga District**

Statement	Extent of (dis)agreement					Mean	Std. Dev
	SA	A	NS	D	SDA		
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
In this school, availability of vacancy also influence teachers' promotion	114 (89.1)	14 (10.9)	- (0)	- (0)	- (0)	3.65	1.132
In our school, school financial base also influence teachers' promotion	107 (83.6)	19 (14.8)	- (0)	2 (1.6)	- (0)	4.45	.890
Government policy on recruitment also has an influence on teachers' promotion in our school	98 (76.6)	17 (13.3)	9 (7)	4 (3.1)	- (0)	4.34	.872
In our school, assessment and evaluation of one's skills influence teachers promotion	88 (68.7)	15 (11.8)	11 (8.6)	14 (10.9)	- (0)	4.33	.873
In our school, students' academic performance results also influence teachers to be promoted	83 (64.8)	14 (10.9)	13 (10.2)	14 (10.9)	4 (3.2)	4.53	.617
In our school, discipline has an influence on teachers promotion	79 (61.7)	13 (10.2)	16 (12.5)	15 (11.8)	5 (3.8)	4.05	1.132
In our school, teamwork greatly influence teachers' promotion	71 (55.5)	11 (8.6)	14 (10.9)	17 (13.2)	15 (11.8)	4.04	.987
In our school, school managers has an influence on teachers promotion	69 (53.9)	12 (9.4)	19 (14.8)	18 (14.1)	10 (7.8)	4.05	1.212
In our school, teachers motivation strategies influence their promotion	54 (42.2)	17 (13.2)	18 (14.1)	15 (11.8)	24 (18.7)	3.93	1.148

Source: Primary Data (Teachers in Iganga district) 2023

Table 4.6 represents the descriptive statistics on the critical factors affecting teacher promotion among selected government aided secondary schools in Iganga District. The results show that 100% of the respondents accepted to the statements that availability of vacancy also influence teachers' promotion in secondary schools (Mean=3.65 and standard deviation 1.132); school financial base also influence teachers' promotion, and this was accepted by 98.4% (Mean=4.45 and standard deviation .890); government policy on recruitment also has an influence on teachers' promotion in secondary schools, and this was accepted by 89.9% of the respondents (Mean 4.34 and standard deviation .872); and lastly, it was accepted (80.5% of the respondents) that assessment and evaluation of one's skills influence teachers promotion (Mean 4.33) and standard deviation .873).

#### **4.7 Correlation Analysis**

This section highlights a series of inferential analyses that were carried out to examine and establish the relationships between the different variables. The study used correlation analysis and regression analysis to examine the strengths and direction of the relationships in the variables as presented below.

The correlation analysis was undertaken to examine the strength and direction of the relationships between the independent and dependent variables as explained in Table 4.7 below.

**Table 4.7: Correlation test**

<b>Correlations</b>		Teacher promotion	Teacher performance
Teacher promotion	Pearson Correlation	1	.686 **
	Sig. (2-tailed)		.000
	N	128	128
Teacher performance	Pearson Correlation	.686 **	1
	Sig. (2-tailed)	.000	
	N	128	128

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

Results in the table above reveal a significant relationship between teacher promotion and teacher performance in government aided secondary school teachers in Iganga District. The correlation coefficient of .686 (\*\*) with a significance value of .000 explain the nature of the relationship in this situation. This implies that in teacher promotion, there is increasing teachers' work morale, adhere to routine tasks, enhancing teachers' job commitment, students' academic performance score, and increasing co-operation and harmony among teachers.

#### **4.7.1 Regression Analysis**

A single regression analysis was run between teacher promotion and their performance, and results are presented in the Table 4.8 below.

**Table 4.8: A single regression analysis**

		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	Sig.
1	(Constant)	.725	.116		.000
	Teacher promotion	.249	.030	.686	.000

a. Dependent Variable: Teacher performance

From the regression analysis as shown in the table 4.8 above, it indicates the coefficient of determination  $R^2=0.471$  which shows that 47.1% variation in teacher performance is explained by changes as a result of teacher promotion. This implies that any changes as a result of teacher promotion is would lead to 47.1% chance change in the teacher performance. These results depict that teacher promotion is significantly related with improved performance of teachers ( $\beta_1 =0.686$ ,  $p<0.01$ ). This justifies that any improvement in teacher promotion is significantly and positively associated with improved teacher performance in government aided secondary school teachers in Iganga District.

#### **4.8 Presentation of Qualitative Results**

##### **4.8.1 Qualitative Results on the Existing Internal and External Promotion Criteria for Teachers among Selected Secondary Schools**

The first objective was also set to establish the existing promotion criteria for teachers among selected secondary schools in Iganga District. Interview schedules were used to

solicit information from the head teachers, deputy head teachers, district education officer and district inspectors of schools. Respondents were involved in answering interviews.

In interviews, it was revealed that teachers tend to be promoted basing on their education level in secondary schools; in fact one of the head teachers explained that;

“.....teachers’ promotion is done basing on their academic qualifications acquired, and trainings attended. Teachers’ academic qualifications and trainings attended, implies that one has acquired enough skills and competence to handle additional managerial roles and responsibilities. A high level of education and supported by adequate skills open up opportunities for schools to provide awards in the form of promotion. With the promotion of individual teacher shall expand the scope of knowledge and increase capabilities and increase self-confidence. Thus, because with this promotion, it means that there is trust and recognition of the school regarding the abilities and skills/skills of teachers to hold a higher position and responsibility...” (Head teacher from School C)

This implies that the level of teachers’ academic qualification and short courses attended implies that one has acquired desired knowledge and skills for proper school management and handling additional roles after promotion. Thus, education will shape and increase teacher knowledge and insight so that it can help them perform their daily tasks more quickly, effectively and accurately. Meanwhile, training shall shape and improve teachers’ job skills. Thus, the higher the level of education and training of teachers, the greater the level of performance achieved.

It was also revealed that performance appraisal results tend to be given consideration when promoting teachers in secondary schools; in fact one of the deputy head-teachers explained that;

“.....teachers’ promotion is entirely dependent upon his or her performance appraisal outcome. Such performance appraisal provides teachers with recognition for their work efforts. Those teachers who get good performance results from performance appraisal tend to be given the first priority to be promoted at their places of work.....” (Deputy head teacher from School A)

This implies that performance appraisal can be an effective tool if they are used to reward teacher performance in a constructive and motivating manner. Performance appraisal helps the school managers as immediate supervisors to chalk out the promotion programs for efficient teachers. In this regard, inefficient teachers can be dismissed or demoted in case. Performance appraisal helps in putting the most effective, productive and competent person for specialized jobs. New teachers are also encouraged to improve their job commitment as promotion is made on the basis of competence, self-motivation, efficiency, and capability to accomplish the assignments in time.

Additionally, the study also revealed that teachers tend to be promoted basing on their work-based performance. Another interviewed participants noted that;

".....promotion decisions are often made based on job performance. That is, if teachers are successfully completing tasks outlined as part of their current position, it is assumed that they shall also have the skills necessary to successfully complete tasks in the next position ‘up the ladder’...." (District Inspector of Schools, 2023)

This implies that with performance-based promotions, teachers can't fall back on their seniority for promotions. Thus, when the best performers are the ones who get ahead, teachers may be motivated to put forth extra effort. Thus, focusing on achievement can eventually increase overall efficiency and productivity.

The study further revealed that teachers are promoted depending on the years of experience at work. Another interviewed participants had these to say;

"...teachers tend to be promoted depending on ability and years of experience at work. Teachers possess varying levels of skills and abilities, and a performance-based promotion rewards those who may have the most to offer the school in the long run. While tenure teachers offer the benefits of greater experience, this does not necessarily equate with more ability if their skills or long match the needs of an evolving school community...." (Deputy head teacher from School B).

This implies that promotion of teachers in secondary schools is always done basing of the experience. Teaching staff with enough experience at their place of work always tend to be promoted expecting to be aware of measures for proper school management. Thus, a less experienced teacher possessing a greater flair for innovation or creativity may be more likely to generate ideas that help the school move forward in the future.

More so, the study revealed that seniority is also considered when promoting teachers. One of the interviewed participants also noted that;

".....seniority-based promotion structure tend to eliminate the perception of favoritism and reduces backstabbing among teachers, and this because they are not in completion with one another for raises. It also eliminates hard feelings caused when teachers are perceived to have been promoted because of the way they dress or their skills at playing the game or corporate politics. Instead, teachers have a sense that if they pay their dues, they shall be rewarded at some point in the future..." (District Inspector of Schools, 2023)

This implies that school managers and ESC promotes a teacher because of his/her seniority within the school compared to other candidates. Teachers who are promoted due to seniority have been at the school or holding same position longer than any other candidates, and may or may not have other qualifications for the promotion. Promotion based on seniority can also help maintain a more harmonious workplace. Teachers who know they need to pay their dues and put in the necessary time with the school before advancement opportunities

present themselves are less likely to resent those who attained promotion because they worked the school longer.

The study also revealed that hierarchical position is considered when promoting teachers. The district education officer had these to say;

"...teaching staff promotion is done basing on the hierarchical position is holding. For instance, to become a head teacher, one must have served on the position of deputy head teachers for over three years, whereas, to become a head teacher or holding a position of senior teaching position, one must have served for period of 15 years....." (District Education Officer, 2023)

This implies that in schools, when we talk of hierarchies, one is usually referring to the line of authority from head-teacher to the classroom teacher, and every other staff position in between, and this includes, deputy head teacher, heads of department, to mention but a few. A hierarchal structure is a school structure that follows a chain-of command from the board of governments to regular employees.

Last but not least, the study revealed that training courses attended is considered when promoting teachers. One of the interviewed participants had these to say;

"....starting in the year 2023/24 financial year, to become a head teacher, one must have attained a master degree with additional training in leadership courses. All classroom teachers must be having a degree with additional post graduate courses. Such trainings or professional development also help to bolster teachers' confidence in their work. Thus, greater confidence can, in turn, translate into higher overall job satisfaction, employee job commitment, productivity and overall morale....." (Deputy head teacher from School D)

This means that promotion is done basing on those teachers who have acquired trainings and professional development. It gives you the skills and knowledge that one need to lead

his/her team properly and shall enhance their professional reputation, thus attracting qualified candidates o your school.

Lastly, the study revealed that merit based promotion is considered in promoting teachers. One of the interviewed participants however noted that;

".....merit-based promotion is been also emphasized where measures and rewards teacher contributions based on performance. When merit is truly assessed in the process of hiring or promoting teacher, an honest, effective and productive workplace is created. Thus, motivated and happy teachers are the key principle of the merit system....." (Head teacher from School C)

This implies that merit based promotion creates a competitive environment among teachers and they try to show their capability. Innovative and creative teachers get chance to perform according to their ideas. Merit based promotion encourages the teachers to increase their knowledge for all round development. New employees (teachers) are also encouraged to improve their performance as promotion is made on the basis of competence, efficiency and capability. The merit system is the process of promoting and hiring teachers in government aided schools based on their ability to perform a job, rather than their political connections. This is vital in that it provide good quality work to the public.

#### **4.8.2 Qualitative Results on the Influence of Teachers' Promotion on Their Efficiency among Government Aided Secondary Schools**

The second objective was also set to determine the ways in which teachers' promotion has influenced their performance among selected government aided secondary schools in Iganga District. Interview schedules were used to solicit information from the head teachers, deputy head teachers, district education officer and district inspectors of schools.

In interviews, it was revealed that some school, promotion enhance teachers' job commitment; in fact one of the respondents explained that;

“.....when teachers are promoted as a form of motivation, their performance automatically rises towards high level. Promotion provides a vital role in every teacher because with the promotion, it means trust and recognition of the ability and skill of teachers to maintain a high position.....” (Head teacher from School B)

This implies that it is every individual teacher's dream to get promoted immediately in his/her post. Such promotion is both a symbol of being efficient and active in one's field of work. Promotion leads to increased job satisfaction, thus enhancing teachers' job commitment. Promotions not only inspire teachers to work hard and to achieve their career goals, but also, they encourage teachers to grow and develop with the school, thus increasing teacher retention and loyalty.

It was however revealed that timely promotion plays a great role in increasing teachers' work morale; in fact one of the respondents explained that;

“.....teacher motivation and career progression are principally the foremost motivation aspects, and stand out as the most critical areas that the school manager has to handle with extreme caution. Through promotion, the morale and professional commitment of classroom teachers can be restored....” (Deputy head teacher from School C)

This implies that today, the classroom teachers' role has gone beyond teaching. Their role now involves counseling students, mentoring learners and teaching them how to use and apply knowledge in their lives. To carry out all these new duties, teachers desire to have morale to do so, and this can be achieved through promotion. Thus, when teachers' morale is high, they always have more patience, are happier, and are more enthusiastic throughout the day.

The study further revealed that in secondary schools, teachers adhere to routine tasks after being promoted. One of the head teachers in interviews, revealed that;

"...promoting teacher from lower level to the higher level brings about a feeling of satisfaction among them. It improves their job satisfaction and motivation by providing greater income, responsibilities and status. Promotion not only inspire teachers to work hard and to achieve their career goals, but also, they encourage teachers to become more effective and adhere to all routine tasks...." (Head teacher from School H)

This means that when teachers are promoted, they adherence to routine tasks tend to be high. Thus, when routines and procedures are carefully followed, it allows teachers to spend more time in meaningful instruction. Routines help teachers feel organized, reduce stress and anxiety and find time for enjoyable activities, thus productivity increases significantly.

Further, the study revealed that promotion leads to increased co-operation and harmony among teachers. Another interviewed participants had these to say;

".....for many organizations, attracting and retaining the best ability in the sector is a priority. Thus, promoting competent and skilled teachers in a school encourage fellow teachers to also either become hardworking, upgrade and acquire skills, enhancing teamwork. Promoting competent and hard-working teachers promotes cooperation, teamwork and harmony since they feel rewarded for their good work habits....." (District Inspectors of Schools, 2023)

This implies that teachers expect upward movement within their organizations, thus, retaining best talent help to reduce attrition. A clear promotion policy reduces the possibility of discrimination, favoritism, or nepotism when rewarding promotions. Promotion plays a key role to teacher motivation both intrinsically and extrinsically thus boosting cooperation at workplace. In addition, teachers need to develop their potentialities and skills to enable

them become what everyone believes is capable of becoming, and this is what is termed as ‘self-fulfillment’ or ‘self-actualization’.

Additionally, the study revealed that there is an improvement in students’ academic performance score. One of the interviewed participants noted that;

".....promotions offered to teachers especially those who are adequately prepared and demonstrate the potential to assume new roles and responsibilities. Notably, when teachers are promoted, they devote more of their time to teaching-learning process. They are able to handle individual academic differences, give and mark assignments and complete syllabus in time....." (Deputy head teacher from School A)

This implies that teacher promotion denotes the increase in salary, progress into higher positions, and conferment of more roles and responsibilities in recognition of the teacher’s contribution to the school. When teacher is promoted, he/she devotes more of their time to work thus enhancing syllabus coverage leading to high scores in academic results.

From the field study, the study revealed that promotion motivates teachers to accomplish the assigned duties. One of the head teachers had these to say;

".....promotion encouraged teachers to be more active and efficient at work towards completion of their duties. Promotion enhances teachers’ job satisfaction at work thus become dedicated and effective in performing their assigned tasks. Teachers’ competency is vital for the process of learner ‘well development’ in ensuring quality learning.....” (Head teacher from School F)

This implies that there is high completion of assigned duties among promoted teachers. Promoted teachers tend to devote more of their time towards accomplishing of their assigned academic work. Thus, with promotion, there is adherence to teachers’ work standards and commitment to duties. Teacher promotion from within is a great way to

satisfy the top of your employees' hierarchy of needs, self-actualization, by offering opportunities for self-improvement, career development, creativity and professional opportunities inside your workplace.

Lastly, the study revealed that promotion stimulating teachers to take action that will accomplish desired goals. One of the interviewed participants noted that;

".....promotion enhances teaching staff job satisfaction thus become dedicated and effective in performing their academic tasks. Thus, promotion opportunities increase educators' pay thus enhancing their ability and time they devote to work....." (District Education Officer, 2023).

This implies that with teachers' merit promotion, there is adherence to teachers' work standards and commitment to duties. Promotion motivates teaching staff to work harder and accomplish the educational assignments. Every teacher has the desire to always be better, occupy a higher position; get a higher wage or salary and so on. Promotion is one of the things that every teacher dreams of. Because with a promotion, teachers get the things they want.

#### **4.8.3 Qualitative Results on the Determinants Influencing Teacher Promotion among Government Secondary Schools**

The third objective was also set to ascertain the determinants influencing teacher promotion among selected government secondary schools in Iganga District. Interview schedules were used to solicit information from the head teachers, deputy head teachers, district education officers and district inspectors of schools.

In the study, it was revealed that availability of vacancy also influence teachers' promotion in secondary schools; as one head teacher explained that;

“.....teachers got promoted when there is an availability of vacancy position in a school. Vacancy position could be as a result of death, attrition or employee turnover in search for better pay somewhere else. This creates vacancy position in a school and in turn leads to promotion of teacher’s to occupy the available vacancy....” (Head teacher from School I)

This implies that the existence of vacancy position leads to promotion, thus able to fill the gap. The availability of vacancy position in a school like lack of Director of Studies (D.O.S) automatically force school managers to select and groom one of the classroom teachers to hold that position for proper career guidance and monitoring of curriculum activities.

The study also revealed that school financial base also influence teachers’ promotion in secondary schools. Another interviewed participant had these to say;

"....promotion always goes with salary increment as well as allowance attached to promotion. In most cases where school financial base is low, it becomes a challenge to have promotions for teachers in fear of financial related constraints. Therefore, the availability of enough financial resources make it easy for the school managers to promote teachers to occupy the available vacant positions in a school.....”  
(Deputy head teacher from School D)

This implies that financial resources greatly influence promotion of teachers. School with ability to cater for the extra allowances and salary increment for promoted teachers easily promotes them to occupy the available vacant positions, unlike their counterparts.

Additionally, the study revealed that government policy on recruitment also has an influence on teachers’ promotion in secondary schools. One of the interviewed participants also noted that;

".....government of Uganda under the Ministry and Education and Sports in conjunction with Education Service Commission suspended recruitment and training

in education sector for the last ten years until recently last year when the ESC decided to advertise and recruit for various positions in schools. Many of the teaching staff who have been of the same position were able to apply for the higher positions, and a good number of them have been recruited and posited...". (District Inspector of School, 2023).

This implies that Education Service Commission (ESC) greatly influence promotion of teachers in public secondary schools. When the Commission has not advertised, it becomes a challenge for the teachers to get promoted and confirmed without the concert of ESC.

The study revealed that in secondary schools, assessment and evaluation of one's skills influence teachers promotion. From the interviewed participants, one of them noted that;

".....the results got from staff appraisal as a management tool helps support school managers to assess and evaluate competent teachers qualify for employment. Such assessment and evaluation of teachers' skills help school managers to identify and determine the skilled and competent teachers qualify for promotion or to occupy the available position....." (Deputy head teacher from School C)

This implies that assessment and evaluation helps the school managers to chalk out the promotion programs for efficient teaching staff. In this regards, inefficient teachers can be dismissed or demoted in case. Those teachers found out to be efficiency and effective at work tend to be given the first priority thus be promoted.

The study further revealed that students' academic performance results also influence teachers to be promoted. One of the interviewed participants had these to say;

".....classroom teachers who have better academic performance results or whose students perform well from several years tend to be given a chance to be promoted first. Such teachers are considered to be the pillars of the school thus given the first chance for promotion....." (Inspector of Schools, 2023).

This implies that a school manager may evaluate teachers to ensure they are working hard toward the school's overall goals and mission, non-other than improved students' academic scores. If a teacher is working toward these goals and performing well, a promotion may be given. Thus, teachers are frequently evaluated in terms of their performance and role in a school. This is to see if the teacher is working hard to reach the goals of the school in question and performing beyond expectations, thus deserve to be promoted.

Last but not least, the study revealed that discipline has an influence on teachers' promotion. One of the interviewed participants also noted that;

".....disciplined teachers tend to be given an opportunity for promotion. Work discipline can be seen as something of great benefit, both for the interests of the schools and for teachers; for the school, the existence of work discipline shall guarantee the maintenance of order and the smooth implementation of tasks so that optimal results are obtained.....". (Head teacher from School E).

This implies that discipline of teachers greatly influence their promotion. School managers always select candidate's name for promotion basing on their characters and behaviours within school premises. Disciplined teachers especially those who are always regular, punctual for work and complete education assignments in time tend to be given first priority for promotion.

Lastly, it was revealed that teamwork and school managers have an influence on teachers' promotion in secondary schools. One of the interviewed participants noted that;

".....school leaders always decide on who to promote or not. The confidence, trust and teamwork, school managers have greatly influence their ability and will to follow the right procedures for selection of teachers to be promoted basing on merit...." (District Education Officer, 2023).

This implies that school leaders build supportive relationships by knowing the teacher as a learner; showing empathy and respect; providing support and engendering trust. Thus, teachers' quality of relationships combined with their own state of knowledge influence managers' choice of promotion.

## **CHAPTER FIVE**

### **DISCUSSION OF RESULTS**

#### **5.0 Introduction**

This chapter presents the discussions of results of the study on the impact of teacher promotion on their performance, focusing on a case of government aided secondary school teachers in Iganga District based on the study findings. The discussion of findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report.

#### **5.1 Discussion of Findings**

The discussion of results is done based on the findings presented in chapter four in thematic manner as follows:

##### **5.1.1 The Existing Internal and External Promotion Criteria for Teachers among Selected Secondary Schools**

The above study theme of establish the existing promotion criteria for teachers among selected secondary schools in Iganga District; and these ranges from:

Study finding revealed that teachers tend to be promoted basing on their education level in secondary schools. This concurs with (Andrew & Schwab, 2015; Nsubuga, 2018) who argued that the level of teachers' academic qualification and short courses attended implies that one has acquired desired knowledge and skills for proper school management and handling additional roles after promotion. Thus, education shall shape and increase teacher knowledge and insight so that it can help them perform their daily tasks more quickly,

effectively and accurately. Meanwhile, training shall shape and improve teachers' job skills. Thus, the higher the level of education and training of teachers, the greater the level of performance achieved. On the other hand, Sigoma (2020) argued out that education is any influence that is exerted on children and adolescents which is given to them so that they have perfect abilities and full awareness of their social responsibilities and duties. In simple terms, the notion of education is a learning process for students to be able to understand, understand, and make humans more critical in thinking. Meanwhile, according to the Indonesian Dictionary, education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Besides, Ogunnu (2020) argued that teachers' promotion is done basing on their academic qualifications acquired, and trainings attended. Teachers' academic qualifications and trainings attended, implies that one has acquired enough skills and competence to handle additional managerial roles and responsibilities. A high level of education and supported by adequate skills open up opportunities for schools to provide awards in the form of promotion. This implies that with the promotion of individual teacher shall expand the scope of knowledge and increase capabilities and increase self-confidence. Thus, because with this promotion, it means that there is trust and recognition of the school regarding the abilities and skills/skills of teachers to hold a higher position and responsibility.

The study noted that performance appraisal results tend to be given consideration when promoting teachers in secondary schools; and this is inline with Nsubuga (2018) argued that performance appraisal can be an effective tool if they are used to reward teacher performance in a constructive and motivating manner. Performance appraisal helps the

school managers as immediate supervisors to chalk out the promotion programs for efficient teachers. In this regard, Ndiaye & Tandika (2019) asserted that inefficient teachers can be dismissed or demoted in case. Performance appraisal helps in putting the most effective, productive and competent person for specialized jobs. New teachers are also encouraged to improve their job commitment as promotion is made on the basis of competence, self-motivation, efficiency, and capability to accomplish the assignments in time. Implying that teachers' promotion is entirely dependent upon his or her performance appraisal outcome. Such performance appraisal provides teachers with recognition for their work efforts. Those teachers who get good performance results from performance appraisal tend to be given the first priority to be promoted at their places of work.

Additionally, the study also noted that teachers tend to be promoted basing on their work-based performance. This concurs with Monyatsi (2020) argued that with performance-based promotions, teachers can't fall back on their seniority for promotions. Thus, when the best performers are the ones who get ahead, teachers may be motivated to put forth extra effort. Thus, focusing on achievement can eventually increase overall efficiency and productivity. This implies that promotion decisions are often made based on job performance. That is, if teachers are successfully completing tasks outlined as part of their current position, it is assumed that they shall also have the skills necessary to successfully complete tasks in the next position 'up the ladder'.

The study further noted that teachers are promoted depending on the years of experience at work. This concurs with Ndiaye & Tandika (2019) who argued that promotion of teachers in secondary schools is always done basing on the experience. Teaching staff with enough

experience at their place of work always tend to be promoted expecting to be aware of measures for proper school management. Thus, a less experienced teacher possessing a greater flair for innovation or creativity may be more likely to generate ideas that help the school move forward in the future as ascertained by Monyatsi (2020). This implies that teachers tend to be promoted depending on ability and years of experience at work. Teachers possess varying levels of skills and abilities, and a performance-based promotion rewards those who may have the most to offer the school in the long run. While tenure teachers offer the benefits of greater experience, this does not necessarily equate with more ability if their skills or long match the needs of an evolving school community.

More so, the study noted that seniority is also considered when promoting teachers. This is in agreement with Maforah (2020) who asserted that school managers and ESC promotes a teacher because of his/her seniority within the school compared to other candidates. Teachers who are promoted due to seniority have been at the school or holding same position longer than any other candidates, and may or may not have other qualifications for the promotion. Promotion based on seniority can also help maintain a more harmonious workplace. Teachers who know they need to pay their dues and put in the necessary time with the school before advancement opportunities present themselves are less likely to resent those who attained promotion because they worked the school longer. On the other hand, Lindiwe (2020) argued that seniority implies length of service. Long service makes one senior to another. This seniority may be calculated from the time the teacher's name first appeared on the pay roll; the class one is teaching; or some other criteria may be adopted. An organization seeking to promote teachers may not do so based on seniority to take advantage of the teachers' experience with the school, and to reward them for their

royal service. This implies that seniority-based promotion structure tend to eliminate the perception of favoritism and reduces backstabbing among teachers, and this because they are not in competition with one another for raises. It also eliminates hard feelings caused when teachers are perceived to have been promoted because of the way they dress or their skills at playing the game or corporate politics. Instead, teachers have a sense that if they pay their dues, they shall be rewarded at some point in the future.

The study also noted that hierarchical position is considered when promoting teachers. This concurs with Nsubuga (2018) who argued that in schools, when we talk of hierarchies, one is usually referring to the line of authority from head-teacher to the classroom teacher, and every other staff position in between, and this includes, deputy head teacher, heads of department, to mention but a few. A hierarchal structure is a school structure that follows a chain-of command from the board of governments to regular employees as ascertained by Lindiwe (2020). This implies that teaching staff promotion is done basing on the hierarchical position is holding. For instance, to become a head teacher, one must have served on the position of deputy head teachers for over three years, whereas, to become a head teacher or holding a position of senior teaching position, one must have served for period of 15 years.

The study further noted that training courses attended is considered when promoting teachers. This concurs with Nsubuga (2018) who asserted that promotion is done basing on those teachers who have acquired trainings and professional development. It gives you the skills and knowledge that one need to lead his/her team properly and shall enhance their professional reputation, thus attracting qualified candidates o your school. This implies that

starting in the year 2023/24 financial year, to become a head teacher, one must have attained a master degree with additional training in leadership courses. All classroom teachers must be having a degree with additional post graduate courses. Such trainings or professional development also help to bolster teachers' confidence in their work. Thus, greater confidence can, in turn, translate into higher overall job satisfaction, employee job commitment, productivity and overall morale.

Lastly, the study noted that merit based promotion is considered in promoting teachers. This concurs with Lindiwe (2020) who asserted that merit based promotion creates a competitive environment among teachers and they try to show their capability. Innovative and creative teachers get chance to perform according to their ideas. Merit based promotion encourages the teachers to increase their knowledge for all round development. New employees (teachers) are also encouraged to improve their performance as promotion is made on the basis of competence, efficiency and capability. The merit system is the process of promoting and hiring teachers in government aided schools based on their ability to perform a job, rather than their political connections. This is vital in that it provide good quality work to the public as ascertained by Maforah (2020). This implies that merit-based promotion is been also emphasized where measures and rewards teacher contributions based on performance. When merit is truly assessed in the process of hiring r promoting teacher, an honest, effective and productive workplace is created. Thus, motivated and happy teachers are the key principle of the merit system.

### **5.1.2 Teachers' Promotion and Their Efficiency**

The above study theme of determining the ways in which teachers' promotion has influenced their performance among selected government secondary schools in Iganga District; and these include:

From the field study, it was noted that promotion enhance teachers' job commitment; and this concurs with Monyatsi (2020) who argued that it is every individual teacher's dream to get promoted immediately in his/her post. Such promotion is both a symbol of being efficient and active in one's field of work. Promotion leads to increased job satisfaction, thus enhancing teachers' job commitment. Promotions not only inspire teachers to work hard and to achieve their career goals, but also, they encourage teachers to grow and develop with the school, thus increasing teacher retention and loyalty. On the other hand, Lindiwe (2020) noted that the teaching professional requires job commitment. An effective teacher desire to be committed not only to their learners, but to their teaching profession as a whole. This implies abiding by the rules and regulations, embracing the principles of the teaching profession, as well as the requirements. This implies that when teachers are promoted as a form of motivation, their performance automatically rises towards high level. Promotion provides a vital role in every teacher because with the promotion, it means trust and recognition of the ability and skill of teachers to maintain a high position.

The study noted that timely promotion plays a great role in increasing teachers' work morale. This concurs with Ndjuyeye & Tandika (2019) who argued that today, the classroom teachers' role has gone beyond teaching. Their role now involves counseling students, mentoring learners and teaching them how to use and apply knowledge in their lives. To

carry out all these new duties, teachers desire to have morale to do so, and this can be achieved through promotion. Thus, when teachers' morale is high, they always have more patience, are happier, and are more enthusiastic throughout the day as ascertained by Nsubuga (2018). This implies that teacher motivation and career progression are principally the foremost motivation aspects, and stand out as the most critical areas that the school manager has to handle with extreme caution. Through promotion, the morale and professional commitment of classroom teachers can be restored.

The study further noted that in secondary schools, teachers adhere to routine tasks after being promoted. This is in agreement with Lindiwe (2020) who argued that when teachers are promoted, they adherence to routine tasks tend to be high. Thus, when routines and procedures are carefully followed, it allows teachers to spend more time in meaningful instruction. Besides, Higenyi (2017) asserted that routines help teachers fell organized, reduce stress and anxiety and find time for enjoyable activities, thus productivity increases significantly. Thus promotion means a transfer that enlarges authority and responsibility to a higher level within an organization which is followed by greater obligations, rights, status and income. This implies that promoting teacher from lower level to the higher level brings about a feeling of satisfaction among them. It improves their job satisfaction and motivation by providing greater income, responsibilities and status. Promotion not only inspires teachers to work hard and to achieve their career goals, but also, they encourage teachers to become more effective and adhere to all routine tasks.

Further, the study noted that promotion leads to increased co-operation and harmony among teachers. This is in agreement with Andrew & Schwab (2015) who argued that teachers expect upward movement within their organizations, thus, retaining best talent help to

reduce attrition. A clear promotion policy reduces the possibility of discrimination, favoritism, or nepotism when rewarding promotions. Promotion plays a key role to teacher motivation both intrinsically and extrinsically thus boosting cooperation at workplace. In addition, Chaval (2021) asserted that for many organizations, attracting and retaining the best ability in the sector is a priority. Thus, promoting competent and skilled teachers in a school encourage fellow teachers to also either become hardworking, upgrade and acquire skills, enhancing teamwork. This implies promoting competent and hard-working teachers promotes cooperation, teamwork and harmony since they feel rewarded for their good work habits.

Additionally, the study noted that there is an improvement in students' academic performance score. This concurs with Lindiwe (2020) who argued that teacher promotion denotes the increase in salary, progress into higher positions, and conferment of more roles and responsibilities in recognition of the teacher's contribution to the school. When teacher is promoted, he/she devotes more of their time to work thus enhancing syllabus coverage leading to high scores in academic results as ascertained by Andrew & Schwab (2015). This implies that promotions offered to teachers especially those who are adequately prepared and demonstrate the potential to assume new roles and responsibilities. Notably, when teachers are promoted, they devote more of their time to teaching-learning process. They are able to handle individual academic differences, give and mark assignments and complete syllabus in time.

The study further noted that promotion motivates teachers to accomplish the assigned duties. This concurs with Lindiwe (2020) who asserted that there is high completion of

assigned duties among promoted teachers. Promoted teachers tend to devote more of their time towards accomplishing of their assigned academic work. Thus, with promotion, there is adherence to teachers' work standards and commitment to duties. Besides, Chaval (2021) noted that teacher promotion from within is a great way to satisfy the top of your employees' hierarchy of needs, self-actualization, by offering opportunities for self-improvement, career development, creativity and professional opportunities inside your workplace. On the other hand, Higenyi (2017) noted that promotion means promotion, namely receiving greater power and responsibility than previous powers and responsibilities. Based on the above opinion, it can be said that promotion is the transfer of an employee to a higher position, with greater authority, power and responsibility than before and usually followed by additional salaries and other facilities in accordance with the new assignment. The increase does not have to or always be followed by the wear of income, for example in the case of a change in situation from a daily employee to a permanent employee whose earnings remain the same. This implies that promotion encouraged teachers to be more active and efficient at work towards completion of their duties. Promotion enhances teachers' job satisfaction at work thus become dedicated and effective in performing their assigned tasks. Teachers' competency is vital for the process of learner 'well development' in ensuring quality learning.

Lastly, the study noted that promotion stimulating teachers to take action that will accomplish desired goals. This concurs with Monyatsi (2020) who asserted that with teachers' merit promotion, there is adherence to teachers' work standards and commitment to duties. Promotion motivates teaching staff to work harder and accomplish the educational assignments. Every teacher has the desire to always be better, occupy a higher position; get

a higher wage or salary and so on. Promotion is one of the things that every teacher dreams of. Because with a promotion, teachers get the things they want as ascertained by Mikunde & Wise (2018). This implies that promotion enhances teaching staff job satisfaction thus become dedicated and effective in performing their academic tasks. Thus, promotion opportunities increase educators' pay thus enhancing their ability and time they devote to work. These promotion requirements should now be changed because the promotion of teaching staff without relevant skills and qualifications creates a dysfunctionality in education and hinders the efficiency and speed improvement of the education system in Uganda.

### **5.1.3 Determinants Influencing Teacher Promotion among Schools**

The above study theme of ascertaining the determinants influencing teacher promotion among selected government aided secondary schools in Iganga District; and these ranges from;

Study findings revealed that availability of vacancy also influence teachers' promotion in secondary schools. This concurs with Higenyi (2017) who asserted that the existence of vacancy position leads to promotion, thus able to fill the gap. The availability of vacancy position in a school like lack of Director of Studies (D.O.S) automatically force school managers to select and groom one of the classroom teachers to hold that position for proper career guidance and monitoring of curriculum activities. This implies that teachers got promoted when there is an availability of vacancy position in a school. Vacancy position could be as a result of death, attrition or employee turnover in search for better pay somewhere else. This creates vacancy position in a school and in turn leads to promotion of teacher's to occupy the available vacancy.

The study also noted that school financial base also influence teachers' promotion in secondary schools. This is inline with Chaval (2021) who asserted that financial resources greatly influence promotion of teachers. School with ability to cater for the extra allowances and salary increment for promoted teachers easily promotes them to occupy the available vacant positions, unlike their counterparts. Besides, Mikunde & Wise (2018) asserted that promotion always goes with salary increment as well as allowance attached to promotion. In most cases where school financial base is low, it becomes a challenge to have promotions for teachers in fear of financial related constraints. Therefore, this implies that the availability of enough financial resources make it easy for the school managers o promote teachers to occupy the available vacant positions in a school.

Additionally, the study noted that government policy on recruitment also has an influence on teachers' promotion in secondary schools. This is in agreement that Nsubuga (2018) who noted that Education Service Commission (ESC) greatly influence promotion of teachers in public secondary schools. When the Commission has not advertised, it becomes a challenge for the teachers to get promoted and confirmed without the concert of ESC. Besides, Lindiwe (2020) argued that government of Uganda under the Ministry and Education and Sports in conjunction with Education Service Commission suspended recruitment and training in education sector for the last ten years until recently last year when the ESC decided to advertise and recruit for various positions in schools. This implies that many of the teaching staff who have been of the same position were able to apply for the higher positions, and a good number of them have been recruited and posited.

The study noted that in secondary schools, assessment and evaluation of one's skills influence teachers promotion. This is in agreement with Monyatsi (2020) who argued that

assessment and evaluation helps the school managers to chalk out the promotion programs for efficient teaching staff. In this regards, inefficient teachers can be dismissed or demoted in case. Those teachers found out to be efficiency and effective at work tend to be given the first priority thus be promoted. This implies that the results got from staff appraisal as a management tool helps support school managers to assess and evaluate competent teachers qualify for employment. Such assessment and evaluation of teachers' skills help school managers to identify and determine the skilled and competent teachers qualify for promotion or to occupy the available position.

The study further noted that students' academic performance results also influence teachers to be promoted. This concurs with Ndiujye & Tandika (2019) asserted that a school manager may evaluate teachers to ensure they are working hard toward the school's overall goals and mission, non-other than improved students' academic scores. If a teacher is working toward these goals and performing well, a promotion may be given. Thus, teachers are frequently evaluated in terms of their performance and role in a school. This is to see if the teacher is working hard to reach the goals of the school in question and performing beyond expectations, thus deserve to be promoted as ascertained by Ogunnu (2020). This implies that classroom teachers who have better academic performance results or whose students perform well from several years tend to be given a chance to be promoted first. Such teachers are considered to be the pillars of the school thus given the first chance for promotion.

The study further noted that discipline has an influence on teachers' promotion. This concurs with Maforah (2020) who asserted that discipline of teachers greatly influence their

promotion. School managers always select candidate's name for promotion basing on their characters and behaviours within school premises. Disciplined teachers especially those who are always regular, punctual for work and complete education assignments in time tend to be given first priority for promotion. This implies that disciplined teachers tend to be given an opportunity for promotion. Work discipline can be seen as something of great benefit, both for the interests of the schools and for teachers; for the school, the existence of work discipline shall guarantee the maintenance of order and the smooth implementation of tasks so that optimal results are obtained.

Lastly, the study noted that teamwork and school managers have an influence on teachers' promotion in secondary schools. This concurs with Sigoma (2020) who noted that school leaders build supportive relationships by knowing the teacher as a learner; showing empathy and respect; providing support and engendering trust. Thus, teachers' quality of relationships combined with their own state of knowledge influence managers choice of promotion. This implies that school leaders always decide on who to promote or not. The confidence, trust and teamwork, school managers have greatly influence their ability and will to follow the right procedures for selection of teachers to be promoted basing on merit.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Introduction

This chapter therefore contains the conclusion of findings and recommendations of the study as presented in chapter four in order to establish whether the objectives of the study were achieved, to answer the research questions. These follow the sequence of research questions as developed from the research objectives. The areas for further study are equally presented in this chapter.

#### 6.1 Conclusions

From the findings and discussion in chapter four and five respectively, the following conclusions were drawn.

Reference to objective one, teachers tend to be promoted basing on their education level, performance appraisal results, work-based performance, seniority and years of experience at work; these are the major existing internal and external promotion criteria for teachers among selected secondary schools in Iganga District.

The study also concluded that there was a positive significant relationship between teacher promotion and teacher performance among selected government aided secondary schools in Iganga District ( $r=0.686$ ) with a regression  $R^2$  of .471, and this was explained by changes as a result of teacher promotion. This implies that promotion enhance teachers' job commitment, increasing teachers' work morale, adherence to routine tasks, increased co-operation and harmony among teachers and improvement in students' academic performance score.

Basing on the objective three, it is concluded that availability of vacancy, school financial base, government policy on recruitment, and assessment and evaluation of one's skills; these are the determinants influencing teacher promotion among selected government aided secondary schools in Iganga District.

## **6.2 Recommendations**

Based on the findings of this study and its educational implication, the following recommendations are made:

The study revealed that school financial base influence teachers' promotion. Therefore, it is recommended that the government need to increase on their budgetary allocations for government aided secondary schools to cater for the existence of promotion gaps available in secondary schools.

The study recommended that government policy on recruitment also has an influence on teachers' promotion; therefore, government should adopt streamlined recruitment policy in secondary schools. Regular promotion of teachers should also be given a priority in government aided secondary schools.

The study noticed that teachers' qualification and motivation strategies influence their promotion. Therefore, the study recommended that teachers should also ensure they attain all the minimum requirements that can enhance their selection for the appointments.

The study recommended that the government should discourage the politicization of promotion in the public service and more especially among secondary school teachers. All

promotions should also be accompanied with the corresponding pay package if its objective of achieving retention among teachers is to be realized.

The study recommended that all qualified candidates should be given fair treatment in the selection and appointment of office-based teachers by the Education Service Commission and school managers to enhance equality in promotion.

It is recommended that feedback should be communicated to the candidates who could not be promoted or appointed to any advertised position. This shall enable them to know where they need to improve on for the next application, thus able to promote harmony and trust within school leadership.

The Education Service Commission should endeavour to be fair in the selection of qualified candidates based on merit and not politically influenced by union members or politicians.

### **6.3 Limitations of the Study**

The researcher was faced with a number of problems among which were:

The challenge of busy schedules of the head teachers and the absence of some teachers from school due to the national examinations that were going when the study was being carried out. As well there was a challenge of inadequate time where it was hard to balance the work place pressure and data collection. The researcher however overcame the above challenges in the following ways: In the first place the researcher requested for audience from the head-teachers who had busy schedules but tried to respond though he managed to access all the targeted key informants targeted to interview. For teachers, the researcher moved to

some teachers homes later after work and got response to the questionnaires. On the time factor, the researcher asked for permission from the workplace to have a break to conduct a research to fulfill his requirements for the award of a Masters' Degree, which fortunately was granted.

#### **6.4 Areas of Further Research**

The researcher carried this study in order to examine the “The Impact of Teacher Promotion on Teacher Performance in Selected Government Secondary Schools in Iganga District”; but the study was not exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as:-

1. The Leadership Approach and Teacher Performance in Government Secondary Schools in Uganda.
2. Continuous Staff Development and Teacher Performance in Government Secondary Schools in Uganda.

In conclusion, more research should be done about the Impact of Teacher Promotion on Teacher Performance among selected government aided secondary schools in Uganda so as to compare with results got from Iganga District so as to draw a ground for recommendations.

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## APPENDIX A:

Table for Determining Sample Size for a Finite Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
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	100000	384

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

Source: Krejcie & Morgan, 1970

## APPENDIX B: CONSENT FORM

**Guidance for the Participants:** I am Badaza Simon, a student researcher of Uganda Christian University. This research study is being undertaken to assess the ‘The Impact of Teacher Promotion on Teacher Performance in Selected Government Aided Secondary Schools in Iganga District’. Ensuring everyone to adhere to the COVID-19 health guidelines especially social distance and wearing a face mask. Ensure you have a sanitizer for you and probably your respondent where applicable.

**Seeking Consent:** Before the filling the questionnaires starts, request for the participant’s to first consent to participant in this study (fill the consent form). In case one of the participants decline to participate, politely inquire for the reason why and you have to document it before excusing him/her.

**Confidentiality:** Ensure the participants that the answers they will provide shall be confidentially treated. It shall only be used for study purpose and authorized people may be only to access them.

**Benefits and Risks:** The findings may be beneficial to the selected government secondary schools in Iganga district and the Uganda as whole. This study has no anticipated risks that may occur as a result of your involvement in the research.

**Voluntary Consent:** Your participation or involvement in this study is fully out of your good will. This study will be fully carried out when you accept right now. Get informed that no legal implication or any other form of punishment that may be given to you when you decline to take part in this research. More required information, contact the Principal Investigator: Badaza Simon on -----

**Consent Statement:** I, the respondent, have been well informed about this research and its purpose. I am willing to participate in fully giving them the necessary or required information. I am well informed of the voluntary participation, confidentiality and other concerns related to voluntary consent.

Date of the Interview ----- Consent to Interview Yes/No

Participants' Name ----- Signature -----

## APPENDIX C: Questionnaire for Teachers

### Topic: THE IMPACT OF TEACHER PROMOTION ON TEACHER PERFORMANCE IN SELECTED GOVERNMENT AIDED SECONDARY SCHOOLS IN IGANGA DISTRICT

#### Dear Participant

You have been chosen to get involved in this research entitled ‘The Impact of Teacher Promotion on Teacher Performance in Selected Government Aided Secondary Schools in Iganga District’. This study is carried out strictly for academic purposes. You are requested as a chosen participants to fully answer the questions to the best of your knowledge. The information to be given by you shall be greatly treated with utmost confidentiality. Please your are requested not write your identity like name anywhere in this questionnaire. Kindly fill in to those space provided or put a tick where applicable.

Thank you in advance

**Badaza Simon**

#### Section A. Respondents’ Bio-data

##### 1. Sex

i). Male       ii). Female

##### 2. Education attained

No.	Highest level of education	Tick Applicable
2.1	Certificate	1
2.2	Diploma	2
2.3	Bachelor’s Degree	3
2.4	Master Degree	4
2.5	PhD	5

3. For how long have you been in this school?

- i) 1- 5 years                       ii). 6 – 10years   
 iii). 11 - 15 years                       iv). 16years & above

**Section B: The existing promotion criteria for teachers among selected secondary schools in Iganga District**

Your are requested to tick where it’s applicable to you following the below key.

**(5) Represent SA, (4) represent A, (3) represent NS, (2) represent D, (1) represent SD**

No.	Questions	5	4	3	2	1
1.	In our school, teachers are promoted depending on the years of experience at work					
2.	In our school, teachers tend to be promoted basing on their education level					
3.	In our school, merit based promotion is considered in promoting teachers					
4.	In our school, seniority is also considered when promoting teachers					
5.	In our school, hierarchical position is considered when promoting teachers					
6.	Performance appraisal results tend to be given consideration when promoting teachers in our school					
7.	In our school, training courses attended is considered when promoting teachers					
8.	In our school, teachers tend to be promoted basing on their work-based performance					
9.	Any other (specify)					

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**Section C: The ways in which teachers' promotion has influenced their performance among selected government aided secondary schools in Iganga District.**

Your are requested to tick where it's applicable to you following the below key.

**(5) Represent SA, (4) represent A, (3) represent NS, (2) represent D, (1) represent SD**

No.	Questions	5	4	3	2	1
1.	In our school, timely promotion plays a great role in increasing teachers' work morale.					
2.	In our school, we adhere to routine tasks after being promoted					
3.	In our school, there is an improvement in students' academic performance score					
4.	In our school, promotion leads to increased co-operation and harmony among teachers					
5.	In our school, promotion enhance teachers' job commitment					
6.	In our school, promotion stimulating teachers to take action that will accomplish desired goals.					
7.	In our school, promotion motivate teachers to accomplish the assigned duties					
8.	In our school, promotion opportunities increase educators' pay thus enhancing their ability at work					
9.	In our school, promotion enhances teachers' job satisfaction thus become dedicated and effective in performing their tasks					
10.	In our school, with promotion, there is adherence to teachers' work standards and commitment to duties					

**Section D: The determinants influencing teacher promotion among selected government aided secondary schools in Iganga District.**

Your are requested to tick where it’s applicable to you following the below key.

**(5) Represent SA, (4) represent A, (3) represent NS, (2) represent D, (1) represent SD**

No.	Questions	5	4	3	2	1
1.	In our school, discipline has an influence on teachers promotion					
2.	In this school, availability of vacancy also influence teachers’ promotion					
3.	In our school, school financial base also influence teachers’ promotion					
4.	In our school, teamwork greatly influence teachers’ promotion					
5.	In our school, students’ academic performance results also influence teachers to be promoted					
6.	In our school, assessment and evaluation of one’s skills influence teachers promotion					
7.	Government policy on recruitment also has an influence on teachers’ promotion in our school					
8.	In our school, school managers has an influence on teachers promotion					
9.	In our school, teachers motivation strategies influence their promotion					
10.	Any other (specify) -----					

11. What should be done to improve on teachers’ performance in schools?

-----  
 -----

12. How best should teachers’ promotion be handled?

-----  
 -----

Thank You Very Much for Your Response

**APPENDIX D: INTERVIEW GUIDE**

**Interview Guide for Head teachers, Deputy Head teachers, Inspectors of Schools and DEO**

**Guiding Questions**

1. What are the existing promotion criteria for teachers in our schools?

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-----  
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2. In which way can teachers’ promotion influence their performance in our schools?

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3. What are the determinants influencing teacher promotion in our school?

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-----  
-----  
-----

4. . What should be done to improve on teachers’ performance in schools?

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-----  
-----

5. How best should teachers’ promotion be handled?

-----  
-----  
-----  
-----

**Thank you**

## APPENDIX D: AUTHORISATION LETTER



**UGANDA CHRISTIAN UNIVERSITY**  
UCUREC 026 Approval Version 4.0  
 A Centre of Excellence In the Heart of Africa

16th November, 2022

16<sup>th</sup> November, 2022

Badaza Simon  
 Uganda Christian University  
 P. O. Box 4, Mukono  
 Tel. 0775436476

### UG-REC-026 APPROVAL NOTICE

To: Badaza Simon, Principal Investigator  
 Re: UCUREC Application titled; **The Impact of Teacher Promotion on Their Performance: A Case of Government Secondary School Teachers in Iganga District**  
 Application Number: UCU REC-2022-395-5

Version: 4.0

Type:  Initial Review  
 Protocol Amendment  
 Letter of Amendment (LOA)  
 Continuing Review  
 Material Transfer Agreement  
 Other, Specify:

I am please to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 16<sup>th</sup> November, 2022, to 16<sup>th</sup> November, 2023.

This research is considered minimal risk category.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.



1 of 2

A Complete Education for a Complete Person

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3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 16<sup>th</sup> November, 2023 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by UG-REC\_026:

	Document Title	Language	Version	Version Date
1.	Research Proposal	English	1.0	2022-11-14
2.	Informed Consent Form	English	2.0	2022-11-14
3.	Data Collection Tools	English	1.0	2022-11-14

Signed and Stamped

  
Prof. Peter Waiswa,  
UCUREC Chairperson,  
[pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug)



2 of 2

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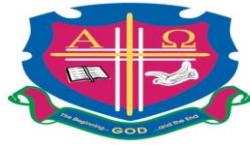
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# UGANDA CHRISTIAN UNIVERSITY

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UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

## DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 30 April 2024

Name of Candidate: BADAZA Simon

Reg. No: RJ20M06/031

Title of Dissertation: THE IMPACT OF TEACHER PROMOTION ON TEACHER PERFORMANCE IN SELECTED GOVERNMENT AIDED SECONDARY SCHOOLS IN IGANGA DISTRICT

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	<b>Overall structure and presentation:</b>		
1	It is common knowledge that promotion positively contributes on the teacher's performance? If secondary teachers are not performing despite being promoted in Iganga District, it is prudent for the candidate to delve other factors why this is the case?	Corrected as suggested	Contextual background (Page 7)
2	The candidate ought to indicate the current month and year of dissertation submission.	Corrected as required	Cover page
3	Date when the supervisor endorsed the dissertation should be	Corrected as required	Approval (Page ii)

	indicated by the candidate.		
	<b>Chapter One: Introduction</b>		
4.	However, the candidate need to check for the correct year in which the National Teacher Policy was promulgated.	Corrected as required	Background (Page 7-10)
5.	The candidate should note that it is the only objective that is appropriate to his study. Objective 1 and 3 are beyond the scope of his study.	Corrected as required	Objectives (Page 12-13)
6.	There is need to appropriately revise the study objectives and the associated research questions.	Corrected as suggested	Research Questions (Page 13)
7.	The candidate should appropriately indicate the source of his conceptual framework. He is not the one that coined the concepts he has used in the conceptual framework.	Corrected as required	Conceptual Framework (Page 17)
8.	There is no objective that delved the intervening variables, thus, they should be Discarded from the conceptual framework	Discarded as proposed	Conceptual Framework (Page 17)
	<b>Chapter Three: Methodology</b>		
9.	The candidate should make sure that all the Tables are presented with in acceptable page margins e.g. see pg 37.	Corrected as required	Table 3.1 (Page 36)
10.	There is need for the candidate to indicate the appropriate way of establishing validity of both quantitative and qualitative study tools.	Corrected as required	Validity (Page 41-42)
11.	There is need for the candidate to indicate the appropriate way of	Corrected as required	Reliability (Page 42-


	establishing reliability of both quantitative and qualitative study tools.		43)
	<b>Chapter Four: Presentation and Interpretation of Findings</b>		
12.	However, the candidate need to thoroughly edit his dissertation and discard all redundant spaces e.g. see pages 50 and 51.	Edited as suggested	Chapter Four (Page 46-60)
	<b>Chapter Five: Conclusions and Recommendations</b>		
13.	The candidate need to make pragmatic recommendations.	Corrected as required	Recommendations (Page 86-87)
14.	The candidate should note that areas for further study should be derived from the study limitations.	Corrected as required	Areas of further research (Page 88)
	<b>References and Appendices:</b>		
15.	The candidate should make sure that all references are written properly following the APA 7th Format Edition.	Corrected as required	References (Page 89 )

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Each chapter to begin on a fresh page	Corrected as required	Entire dissertation
2	Concentrate on using Fort 12 through-ought the work	Corrected as suggested	Entire dissertation
3.	Change the order of objectives, let 2 become and 3 and vice versa	Corrected as suggested	Objectives (Page 12-13)

4.	there double lines in the table, please fix the error (TABLE 3.1)	Double lines removed	Table 3.1 (Page 36)
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SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Recommendations are not related to the findings. You have to be clear in what your recommending because they were not in your presentation	Adjust as required	Recommendations (Page 86-87)
2	Conceptual framework, how did you drive at the indicators of teacher performance? How are your measuring the indicators of teacher performance. Did you measure them or asked people's opinions	Corrected as required	Conceptual Framework (Page 17)
3	Findings on objective one which was qualitative, it looks like it was quantitative. You need to explain the types of mixed methods you had	Corrected as required	Chapter four: Findings (Page 50-53) and 57-62)
4	You gave regression analysis but there was no data where you derived it from. You needed to present data to be followed.	Corrected as required	Chapter Four (table 4.3, Page 49-50)
5.	You denied the panel data on performance according to what you measure in your conceptual framework	Corrected as required	Chapter Four (table 4.3, Page 49-50)
6.	The you formed your questions was not proper, you should have asked only necessary questions alone e.g performance	Corrected as required	Chapter Four (table 4.3, Page 49-50)

	alone, seniority alone and then you correlate and then derive a regression. You did not have to merge the issues		
7.	You should have separated the data and then run the regression because SPSS does it well	Corrected as required	Chapter Four (Page 49-50) Correlation Analysis (Page 55)
8.	Topic: The should be deleted, Merge the rest to make one statement. Impact of teacher promotion on teacher performance in selected government secondary schools.	Corrected as proposed	Topic (cover page) and entire dissertation



**BADAZA SIMON**

Signature

**20/4/2024**

Date



**MR. MULABI ANDREW**

Signature

**10/5/2024**

Date