

**EMPLOYEE MANAGEMENT STRATEGY AND TEACHERS' PERFORMANCE IN
GOVERNMENT SECONDARY SCHOOLS IN KASANDA DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLEMENT
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DECLARATION

I, **BABIRYE NANSUBUGA JULIET**, hereby declare that the dissertation entitled Employee Management Strategy and Teachers Performance in Government Secondary Schools in Kasanda District, It has not been submitted for any examination. In all cases where other people's ideas have been used, they have been duly acknowledged by complete references.

Signature:



Date: 10th April 2024

BABIRYE NANSUBUGA JULIET

APPROVAL

This is to certify that this dissertation has been done under my close supervision and submitted for examination with my approval.

Signature

A handwritten signature in blue ink, appearing to be 'Dr. Masagazi Joel Yawe', written over a faint rectangular box.

Supervisor: **Dr. Masagazi Joel Yawe**

Dated: 10th April 2024

DEDICATION

I dedicate this entire work to my parents, Bishop Bukomeko James and Mrs. Rose Bukomeko, my siblings, Grace, Alice, David and Nakato, and others who have supported me in my education endeavors.

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ACRONYMS AND ABBREVIATIONS

DEO	District Education officer
DIS	District Inspectors of Schools
DV	Dependent Variable
ESCA	Education Service Commission Act
IV	Independent Variable
ICT	Information Communication Technology
LGED	Local Government Education Department
NCDC	National Curriculum Development Centre
UCU	Uganda Christian University
USE	Universal Secondary Education

ABSTRACT

Employee management is an organization's most vital and valuable and important asset. There is indication that employee management strategy is the most important school variable influencing the performance of teachers. The purpose of the study is to establish the relationship between employee management strategy and teachers' performance in government secondary schools in Kasanda District. Objectives of the study included; to evaluate the relationship between professional development and syllabi completion in selected government secondary schools, to establish the effect of employee collaboration on lesson delivery in selected government secondary schools, and to assess the effect of employee planning on student academic engagement in selected government secondary schools. This study being a mixed research method, it employed a cross-sectional survey design. The study population included; (5) head teachers, (5) deputy head-teachers, (2) District Inspectors of School, District Education Officer (1), director of studies (5), and (74) teachers. These were purposively and simple randomly selected. The questionnaires and interview guide were used to get primary data, which was analyzed quantitatively and qualitatively. The study findings revealed that skills acquired from professional development encourage teachers to teach the required content in time; teachers gain more experience through training to effectively handle the subject content confidently; and there is high syllabus completion courtesy of various workshops intended to retool teachers, as well as teachers gain more confidence in content delivery with more knowledge gained from refresher trainings. Therefore, there is moderately weak positive ($r=.686^{**}$) relationship between professional development and teachers' performance in government secondary schools in Kasanda district. Thus, professional development accounts for 24.5% variation in the teachers' performance in secondary schools. The study also revealed that teachers gain new teaching skills from collaborating with colleagues; teacher spend time in organized teacher meetings discussing/addressing teaching practices; discussing and addressing curricular issues, and collaborate with colleagues to share academic views and ideas on effective lesson delivery. There was a moderate positive ($r=0.342^{**}$) relationship between employee collaboration and lesson delivery in selected government secondary schools in Kasanda district. Further, employee collaboration accounts for 30.4% variation in the teachers' performance in secondary schools. The study further revealed that preparation for employee roles within the school influence the overall learning environment and student academic engagement; communication among employees about planning contributes to creating a supportive and stimulating learning environment for students; and employees' proactive efforts in planning for student-centered activities contribute to fostering a sense of belonging. Therefore, there was a moderate positive ($r=.589^{**}$) relationship between employee planning and student academic engagement in selected government secondary schools in Kasanda district. Thus, employee planning accounts for 31.3% variation in the teachers' performance in secondary schools. Basing on the above findings, it is concluded that there is relationship between employee management strategy and teachers' performance in government secondary schools in Kasanda District. The study recommended that there is need for refresher courses to the school stakeholders and leaders so as to equip them with new employee management skills required at work places for effective workload coverage and enhanced effective teaching; and further areas of study were proposed.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study focused on the employee management strategy as the independent variable that will be studied along with teachers' performance as a dependent variable. Employee management is an organization's most vital and valuable and important asset. There is indication that employee management strategy is the most important school variable influencing the performance of teachers (Chianumba, 2022). On the other hand, in today's world, the head teachers apply better employee management strategy in secondary schools to overcome gaps in teachers' efficiency and effectiveness. However, the crisis in teachers' performance in secondary school has become a challenge worldwide. Improving the performance of teachers is recognized by the key role played by employee management strategy applied by head teachers in a school (Nakola, 2021).

The background to the study, the problem statement, purpose and objectives of the study, research questions, scope of the study, justification of the study, and significance of the study as well as conceptual framework were all included in this chapter.

1.1 Background

In this chapter, it entails the study background which comprises of historical study background, theoretical study background, and conceptual study background as well as contextual background to the study.

1.1.1 Historical Background

Teaching is a critical task that requires extreme attention. Classroom teachers help shape the future of learners (Ayoub & Husam, 2017), and to achieve this, most school leaders adopted

the approach of employee management in 1950s and 1960s in Europe, majorly emphasizing employee motivation and collaboration, participatory planning, communication and leadership development. Most nations of the world have therefore invested heavily in employee management strategies to help them boost the performance of teachers. However, there are growing concerns that the performance of teachers in Bangladesh is in crisis (Abdullah & Kumar, 2019). A survey conducted in 2018 on about 50 teachers from different schools in Mymensingh, Bangladesh indicated that teaching performance scores of the teachers range from 25 to 57percentage (mean=62); 21percent teachers had moderate performance (70-97), 9percent teachers had excellent (less than 90), while 45percent teacher performance were not satisfactory (less 69), and attributes such as using of lesson plan, teaching aids and other factors (Abdullah & Kumar, 2019). Classroom teachers in Bangladesh who have been involved in school planning and collaboration as well as those who have received rewards and recognition for their work competence and efficiency have lauded employee management strategy(s) as motivators to keep teaching at high level. In terms of teaching, head-teachers have considered employee management as a vital element of their curriculum. Studies (Chianumba, 2022; Ayoub & Husam, 2017) have shown that employee management strategy applied to classroom teachers can determine their level of satisfaction, motivation and improve their performance. However, the impact of employee management strategy on the performance of teachers has received little consideration. The researcher likewise tends to find out whether a major shortage of these strategies affects the classroom teachers' performance in public secondary schools in Uganda.

In developing countries, Muriithi., Ofunya & Kamau (2019) asserted that teachers are viewed as a professional agents and persons who are directly responsible for the learning process; they are the one who is responsible for ensuring that students learn from and profit

from their teaching or suffer as a result of it. The lack of employee management strategy in the education institutions in underdeveloped countries of Sub-Saharan African countries is often hurtful and dangerous. A good example is the ongoing low financial support of schools in Nigeria, and lack of school stakeholder collaboration as well as poor head teacher leadership styles, on the other hand, plays a critical role in influence the performance of classroom teachers (Samuel & Chipunza, 2019). Interestingly, teachers' performance is influenced by employee management elements such as employee planning, supervisor help, employee collaboration, workplace communication, and strategic-participatory planning. For teaching staff and their learners, receiving recognition from immediate supervisor is indeed a tremendously satisfying experience. Some of the most well-known intrinsic and extrinsic motivation theories are used to recognize classroom teachers. It gives teachers who are working to enhance the lesson delivery, content syllabus coverage and learning outcomes of students hope for real recognition (Hashmi, 2020). However, public secondary schools in Uganda are no exception to this general employee management strategy, and the details of teachers' performance in secondary school context will further be investigated.

More so, classroom teachers are the engine of the national development agenda, yet the school management strategy that govern their performance have been largely ignored in most East African schools, in accordance to Wichenje., Simatwa., Okuom & Kegode (2022). Providing recognition, collaboration and other employee management strategy for greater class teachers has been proved to be vital towards achieving efficiency and effectiveness of teachers. For example, Aloo., Simatwa., & Nyang (2021) studied principals' employee management strategy and teachers' commitment in Nakuru, Kenya; and revealed that teaching staff preferred management strategy that includes participatory planning, teamwork and collaboration as well as motivation to achieve high satisfaction at work place,

leading to improved efficiency and effectiveness. In the same study, less than 48% of head teachers supervise teachers' classroom activities. Less than 53% of teachers get involved in daily students' academic engagement (including marking student's' academic exercises, helping them to do corrections and attending to individual student's' academic differences). Other teachers' effectiveness areas including coverage of content syllabus, delivery of lessons and classroom arrangement have been found to be less adhered too in schools (Aloo et al., 2021). Still, twenty-seven percent or more of school days may be lost each year as a result of crisis in poorly managed schools (Nakola, 2021); contributed by gaps in employee management strategy. Regrettably, according to the scholars, evidence from East Africa on desired or effective performance of teachers and employee management strategy is more being indicated as not applicable in Uganda, more especially in the in public secondary schools in Kasanda district.

Historically, the idea of strategic employee management strategy started around the early 1990s, when Education Service Commission implemented employee management strategy such as recruitment and selection, training and development, compensation and performance appraisal in schools in an effort to improve the performance of teachers (Education Service Commission, 2017). The Education is established by Article 167 (91) of the 1995 Constitution of Uganda and Article 168(1) se out its functions, authority and autonomy towards implementing its mandate. However, these employee management strategy have ineffectively led to teachers not meeting curriculum datelines, less delivery, accomplish job tasks and respond to students' assessment (Machumu & Kaitila, 2019). This has led to most influential classroom teachers to resign their work, and failing to complete the academic syllabus in time. Classroom teacher's is one of the employees that have not been given the attention they deserve in this country. Therefore, these have left their job tasks pending

every time and have not responded to students' assessment (Agung & Tenywa, 2020). Interestingly, the existing employee management strategy has a favorable impact on individual teacher conduct. As a result, the quality of the work based environment as well as working conditions has a substantial influence on classroom teacher and learner motivation, efficiency and achievement. Another study (Ali, 2019) also revealed the levels of teachers' motivation, students' academic engagement, innovative behavior, lesson delivery, absenteeism and job retention as well as engagement with other colleagues are all influenced by how devoted they are to their school. The most pressing worry presently is the performance of teachers, in a number of ways, which is influenced by the employee management strategy. Regrettably, all this appeared to have yielded to no avail as employee management strategy has failed to have become responsive to teachers' performance issues. This was investigated, especially scrutinizing the frequently applied employee management strategy and its influence onto the performance of teachers in Uganda.

1.1.2 Theoretical Background

This study was supported by the Behavioral Role Theory. The originators of Role Theory are Ralph Linton in sociology and George Herbert Mead in Social Psychology. This theory considers behaviors of the employee as one of the key to a positive strategy implementation, as it's been believed by the theorists by keeping a healthy alignment between the policies of human resource within organizations (DeCenzo & Robbins, 2010). Role theory models behavior as patterns of behaviors to which one can conform, with this conformity being based on the expectations of others. It has been also argued that a role must in some sense being defined in relation to others. This theory includes stages of rapport, self-revelation, mutual dependency as well as intimacy need fulfillment. Role theory concerns one of the most vital characteristics of social

behavior the fact that human beings (teachers in this case) behave in ways that are different and predictable depending on their respective social identities and the situation (Aaron., Paula & David, 2022). A school leader is to choose a right employee management strategy for his/her followers basing on their competence and maturity.

It also affirms that today, head teachers do not rely on a single employee management strategy in all situations. There should be flexibility in leadership's style for the best team and individuals results (Kolzow, 2019). The attributes in the theory inform the study in the following ways: head-teacher can analyze the employee management situation in school that they encounter and adjust on their strategy to match the situation. With this level of high self-actualization, a school manager can effectively supervise and encourage followers to get involved in planning, budgeting and collaboration to enhance their involvement in students assessment and sharing academic ideas for proper lesson delivery. The teachers equipped with contingency applicability can skillfully handle the emerging issues in today's diverse work places.

This study theory relates adequately to the quality of the performance of teachers context and deals with wide-spread changes in employee management strategy. When this employee management strategy is wisely applied in a school, it can provide the classroom teachers with the skills and knowledge of how to manage the work as well as suite the readiness exhibited by classroom teachers in certain tasks assigned to them by the headship (DeCenzo & Robbins, 2010). Interestingly, it makes the school manager know the demands of the classroom teachers and other school stakeholders; subsequently enhancing the performance of teachers. On the other hand, with allegations of inadequate utilization of appropriate employee management strategy within teachers' performance dynamics in the

public secondary schools in this district, this prompted the current investigator to opt for this research study under investigations.

1.1.3 Conceptual Background

The study considered the employee management strategy as the independent variable that will be studied along with teachers' performance as a dependent variable which was explained accordingly.

Employee Management Strategy shall refer to the practical activities and well-thought-out plans that help schools to give better services to their teachers while school efficiency are also being improved upon (Abdullah & Kumar, 2019). It is a roadmap for solving an organization's biggest challenge with people-centric solutions. In this research study, employee management strategy was considered to refer to the process used by the head teachers in inspiring the teachers to give off their best in the pursuit of the desired results. The dimensions of employee management strategy in this study included: employee planning, employee retention and employee collaboration.

The concept of *Collaboration*; according to Cefai (2018) argued that collaboration is a systematic process where teachers work together to analyze and impact professional practice for the improvement of individual and collective student results. Conversely, Hargreaves & Shirley (2019) argued out that collaboration as a commitment to share resources, power, and talent. The collaborative team is the basic building block of any organization. Additionally, collaboration is not merely collegiality but also involves hard-work and confronting tough questions. In essence, the study considered collaboration as the manner in which the

teachers in a school interact and the extent to which they approach their duties as professionals.

Planning is the process of setting out in advance a pattern of action to bring about a given overall policy by the shortest possible articulation of means (Ali, 2019). This implies that employee planning is the process of identifying the means and ends.

Teacher retention has been defined as the ‘need to prevent good teachers from leaving the job for the wrong ones’. On the other hand, teachers might leave for promotion, a broader experience or a school which better fits their values (Machumu & Kaitila, 2019). For this study, teacher retention is defined as keeping classroom teacher in post and reducing teacher turnover.

The concept of *Employee Performance*, according to Ayoub & Husam (2017) refers to how a member of staff fulfills the duties of their role, completes required tasks and behaves in the workplace. On the other hand, teachers’ performance is the level of output and services given to the beneficiaries (students). In a school context, teachers’ performance usually 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 (Chianumba, 2022). To Ali (2019), employee performance is a critical aspect of any institution’s operations. It aids in the development of the school’s human resource system’s ability to be competent. The outcome of a teacher’s or school’s effort is referred to as performance. In this study, performance is considered as a process of measuring and reviewing the roles and responsibilities of teachers in a school. The performance of teachers at school is measured in terms of

learner's grades, delivery of lessons, content syllabus coverage, regularity and attending to the school needs and support of the school policies.

1.1.4 Contextual Background

Machumu & Kaitila (2019) noted that Uganda, like many other developing countries in Sub-Saharan Africa has promoted employee management strategy in education institutions. A good classroom teacher should benefit and make an effective use of existing employee management strategy in a school to have time for everything he/she plans to do. The existing employee management strategy in school helps schools to manage and train teachers to perform their daily roles and duties well. It also helps in managing their other aspects of work like leave, motivation, proxy, among others (Agung & Tenywa, 2020). The Education Service Commission in Uganda encourages employee management strategy in public schools to utilize the efficiency of classroom teachers for accomplish the objectives of education institution, to increase teachers satisfaction, as well as help them to maintain ethics and values in the outside and inside the school premises.

According to Ali (2019), "a study done in central and eastern parts of Uganda found that most secondary schools experience a lot of gaps in teachers' performance resulting from lack of employee management strategy. Head teachers hardly motivate and appraise teachers, plan together, delegate them and collaborate with them. Consequently, this has resulted into less effective lesson delivery, failing to complete the content syllabus in time, and not involved in academic assessment of students (Machumu & Kaitila, 2019). When the employee management strategy(s) are judiciously applied in schools, the successful performance of teachers in secondary schools is achieved but when employee management strategy is ignored, the reverse becomes the case. The Uganda Government White Paper on

Education (1992) attempted to address the employee management strategy gap in secondary schools to improve the performance of teachers but these attempts appears having completely failed to achieve to positive outcomes in Kasanda district.

Nakola (2021) also opined that the vital aspect a teacher should possess is the skill in assessing students' academic work, collaborating with colleagues, and timely planning for effective lesson delivery. Such competence and skills enable the classroom teacher towards devoting a balanced attention to interpersonal relations as well as production. In a previous assertion, Muwanga (2018) asserts that several secondary schools in Kasanda district have embraced the use of employee management strategy to improve on the performance of classroom teachers. However, many schools in Kasanda district fall short of this noble trait. The content syllabus coverage and timely lesson delivery in the secondary schools remains lacking, and gaps have been indicated on the students' academic engagement (Kaggwa., Onen & Kimoga, 2021). For secondary schools to achieve improved syllabus completion, employee management strategy should be emphasized, but this is the reverse in Kasanda district where cases of failure by the teachers since 2017 to 2021 to finish the content syllabus, mark students' academic work and regularity have been witnessed as noted by Walumbwa (2021). Several studies related to education and researchers have had interest in the performance of teachers in different contexts. However, there is little information in terms of employee management strategy and how it contributes to the performance of teachers in Uganda. Subsequently, lack of enough survey and other research studies in this area of Kasanda district focusing on the extent to which employee management strategy has impacted the teachers' performance. This therefore, called for more empirical studies aiming at establishing the effect of employee management strategy on the performance of teachers in government secondary schools in Kasanda district.

1.3 Statement of the Problem

Ideally, proper employee management strategy is a prerequisite for improved performance of teachers (Muwanga, 2018). Several Ugandan secondary schools have embraced the use of various employee management strategies including employee collaboration and planning so as to improve on the performance of teachers. However, many public secondary schools in Kasanda district fall short of this noble trait. Secondary school teachers in the district have failed to timely finish the content syllabus, mark students' academic work and effectively deliver lessons for several years (Walumbwa, 2021). The students assessment and students' academic engagement remains lacking, and gaps have been indicated on the punctuality and reality of teachers (Kaggwa., Onen & Kimoga, 2021).

Consequently, Uganda government through the Ministry of Education and Sports and other development partners has intervened by strengthening inspection of public schools, in addition to training head-teachers and their followers in employee management strategy through workshops (Walumbwa, 2021). This however has not changed the situation (Kasanda District Education Department Report, 2022). The low performance of teachers denies Kasanda district the opportunity to be more responsive to the needs of the society and therefore retard the county's progress towards attaining its goals as set in the national strategic plan (Machumu & Kaitila, 2019). Yet, empirical studies into the dynamics of teachers' performance in Ugandan context, Kasanda district particularly remain scanty. This study contributes to filling this gap by examining the effects of employee management strategy on the performance of teachers in public secondary schools in Kasanda district. The policy and practice recommendations arising out of this study contributed to enhancement of performance of teachers in Kasanda district.

1.3 Purpose and Objectives

1.3.1 Purpose

To establish the relationship between employee management strategy and teachers' performance in government secondary schools in Kasanda District.

1.3.2 Objectives

This study specifically set out:

- i. To evaluate the relationship between professional development and syllabi completion in selected government secondary schools.
- ii. To establish the effect of employee collaboration on lesson delivery in selected government secondary schools.
- iii. To assess the effect of employee planning on student academic engagement in selected government secondary schools.

1.4 The Research Questions

The research questions used in this research included:

- i. What is the relationship between professional development and syllabi completion in selected government secondary schools in Kasanda district?
- ii. What is the effect of employee collaboration on lesson delivery in selected government secondary schools in Kasanda district?
- iii. What is the effect of employee planning on student academic engagement in selected government secondary schools in Kasanda district?

1.5 Hypotheses

Research hypotheses (corresponding to the research questions) were tested on the corrected quantitative data:

H₁: Employee management strategy is positively and significantly correlated with teachers' performance in government secondary schools.

H_{1a}: Professional development significantly affects syllabi completion in government secondary schools.

H_{1b}: Employee collaboration significantly affects lesson delivery in government secondary schools.

H_{1c}: Employee planning significantly affects student academic engagement in government secondary schools.

H₂: Employee management strategy positively and significantly predicts teachers' performance in government secondary schools.

1.6 Study Scope

The investigator focused on the following scope of the study:

1.6.1 Content Scope

The employee management strategy and teachers' performance in government secondary schools focus of this research. The independent variable (employee management strategy) and the dependent variable (teachers' performance) were examined. Specifically, the study was limited towards evaluating the relationship between professional development and syllabi completion in government secondary schools, establishing the effect of employee collaboration on lesson delivery in government secondary schools, and assessing the effect of employee planning on student academic engagement in government schools.

1.6.2 Geographical Scope

This particular study was carried out in selected government secondary schools in Kasanda district. The distance from Kampala, Uganda's capital City to Kasanda is approximately

91Km (56mi). Kasanda district is bordered by Gomba district to the south, Mubende district to the west, Kiboga district to the northeast, Kyankwanzi district to the north, and Mityana district to the east and southeast. This area of the study was selected for the study because of teachers' performance still lacking; with increasing decline in teachers' accomplishing of assigned responsibilities (Ssenyonga, 2021).

1.6.3Time Scope

The investigator analyzed primary data on the period of 2015 – 2023. This is the time when the performance of teachers is said to have experienced a challenge and seriously gone down in these public secondary schools. Further, the research lasted for (12) months (i.e from December 2022 to November 2023). This time-frame matched with the academic calendar for university specifically for the master in education management, human resource course.

1.7Study Justification

A good number of studies on the employee management strategy and teachers' performance in government secondary schools have been carried out (Chianumba, 2022; Aloo., Simatwa., & Nyang, 2021; Ayoub & Husam, 2017; Agung & Tenywa, 2020). These were conducted in different geographical scope and not in Kasanda district. However, the performances of teachers in the district still a problem. Thus, the performance of the public schools in future in the district remains questionable if the problems at hand are not investigated and well addressed. Further, no empirical research (in accordance to the existing data or review of literature) has ever pinpointed out the main outstanding employee management strategies *vis-a-vis* teachers' performance in public secondary schools in the district. It has become unclear to whether employee management strategy

is behind existing declining performance of teachers across the district. So, several research studies have remained unjustified. This placing an urgent need for undertaking the study towards establishing the root causes and design strategies for immediate action.

1.8 Study Significance

The results to be obtained from this study shall be beneficial to the policy makers, head-teachers, teachers and researchers as well as library users.

This study shall help policy makers in education track employee management strategy in secondary schools to improve the performance of teachers and the existing educational scenario by introducing better training and development as well as performance management regulations.

The ideas, information and recommendations that emerge from this study shall be vital to head-teachers and classroom teachers to understand the importance of employee management strategy and its influence on performance.

This study results shall shade light on the employee management strategy and teachers' performance in public secondary schools. This shall be of vital importance to the education policy formulation, appointment and deployment of school heads and education officers who supervise and monitor teachers' performance in secondary schools. Therefore, it is upon these findings that pertinent measures can be formulated, well-designed and put in action to appropriately enhance the performance of teachers and employee management areas where there is a loophole.

To teachers, the study findings shall offer vital novel views and ideas to the existing theory on employee management strategy and the performance of class teachers' performance in government schools, and other developing nations, and this shall be attained by using the findings, conclusion and pertinent recommended strategies to act as necessary reference to identify the potential study loopholes.

This study shall also be of immersive relevance for academic researchers as it aims to provide vital factors for the application of employee management strategy and its influence on the performance of teachers in secondary schools. This research study shall also be of valuable importance to scholars and library users as the study goals to advance the body of knowledge in this area. Future investigator shall also gain from this field research to make more assessment and analysis towards findings possible recommendations to the problem at hand.

1.9 Conceptual Framework

In this study's conceptual frame- work (indicated in Figure 1.1), the independent variable (IV) is employee management strategy and the dependent variable (DV) is teachers' performance. Employee management strategy was operationalized as professional development, employee planning, and employee collaboration; while, teachers' performance was conceptualized as students' academic engagement, content syllabus coverage and lesson delivery. It was anticipated that if the head teachers use appropriate employee management strategy, the performance of teachers in schools shall improve. Other factors influencing teachers' performance remained constant. The below conceptual framework was used as clearly illustrated in Figure 1.1:

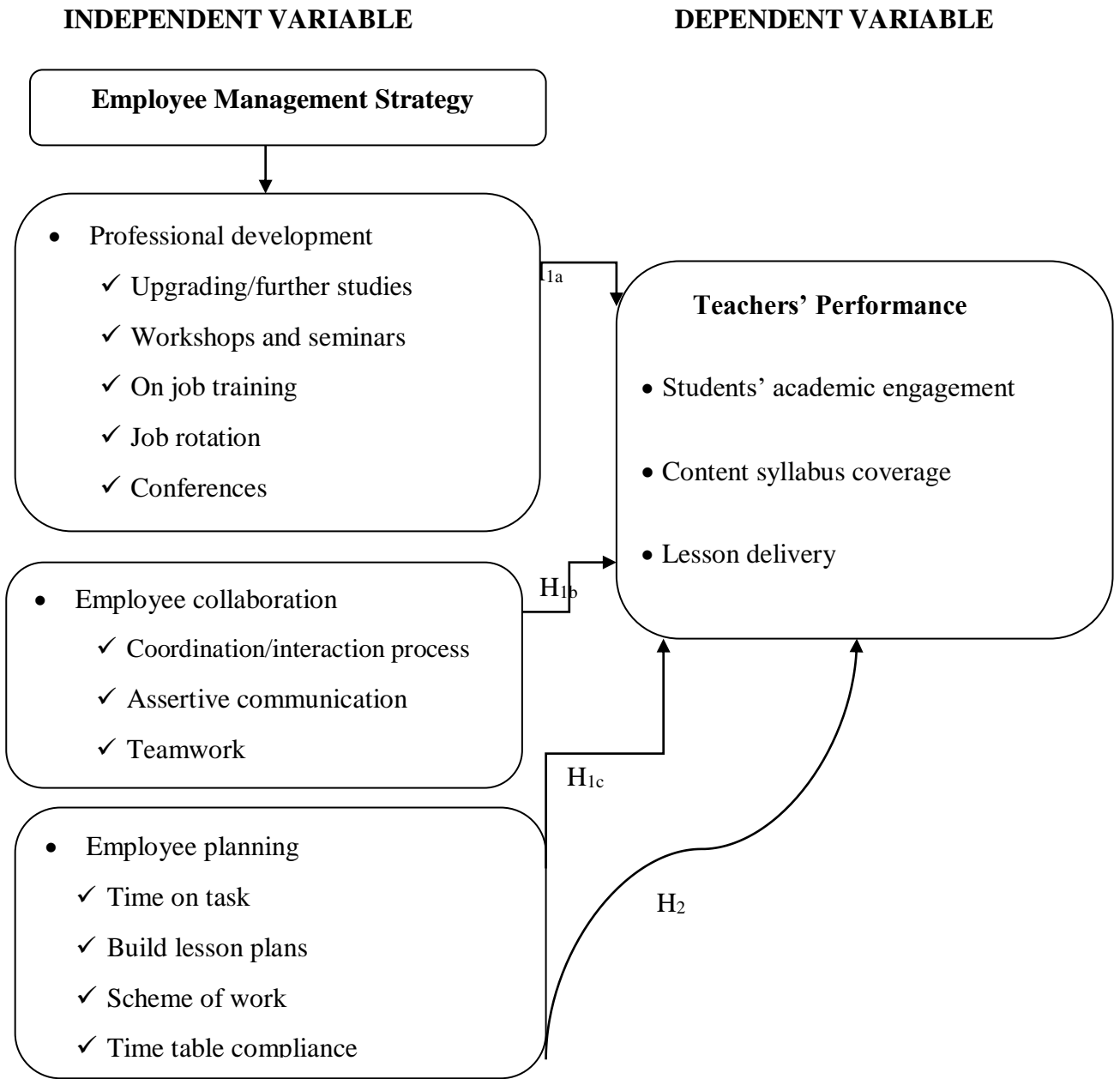


Figure 1.1: Conceptual Framework

Source: Researcher Herself, guided by Ali (2019); Aaron., Paula & David (2022).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher reviews the relevant literature with regard to employee management strategy and teachers' performance in government secondary schools. Textbooks, e-Journals, websites, seminar papers, official documents and unpublished thesis were reviewed. Different employee management strategies in secondary schools in Kasanda district and how they influence the performance of teachers were studied basing on the study themes developed in accordance to the study objectives namely: the relationship between professional development and syllabi completion in government secondary schools, the effect of employee planning on student academic engagement in government secondary schools, and the effect of employee collaboration on lesson delivery in government secondary schools. There is a provision for a summary of the review of literature depicting the possible gaps that was identified during this study.

2.1 Professional Development and Syllabi Completion

According to Machumu & Kaitila (2019), professional development is the undertaking of courses, seminars or any other form of learning that can enhance teachers' professional skillset in anyway. It can enhance or improve both soft and technical skills depending on the subject content. Thus, up-skilling allows for more and better opportunities in teachers career, and gaining more confidence in their work with more knowledge and understanding. That is the axion is offered that schools which offer an array of learning opportunities enable its classroom teachers to perform better as well. A survey done in Germany by Samuel & Chipunza (2019), teachers in public schools that those teaching staff who have regular training, the level of their syllabi completion has been recorded to be high (70%) compared to

their counterparts (37%), which was found to rarely carry continuous training development. On the other hand, Agung & Tenywa (2020) argued that professional development help keep teachers' skills and knowledge up-to-date, prepare them for greater responsibilities; boost their confidence; and help them to become more creative in tackling new subject teaching challenges. The gap is excited and justifies the need for empirical studies to be conducted while the secondary schools in Kasanda district are experiencing the gaps in teachers' effectiveness towards syllabi completion.

Wang., Chich-jen & Mei-ling (2020) argued that professional development is a combined effort of the classroom teachers and school leaders towards upgrading the existing individuals' skill and knowledge. It is of vital significance for classroom teaching staff keeping themselves and colleagues with new subject content, so as to make the school survive the competition. Professional development focus on helping classroom teaching staff to effectively teach in collaboration with their colleagues; in addition to sharing teaching skills, as well as improving school progress. This involves the formulating and implementing of strategies, as well as facilitating the transformation of the public school, in addition to achieving academic success. Besides, Agung & Tenywa (2020), professional development equip with teachers with new teaching approaches to make them feel better equipped to take on new tasks, lessons and interactions. Teachers are able to have the most up-to-date knowledge in their subject of specialization. Thus, equipping teachers with professional skills help them stand out to potential employers and assist them in their professional endeavors across the board, which enhance teachers' ability to function efficiently and able to complete the subject syllabus in time. Therefore, this study examined the effect of those professional development factors on syllabi completion, with particular reference to selected government secondary schools in Kasanda district.

Subsequently, Agung & Tenywa (2020) asserts that the traditional approaches to professional development, for instance, workshop and conferences for being relatively ineffective to enhance skills to teachers. Teachers who regularly attend to professional development courses get equipped with sense of direction, able to improve on their self-awareness, manage their weaknesses in teaching, enhance their strengths and ability in teaching and get more focused on applying improved skills in teaching to enhance syllabus completion. On the other hand, Walumbwa (2021) argued that to achieve, high syllabi completion in secondary schools, school managers and other development partners encourage teachers to participate in internal and external trainings, as well as getting enrolled in online courses to increase their professional knowledge and contribute effectively to their performance in class. For instance, on-the-job training and teachers' rotation in schools make them acquire more teaching skills and knowledge which accelerate syllabus completion. This can even help them to speed up their work in case one staff is absentee and one can easily handle his/her duties competently as a result of the skills acquired from job rotation. Regrettably, according to the scholars, evidence from Ugandan secondary schools on desired professional development and syllabi completion is still weak in some schools, specifically in the government schools in Kasanda district.

Additionally to the above, Wichenje., Simatwa., Okuom., & Kegode (2022) argued that delegating is a critical skill for head-teachers to equip teachers with more skills and knowledge. Delegating involves working with followers (teachers) to establish goals, granting them sufficient authority and responsibility to achieve the goals, often giving them substantial freedom in deciding how the goals shall be achieved; remaining available as a resource to help them achieve the goals; assessing the quality of their effort and attainment of the goals, and addressing performance issues and/or rewarding their performance. For instance, once the

assignment is delegated, the teacher has full authority to collect the data and put it into the desired format. When delegating for results, the teachers is usually responsible for the outcome. Most teachers are always in the schools and they have to leave someone at the office, delegated to complete their academic workload. This is in consonance or agreement with Oakland & Oakland (2021) which states that delegation of duties allows classroom teachers to acquire and develop new teaching skills, as well as build trust and increase communication between them. Thus, when delegation is used effectively, it can be very key motivating factor. As a result, delegation boosts subordinates' feeling of accomplishment and self-esteem because it is far more satisfying to be applaud themselves for a task which is well planned and executed as opposed to another person's plan that is simply performed, thus explaining the need for the study in Kasanda district.

More so, Pierce & Newstorm (2022) argued that professional development training can help classroom teachers to become better at planning their time and staying organized. This ultimately makes classroom teachers more efficient and gives them extra time to focus on students rather than the paperwork. Professional development improves teachers' confidence and adds their credibility by acquiring new skills and gaining more of professional designations. Presence of continued professional development also allows teaching staff towards making more meaningful and vital contributions to their team and becoming more effective at their place of work. Besides, Samuel & Chipunza (2019) argued that professional development is based on the idea that development can happen outside of a formalized course or training session. It is couched in the idea of mentoring and training opportunities that happen 'outside of the classroom' aiming at equipping classroom teachers with skills on teachers' ability to effectively handle the syllabus. Besides, this research was conducted out outside this Uganda, and not entirely government secondary schools based and conducted

several years back, which constitute a study gaps to carry out a similar research in this country, thus justifying the reason for this research.

Chianumba (2022), argued that the key benefit of professional development is that it can boost teachers' retention strategy and influence teachers' attendance in a school. Teachers who feel developed in their roles, and feel committed to teaching to that development, are far more likely to stick around and do great work for longer. Furthermore, as debated by (Asma & Abdallah, 2019) revealed that roughly 86% of teachers say that job training is vital to them, and nearly three out of every four (75%) are willing to learn things outside of work hours to improve their job effectiveness. Another study (Ayoub & Husam, 2017) also revealed around 59% of those surveyed say that professional development improves teachers' overall job performance; 51% believe it gives teachers more self-confidence, 41% claim it gives teachers time management skills in class, as well as 33% cite professional development as a favor in earning a pay increase. Classroom teachers become efficiency and consistency of work enhancing their ability to properly complete the syllabus in the required specified period of time. In concerns to the professional development in question, the investigator developed a concerned sense to achieve information and knowledge on the relationship between professional development and syllabi completion in selected government secondary schools in Kasanda district.

2.2 Employee Collaboration and Lesson Delivery

According to Ayoub & Husam (2017), teacher collaboration builds the knowledge base among classroom teachers in a school or professional network, adding value to the education students receive. Interestingly, classroom teachers also tend to be requested to substitutes so they can work together more often during the school day. Most importantly, Aloo., Simatwa

& Nyang (2021) stated that classroom teachers collaborate to share academic views and ideas on effective lesson delivery. Through collaboration, classroom teachers work together and share ideas on lesson delivery to effectively accomplish the content syllabus coverage as well as enhance proper teaching-learning process. Strong school leaders engage classroom teachers in meaningful collaboration and support their academic activities and decisions. Sharing teaching ideas make teachers to have real authority in making lesson delivery decisions about teaching-learning, as well as, classroom teachers acquire and share ideas on lesson concepts, as well as skills in effective lesson delivery as ascertained by Ali (2019). A study by Ali (2019) further noted that when classroom teachers work more collaboratively, lesson delivery get enhanced, thus influencing student outcomes. There remains a dearth of empirical research on the effect of classroom teacher collaboration on their effective lesson delivery especially in LDCs like Uganda.

Subsequently, Abdullah & Kumar (2019) argued that collaboration of teachers encourages critical review of instruction, lesson delivery and classroom management. One of the important benefits, however, is that collaboration of teachers leads to overall teachers' job commitment; however, there still a gap on the cases of lesson delivery among secondary schools in developing countries. Besides, Hashmi (2020) asserts that teachers' collaboration is embedded into the routine school teaching practices; classroom teachers can meet during the school day and organize onto teams. Moreover, collaboration of teachers should be publicly recognized for all of their lesson delivery effectiveness and successes in a school. However, Samuel & Chipunza (2019) argued out that teacher effective lesson delivery has less to do with individual personal attributes, and far more to do with the extent to which classroom teachers work with each other, to boost their colleagues efficiency and ability delivery lessons as expected from them. In another study (Chianumba, 2022) conducted in Lagos, Nigeria,

results showed that classroom teachers working in isolation, and separated from their colleagues, make it difficult to share new teaching skills and copy from their colleagues' expertise or to share their expertise with others about how to help more secondary students learn. This research aims at investigating the collaboration of teachers in the Ugandan context and this resonates with the lesson delivery in secondary schools, making it worth applying to underpin my research findings.

Walumbwa (2021) observed that new studies suggest that classroom teachers *at any experience level* stand to gain from collaborative work. Classroom teachers who have consistent opportunities to work with effective colleagues also improve in their teaching efficiency. Head teachers majorly encourage teamwork and collaboration of teachers to achieve the common goal, none other than effective delivery of lessons, and high academic output. Interestingly, Wichenje., Simatwa., Okuom., & Kegode (2022) argued that classroom teachers believe the general colleagues' effectiveness of lesson delivery is strengthened by collaboration of teachers. It makes the teacher know the demands of the students, subsequently enhancing the effective lesson delivery. Conversely, collaboration of classroom teachers leads to sharing of ideas among two or more individuals with complimentary teaching skills interact to create a shared knowledge and understanding that none had previously possessed or could have formulated on their own (Samuel & Chipunza, 2019). In a nutshell, this research concentrated on only qualitative research approach, by using FGD in collecting primary data. However, this research concentrated on applying regression analysis that used quantitative and qualitative approaches.

Aloo., Simatwa & Nyang (2021) argued that head teachers emphasized collaboration of teachers in schools to boost their job commitment. The presence of effective collaboration of

teachers includes a world of sharing lesson views, ideas, and working together to bring about improvements while assessing the value of those improvements. The classroom teachers have the chance and opportunity to model collaborative behavior for the learners either through co-teaching or by participating as members of a school team. More so, Ali (2019) opined that head-teachers always encourage teamwork and coordination among classroom teachers aiming at fostering teachers' job commitment. Teacher collaboration involves classroom teachers working together as a team to instruct, lead and mentor school going children with the goal of improving teaching- learning process. In challenging school settings, teacher collaboration plays an important role in helping classroom teachers to handle their daily roles easier and maintain more control over their professional work of effective lesson delivery. For example, if classroom teachers find that process questions overwhelm learners, the group can modify the activity instructions, ensuring that the students can focus on the subject matter itself. Regrettably, the above information has hitherto remained mere information with no documented evidence without answering to the predicament, prompting the current investigators considering the path of the further research.

More so, Samuel & Chipunza (2019) noted that effective collaboration among teachers creates a supportive environment conducive to reaching a common goal that cannot be accomplished alone. The isolation of the classroom was broken when teaching staff worked together, resulting in feelings of effectiveness, satisfaction, and excitement about teaching and lesson delivery. Isolated classroom teachers never confront the idea that other teachers may be much more effective than they are, nor do they believe that most of their teaching is inferior in teaching. Moreover, the isolation of classroom teachers reflects the idea that highly unprofessional teaching practices are tolerated (Nakola, 2021). Thus, teachers' collaboration can be observed by the performance of an individual-teacher directly corresponds to the

lessons delivered on time, content syllabus coverage, performance of students in National Examinations as well as teaching inline with the curriculum design. Classroom teachers fail making effective planning and management of their time, academic tasks are less often performed according to levels of priority; and lessons and other academic planned events are ill-scheduled. Although, collaboration of teachers has been researched before, focus was on its on student achievement (Machumu & Kaitila, 2019; Muriithi., Ofunya & Kamau, 2019), and none capture lesson delivery, creating a gap for the study.

Conversely, effective collaboration of classroom teachers occurs when a group of teachers' works together, experiments with new teaching procedures, and establishes the subjects and lesson tasks that is critical to school improvement (Muwanga, 2018). The collaboration of teachers is considered one of the most vital facets of education quality with potential positive bearings on teacher effective lesson delivery. When classroom teachers work together, they form vital professional and personal relationships which enable them achieve their teaching goals. More importantly, Muriithi., Ofunya & Kamau (2019) argues that the interaction processes help classroom teachers to build lesson plans that work. In some secondary schools, teachers meet as a group to discuss and edit properly lesson plans. This gives classroom teachers an opportunity to share successes and challenges with one another for effective service delivery. Classroom teachers can study and harmonize lessons together and be able to make changes based on the experiences of the group members. These help classroom teachers to test the newly adapted lesson with their learners and report back to the group with the results, and this has eventually created a reflective process of building and evaluating lessons. Interestingly, no single teacher collaboration dimension can be pointed to, to be responsible for this paucity something that this research study delve in.

More so, Kaggwa., Onen & Kimoga (2021) argued out that when there is coordination of teachers, students directly benefit. Increasing their resource sharing and knowledge is a straightforward way teachers can increase their ability to deliver the lessons. When teachers carefully scrutinize lesson plans, students benefit from the experience of several experts. Besides, Ali (2019) asserted that collaboration of teachers requires a surrendering of control. Those teachers participating in collaboration must be open to the perspectives of their colleagues and be willing to admit that they do not always know or have the right or best answer. In a collaborative culture, classroom teachers use the shared skills and knowledge rather than certificates or degrees. More importantly, classroom teachers in the collaborative culture always overcome inferiority complex, and mutually engage in conversations about new teaching skills. Research shows (Samuel & Chipunza, 2019; Pierce & Newstorm, 2022) when school managers allow teachers the ample time to collaborate, they are investing in peer-to-peer professional development. Basing on the above view, this research investigated in details teacher collaboration and lesson delivery in Kasanda district.

In addition, some teachers view collaboration as an opportunity to problem solve with other teachers (Ayoub & Husam, 2017). Classroom teachers also are better prepared to support one another's strengths in lesson delivery and accommodate weaknesses by working together. They are able to reduce their individual planning time while developing a bank of teaching ideas. One important aspect of collaboration of teachers involves the opportunity classroom teachers are given time to interact with one another discussing instructional issues. Moreover, Ali (2019) asserts that teachers become more willing to try to overcome the barriers that interfere with teaching-learning. Schools are better prepared and organized as they examine new ideas, methods, and materials for effective lesson delivery. Classroom teachers need structured time to share, write, and talk about their teaching and their learners in the classroom

setting (Abdullah & Kumar, 2019); however, the researcher wonders whether this is applicable in secondary schools in Kasanda district.

Additionally, Chianumba (2022) noted that when classroom teaching staffs are working collaboratively, they always gain a deeper understanding of the learners requiring additional academic assistance, and might benefit from a more intensive academic intervention. Collaborative cultures support a shared sense of purpose, a focus on long-term improvement, and a support system among academic professionals who share ideas, problems, materials, and pertinent solutions. Although, collaborative cultures are not easy to develop, they provide substantial and meaningful settings where class teachers develop knowledge of their craft and a deep connection to colleagues, parents, and students. Schools where coordination is occurring are exciting and rewarding places for teachers because instruction and curriculum are regularly being refined and developed (Allo *et al.*, 2021). Further, teacher coordination and interaction creates more energy than is used in lesson delivery. Despite this, research was conducted outside this country Uganda. The research was not purely secondary schools focused, and still conducted two years ago. These allegations constitute research gaps, justifying the need for the similar research here in Uganda.

Subsequently, Pierce & Newstorm (2022) noted that classroom teacher's gains huge benefit through improved interpersonal knowledge and skills by experiencing the increased motivation that comes through the efficiencies of sharing work with others. The collaboration allows class teachers to share common issues of curriculum and assessment and to problem solve around shared concerns. Where collaboration exists, teachers can share more complex problem solving approaches while extensively sharing knowledge on lesson delivery. Interaction among teachers can produce skills pertaining to critical thinking and synthesis of

information in teaching process. The collaborative process also allows teachers to practice vital lesson skills related to collaborative processes. Classroom teachers are forced to learn new information, important resources, and tools that can result in learner productivity and effective presentations and assignments. Still, this research applied quantitative approach of data collection and analysis, with the help questionnaires as data collection tool. Similarly, this research applied questionnaires in addition to interview guide to gather qualitative as well as quantitative data, which was presented in different forms.

Within collaborative cultures in schools, acceptance and interaction of personal and professional lives can be found as well as overt recognition, praise, and gratitude, and sharing and discussing of views, ideas and resources (Wang., Chich-jen., & Mei-ling, 2020). Comfortable collaborative groups also draw energy from each other and seek positive interaction and feedback in lesson delivery. In some secondary education institutions, class teachers verbally communicate professionally with each other regularly and share lesson ideas, knowledge, techniques, and participate in collaborative problem solving pertaining to classroom issues. Teaching staff working together to share technical knowledge and discovering common solutions to difficult problems is effective interaction as ascertained by Wichenje., Simatwa., Okuom & Kegode (2022). Interestingly, interaction between teachers in the school context functions to strengthen teachers' beliefs about the efficacy of school-based instruction. Walumbwa (2021) observed that collaboration teams accomplish work, make better decisions, solve problems that are more complex, enhance creativity, and build skills more than working in isolation. With this regards the question of concerning employee planning, the investigator developed a concerned sense towards gaining idea and knowledge about the employee collaboration and lesson delivery in government secondary schools in the district of Kasanda.

2.3 Employee Planning and Student Academic Engagement

According to Ayoub & Husam (2017), with proper employee planning, there is high student academic engagement. Teachers always follow the assessment plan to engage learners. Classroom teachers are able to engage students in handling their academic differences in class. Thus, an assessment plan provides a framework to effectively guide their assessment programs, ensuring every employee is on the same page and is clear on the individual roles or responsibilities as well as the overall timeline. Still, Aloo., Simatwa & Nyang (2021) argued that through employee planning, teachers are able to decide how they are going to determine if learners have reached the goals. This shall eventually help teachers know if students have achieved the desired results, what they shall accept as evidence and how learners shall be assessed. Ali (2019) also noted that planning assessment before instruction aids future lesson planning for classroom teachers. However, it can wrongly be used to hold classroom teachers accountable for lack of progress being made, as well as increasing pressure for learners, especially those that become anxious in test environments. This research aims at investigating the employee planning in the Ugandan context and this resonates with the student academic engagement in secondary schools.

More so, Abdullah & Kumar (2019) asserted that teachers involved in planning helps to identify the goals and objective of a particular lesson. It is the begging of beginning of teaching and learning process, before a classroom goes to the class, while head teachers make policy and plan the curriculum for the school to implement them, teaching-learning encounter productive and valuable impacts. It makes the classroom teachers to plan his/her note timely and accurately. Planning makes the teachers to be more organized and confident of his or herself when teaching in the classroom. In the view of Chianumba (2022), planning facilitate the provision of required or relevant information that has favourable influence on the

teaching-learning situation. The implication is that through effective planning, meaningful information that influence or impacts on learning through students' academic assessment are provided. Hashmi (2020) posits that effective planning has a tremendous effect on knowledge sharing and acquisition, it is the realm finds expression in seeking the relevant sources of information; the utilization of the available resources of information. Kolzow (2019) is of the views the aspects of the curriculum that are vital and relevant to his/her teaching-learning activities, thus it helps to direct the meaningful and relevant sources of data utilized to build up the programs of activities. Interestingly, no single employee planning can be pointed to, to be responsible for this paucity something that this research study delve in.

In addition, Muriithi., Ofunya & Kamau (2019) asserts that 'planning' compels head-teachers to visualize the overall program of their schools. It also enables classroom teachers to have a better understanding of their tasks or roles/responsibilities, and be better prepared for the future events. Through proper planning the education system, that is, the students' academic assessment and teaching and learning process is in a better position to respond positively to the aspirations and needs of both the learners, the society and the nation at large for growth and development. On the other hand, Nakola (2021) noted that planning help teachers to identity the targets and enables them to map strategies of attaining such academic targets. It is a rational process of preparing a set of decision for future actions directed at achieving aims, goals and objectives as well as determining the means to achieving the objectives. It entails deciding in advance what to be taught, how students to be assessed and what to assess; and who and when to conduct academic assessment, how to teach, who is to be taught and evaluation of the recipient. Regrettably, despite of all these efforts, the gaps in teachers' performance in secondary schools is still experienced and said to remain rife in the district,

ostensibly due to wanting employee planning to handle situational issues created the need for this study.

In the view of Kaggwa., Onen., Kimoga (2021) opined that effect of planning on teaching in the form of lesson plans gives directive to teaching and results in a meaningful learning. Similarly, Pierce & Newstorm (2022) posit that planning enhance students' academic assessment as well as teaching/learning among schools' students and the classroom teacher, such that planning direct the speeds and methods of teaching, which eventually determine the extent at which meaningful learning would be achieve. Wang., Chich-jen & Mei-ling (2020). inferred that employee planning is an instrument for promoting and enhancing the assessment of learners in schools, this implies that planning facilitates teaching and result in a meaningful learning, to attain the sets goals and objectives of the curriculum. In a nutshell, Muwanga (2018) opined that planning motivate and guide the teaching learning process of a lesson, and makes sling learning process of a lesson, and makes it more interesting and inviting, reason because planning takes the process of thinking about and organizing the activities required to achieve the desired goals. There remains a dearth of empirical research on the consequences of employee planning on students' academic assessment in schools especially in developing countries, Uganda inclusive.

Wichenje., Simatwa., Okuom & Kegode (2022) further expressed that, the nature of employee planning by an orderly or step – by step conception or proposal for achieving an objective, is a means of enhancing teaching and learning process, especially students' academic assessment. Thus the extent at which teachers' planning affect teaching cannot be over emphasized in the view of Walumbwa (2021) inferred that the benefits effects of planning on teaching plays the vital role in all functional areas of students' academic assessment. Such as content standards,

lesson duration, teaching aids, content goals, and student performance evaluation. This is due to the fact that effective planning compares alternative techniques and selects the best option suitable for a specific subject or level of learners. According to Walumbwa (2021), the benefits effect of employee planning on teaching assists classroom teachers in clarifying and determining the students' assessment activity to be done and requires every classroom teacher to define what constitutes their job, time and duration to teach a specific class. Implying that without employee planning, teaching and learning most especially students' academic assessment would have had a hazy. Basing on the above view, this research investigated in details employee performance on learners' academic assessment in selected secondary schools in the district of Kasanda.

More so, Abdullah & Kumar (2019) argued that teacher planning effectively have a beneficial effect on teaching and learning, in the process of implementation of the national curriculum in secondary schools, that bring about an objectives and a suitable performance appraisal by relating what is taught and what have been assimilated by the learner. Chianumba (2022) opined that the key to quality education depends or counts on effective teachers planning of lesson and schools' administration, that lesson plans are the indicators of the intention and implementation of curriculum. This clearly shows that aspects of classroom activities that should be taught at a particular time, this give a direct statement of the content and performance levels desired for learners. He further posits that the benefits effects of planning on teaching helps as a guide and enable the classroom teachers to improve in their duty of teaching, as they are imparting knowledge to their learners. Similarly, Hashmi (2020) stated that the beneficial effects of planning on teaching are those components that guide, direct, boost facilitates, increase and enhance the classroom teachers level of competence and performance in trying to perform his/her teaching duties in the classroom. He expressed that

classroom teacher levels of performance and competence are determining and evaluated by the extent at which planning affects and promote the teaching and learning among school learners. Therefore, considering the question of employee planning, the investigator become concerned to ascertain the consequences of employee planning on student academic engagement in government secondary schools in the district of Kasanda.

2.4 Summary of Literature Review

This chapter presents the review of literature concerning the employee management strategy and teachers' performance. The researcher presents employee management theories that inform the area of study. There are many strategies of employee management: employee collaboration, employee planning, and employee retention, which was investigated. Research had frequently demonstrated that class teachers have the strongest influence on educational outcomes among students. The review of the literature illustrates that involves classroom teachers in enhancing student academic engagement, syllabi completion, and lesson delivery. Consequently, there was still work to be done on the influence of employee management strategy on teachers' performance in secondary schools in Kasanda district. My research was close to that of Aloo., Simatwa & Nyang (2021) whose study on instruction impact of the school based class teacher recruitment policy on the distribution, punctuality and retention of class teachers in government secondary schools in Kenya, establishes that class teacher leaving school has been a persistent challenge; while the national rate has hovered at 16% in recent decades, more classroom teachers are leaving the profession; consequently, affecting having a negative effects on school operations, teachers' collegiality and students' learning. The literature gaps in this research were filled during this research, which was well-guided by the study purpose as well as current study objectives.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methodology explains the research design, study area, sources of information, the study population, selection of sample size, sample selection; the variables and indicators; the measurements of variables, data collection procedures; the methods of data collection, and instruments of data collection. It further captures the quality/error control; in addition to data presentation and analysis; issues of ethical considerations; and study methodological constraints as detailed below.

3.1 Research Design

This study being a mixed research method, it employed a cross-sectional survey design, which involved government secondary schools in Kasanda district. In other words, a cross-sectional survey design in accordance to Kothari (2013) is considered as the nature of research design whereby primary data was gathered from several study participants conducted at once. This nature of research design was specifically considered in this research to enable the investigator able to gather primary information majorly from targeted population of the study so as towards generalizing the field results on the entire population in the community with-in a shortest period of time. This design was purposively considered. This because it accommodates several methods of data collection, facilitating a quantitative view of the problem under investigation as ascertained by Nyenje & Nkata (2016). Interestingly, this facilitated the use of both qualitative and quantitative methods of collecting, compiling and analyzing collected information. Generally, questionnaire helped the researcher in gathering the quantitative data, whereas, interview guide helped to obtain

the qualitative data, which cannot easily be quantified. This study design was given a priority since various participants were involved in the research.

3.2The Study Area

This particular research was carried-out in selected government secondary schools in Kasanda district. The distance from Kampala, Uganda's capital City to Kasanda is approximately 91Km (56mi). Kasanda district is bordered by Gomba district to the south, Mubende district to the west, Kiboga district to the northeast, Kyankwanzi district to the north, and Mityana district to the east and southeast. This area of the study was selected for the study because of teachers' performance still lacking; with increasing decline in teachers' accomplishing of assigned responsibilities (Ssenyonga, 2021).

3.3Sources of Information

Both secondary and primary data sources were considered in this research. The primary sources of data were majorly that relevant information gathered for the first time, thus purely original in nature. This primary data gathered with help of interview guide, and the likert scale format of questionnaires. Thus, primary data are those which were got by the investigator herself from the study on the specific study variables (Sekaran, 2003). On the other hand, several secondary documents were also looked for during analysis. These included; the documents on government programs and policy; e-journals, records on the performance of class teachers in schools, text-books, existing reports on research and other available sources especially obtained from the internet that help the investigator to get enough information for the basis of this research. Secondary data can be defined as the nature of data that is gathered, computed and used by other authors (Kothari, 2013).

3.4 Population and Sampling Techniques.

3.4.1 Population of the Study.

The district of Kasanda having five government secondary schools, target population majorly involved; head-teachers (5), deputy head-teachers (5), District Inspectors of School (2), District Education Officer (1), director of studies (5), and teachers (102), in accordance with the District Education office records (2022) were considered. The head-teachers and deputies were treated with the same instrument since both constituted the headship of the school, and they were interviewed so as to get enough of required views and ideas in making the research results becoming reliable and more comprehensive to benefit of the community. Classroom teachers were also considered in this research to obtain required valid and reliable data.

3.4.2 Sample Size Determination

In any academic research study, the rapid increase of demand for a fair representative statistical population sample creating the demand to have fair approach of determining sample size. In other words, sample size is referred to as a sub-set or portion of the total target study population (Katamba & Nsubuga, 2014). In order to effectively manage the existing study gap, the sample of the study was chosen basing on the table of Morgan and Krejcie (1970) to determine sample size towards representing a cross-section of population involved this study. In this sense, out of 120 as targeted population, 92 as sample size were chosen in this research. These considered individuals included; five (5) head teachers, five (5) deputy head-teachers, two (2) District Inspectors of School, District Education Officer (1), director of studies (5), and seventy four (74) teachers (15 teachers from 4 schools and 14 from I school). This helped the investigator towards getting several of views, ideas, and responses that is not unbiased thus making this research a reality.

Table 3.1: Sampling Frame

Category(s) of respondents	Popⁿ	Sample	Sampling technique
Head-teachers	5	5	Purposive
Deputy head-teachers	5	4	Purposive
Directors of Studies	5	5	Purposive
District Inspectors of School	2	2	Purposive
District Education Officer	1	1	Purposive
Teachers	99	74	Simple random
Total	120	92	All

Source: (District Education office records, 2022).

The research involved both female and male respondents in this research. The government schools included in the study was selected using purposive sampling method.

3.4.3 Sampling Techniques

The research applied both purposive sampling and simple random sampling strategies in selection of the participants. The District Education Officer (DEOs), District Inspectors of Schools (DISs), head-teachers, director of studies and deputy head-teachers were selected purposively. This helped the investigator to get specific primary data. These form of sampling technique was used chosen in this research because it was efficient and helped the investigator to gather necessary data required for this research. More so, classroom teachers were selected by simple random sampling. This was due that all the class teachers in the population targeted had an equal chance of being considered for selection thus able to avoid biases (Franekel., Wallen & Yuhan, 2012). Here, pieces of small roughed papers of the equal size were given to all classroom teachers from the selected school. In this note; seven four (74) pieces of small papers for the classroom teachers carried the writing ‘*Yes*’ and the rest of the papers carried the writing ‘*No*’. Thus, all these papers were placed in a container

and each of classroom teacher's were asked to take only one piece of roughed paper from that container. In this regards, if the writing on the roughed paper read 'Yes', the classroom teacher was allowed to participate in answering the likert scale form of questionnaires.

3.5 Variables and Indicators

In terms of variables, the study used employee management strategy as an independent and teachers' performance as a dependent variable. A variable can be defined as a measurable characteristic that assumes different values among the subjects as ascertained by Creswell (2014). On the other hand, the indicators of employee management strategy were operationalized as employee planning, employee retention and employee collaboration; while, teachers' performance was conceptualized as students' academic engagement, content syllabus coverage and lesson delivery.

3.6 Measurement of Variables

The tests of reliability and validity as met with the help of vital measurement level as ascertained by Kothari (2013). The major four types of levels of measurement included, interval, ratio, and nominal as well as ordinal. In other words, questionnaires were responded with the help of a likert scale. The level of (dis)agreement to the study statement was specified for one to indicate their feelings (strength and weaknesses) to the problem under investigations basing on a 1-5scale of rating. These included, 1 implying strongly accepted, 2 implying accepted, 3 implying neutral/undecided, 2 implying disagree and 1 implying strongly disagree. These respondents were requested to indicate their level or degree of (dis)agreement to the above statements related to the study variables. For instance, the nominal scale was considered to imply gender and education level; whereas, the interval scale was further used to consider the experience an individual has in school.

3.7 Procedure for Data Collection

After successful completion of the research proposal, a clearance was first got by an investigator from the School of Education as well as UCUREC which was used to seek permission to carry-out the study from the study area. This letter of introductory was got to help the investigator towards conducting this academic study. Confidentiality and anonymity of the targeted participants were observed by not asking them to put their names on the questionnaires. The questionnaires were then distributed to the selected participants for one week and then collected in the following week. The filled questionnaires were then entered in SPSS in preparation for analysis. Further, a researcher conducted a pilot study. These tools of data collected were prepared, and pre-tested. The adjustments were done, and later the researcher proceeds with the actual field work.

3.8 Data Collection Methods

The study used questionnaire survey method and interviews as main methods of data collection.

3.8.1 The Questionnaire Survey.

The source of primary data was mainly collected using a questionnaire survey. The questionnaire survey was mainly to have a large participants' coverage. This allowed a great degree of findings generalization in this research study. Only classroom teachers responded to this form of prepared questionnaire. This form of survey was easy towards administering, and saved time as well as gathered during respondents' time of convenience. Closed- ended teachers' questionnaires were quickly distributed to the selected government schools to find out the classroom teacher's views on the employee management strategy and how they influence the performance of teachers in their schools.

3.8.2 Key Informant Interviews (KIIs)

The head-teachers, district education officer, deputy head teachers, district inspector of schools, and directors of studies were interviewed aiming at conforming the data collected with the help of a questionnaire. This confirmed teacher's responses to the set questions (Nsubuga, 2019). These interviews were recorded or taped for further reference in future.

3.9 Data Collection Tools

Primary source of data was collected by use of the following data collection instruments:-

3.9.1 The Questionnaires

A set of questionnaires were developed and distributed to seventy four (74) classroom teachers only. The design constituted closed-likert ended questions covering 5 items on the participant's background in Section A, 8 items on professional development and syllabi completion in Section B, 9 items on employee collaboration on lesson delivery in section C, 8 items on the employee planning on student academic engagement in section D and 6 items on teachers' performance in sect E. The items on B, C, D, and E sections were measured basing on a 5- Likert scale format of a questionnaire. These forms of questionnaires were designed to obtain primary information and this permitted anonymity. Questionnaires were the best instrument for quantitative research.

3.9.2 Interview Guide.

The face-to-face interview schedule was only used with the head-teachers, deputy head-teachers, directors of studies, District Education Officers, and District Inspectors of Schools to provide qualitative data. This method of data collection involved oral verbal responses

from the participants. The interview guide which was prepared by the investigator consisted of open ended questions, so as to get deeper explanation of issues on employee management strategy and teachers' performance in government secondary schools from the respondents. Open-ended questions were also used so that other valuable questions might emerge from the dialogue between interviewer and interviewee. In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the participants. This was largely due to the fact that the participants often need stimuli to expand or clarify their own answers and ideas were more broadly, so that a broader understanding was more easily reached later on in the findings of this study.

3.10 Quality/Error Control.

The validity and reliability were followed:

3.10.1 Validity

The validity refers to the degree where findings were attained from analyzing the collected data to represents the problem under investigations (Sekaran, 2003). Pretesting research tools were used in determining the validity, and this was done by them to (20) participants within the target population, though, this should be outside the selected study sample. The accuracy and relevancy of the set-questions were used towards measuring the study subject.

$$\text{Content Validity Index (CVI)} = \frac{\text{No. Item}}{\text{Total No. Item}}$$

Thus, twenty (20) questionnaires were pilot-tested in government secondary schools, outside the sample government secondary schools in Kasanda district which didn't get involved in this research. Thus, each questionnaire had thirty five (35) items.

Hence;

Total items= 35x20=700

Invalid items= 90

Relevant items= 700–90=610

CVI=610/700 =0.87

The tool was valid, this because the CVI was equivalent to 0.87; and this was above 0.7; the recommended validity value. Findings from the research helped towards identifying research gaps as well as making necessary modifications to the instrument. Similarly, the set items in the questionnaires were designed in such manner that they were purely related to the questions in order to ensure that the research questions were well captured.

3.10.2 Reliability of the Instruments

The research tools' reliability was ensured. This was done through the use of Cronbach's Alpha co-efficient index which was generated by SPSS. As a result, the questionnaires' reliability in terms of the consistency of the respondents' responses must be dependable and should be over 70%. Testing was as follows. The instruments were deemed legitimate as proposed by Amin because the content validity index was above the required level of 0.7 at 0.826. (2005). The findings are displayed in table 3.2.

Table 3.2 Instrument for reliability test

Variables	Cronbach Alpha Coefficient
Professional development	0.778
Employee collaboration	0.756
Employee planning	0.744

3.11 Strategy for Data Processing, Analysis and Interpretation

The primary data was analyzed qualitatively and quantitatively:

3.11.1 Quantitative Data Analysis

This form of primary data was provided by classroom teachers. It was analysis basing on SPSS to generate Mean and Standard deviation. These were well-drawn to ensure easy and clear presentation of results. It was also analyzed to taste the research hypothesis by establishing the relationship between study variables. The statistical analyses were manipulated by SPSS. Descriptive statistics such as measures of central tendency was used to describe and summarize data. These included the frequency and percentages. Relational statistics like correlation coefficient, regression, and cross tabulation were used to establish the strength of the relationship between the variables.

3.11.1 Qualitative Data Analysis

The qualitative data was provided by head teachers, deputy head-teachers, director of studies, district education officer and the district inspector of schools. Thematic content form of analysis was used, where participants' responses were quoted verbatim. Respondents' views and ideas were directly quoted in this analysis. Narrative reasoning was used during the interpretation of these findings.

3.12 Ethical Considerations and Approvals

The informed consent, ethical clearance, and participants' confidentiality were considered.

3.12.1 Ethical Clearance

The investigator followed several protocols in research. The ethical clearance was sought from the School of Education as well as UCUREC towards conducting research. The acceptance to conduct the research in Kasanda district was obtained from the District Education Officer, as well as School leaders for the chosen government secondary schools.

3.12.2 Informed Consent.

The form of informed consent (Appendix II) elaborating the goal and aim of the research was completed those respondents who got involved in the research. This eventually enhanced their confidentiality which increased participation of the chosen respondents. These selected respondents were equally informed that their involvement in this research was free and voluntary. Participants had a full right of declining or accepting to withdraw or participate from the research any point of time. The investigator gave thorough explanations about the aim or purpose of the research and their right to either reject or accept to participate in the interview or filling in of the questionnaires.

3.12.3 Participants' Confidentiality.

In protecting respondents' confidentiality, I asked the respondents to sign the consent forms to show their willingness of participating in the exercise after persuading them to participate in the study. The principle of anonymity was also strictly followed. The identity of the secondary schools and individual respondent was not disclosed. Pseudonyms were used to disguise the respondents and the individual schools in the study area.

3.13 Selection Criteria.

The exclusion and inclusion criteria were considered:

3.13.1 Inclusion Criteria

All selected participants to participate in this study consented for themselves to the study. The target population above 18 years of age in the study area was included. Only head-teachers, deputy head-teachers, District Inspectors of School, District Education Officer, director of studies, and teachers were included in this study.

3.13.2 Exclusion Criteria

Teachers who were not at school at the time of research were not included in the study. Those respondents who were not able to consent for themselves were not allowed to participate in this research. Still, those participants who were below 18 years or above 60 years were not included in this research.

3.14 Methodological Constraints

The researcher was faced with a number of challenges among which are;

Another challenge of busy schedules of the head-teachers and the absence of some teachers from school due to the mocks and national examinations that was going on when the study was being carried out. 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 also convinced to respond and interviewed. For teachers, the researcher moved to some classroom teachers' homes later after work and got response to the questionnaires.

Extraneous variables were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

Instrumentation: The research instruments were not standardized. Therefore, a validity and reliability test were done to produce a credible measurement of the research variables, though not going being used being qualitative study.

Testing: The use of research assistants brought about inconsistency in the administration and conducting interviews in terms of time of administration, understanding of the items in the interview schedule and explanations given to the respondents. To minimize this threat, the research assistants were oriented and briefed on the procedures being done in data collection.

Attrition: Not all selected participants were willing to participate in this study and this due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size.

The investigator met participants who were un-co-operative. These were not willing to give relevant data required for this study. However, this form of study challenge was sorted by the investigator's through giving those biased participant a copy of a clearance or authorization letter from UCUREC promising them which promised them of confidentiality, and ensuring them that the given data shall only be used for the purpose of this research.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESULTS

4.0 Introduction

This chapter presents the detailed presentation and analysis of findings from the conducted field study. The research findings are presented and analysis was conducted in accordance with the research objectives, namely; to evaluate the relationship between professional development and syllabi completion in selected government secondary schools, to establish the effect of employee collaboration on lesson delivery in selected government secondary schools, and to assess the effect of employee planning on student academic engagement in selected government secondary schools in Kasanda district.

4.1 The Rate of Responses

The section presents the summary of statistics of the rate of responses, indicating the actual figure of participants which got involved in the research as well presented in Table 4.1.

Table 4.1: Study Response Rates

Category	Targeted respondents	No. actually involved	Percentage of response rate
Questionnaire			
Teachers	99	74	74.7%
Interviews			
Head teachers	5	5	100%
Deputy head-teachers	5	4	80%
Director of Studies	5	5	100%
District Inspectors of School	2	2	100%
District Education Officer	1	1	100%
Total	120	92	76.7%

Source: Field data, 2023

From the field study as presented in the table 4.1 above, a total number of 120 participants were expected to participate in the research (target population), but 92 participants actually involved in making a response rate of 76.7%. Other respondents did not participate in interviews sighting reasons for being busy some were reported out of the school for school examinations especially mocks supervisions. This response rate was above the 60-70%, which is recommended by the Dessler & Varkkey (2011) for a research being considered as one with satisfactory findings.

4.2 Respondents' Demographic Characteristics

The sub-heading presents the demographic characteristics of the respondents who participated in the study. These bio-data look at the participants' distribution across age bracket, sex/gender, level of education, and working experience/years spend in school. This is clearly illustrated in the Table 4.2:

From the field study, majority respondent (55.4%) belongs to age bracket of 38-47 years, these were most of the classroom teachers; followed by 34.8% in age bracket of 28–37 years, and the least of the respondents (4.4%) were aged between 18-27years. The implications of this, different respondents were selected from different generation group.

Table 4.2 below shows that the majority of the participants (52.2%) were male, whereas, only 47.8% were female respectively. This implies that gender balance was given a priority in recruiting teaching staff.

From the field study, majority of the respondents (78.3%) were degree holders, followed by those (14.1%) with diplomas; and the least of the respondents (1.1%) were PhD holders. The above study finding implies that most of the interviewed participants were competent and qualified enough to achieve effective teaching.

Lastly, participants were further tasked to reveal the years of experience. Thus, majority of the participants (56.5%) indicating they have been working in their respective schools for 11-15 years. Also, 30.4% of the participants have indicated 6-10 years and only 4.4% mentioned of below 5 years. The implications are that all the respondents are familiar with the school curriculum activities, and they have been involved in effective teaching-learning process.

Table 4.2: Demographic Characteristics of respondents

Variable	Category	Freq.	Percentage
Age	18 – 27years	4	4.4
	28 – 37 years	32	34.8
	38 – 47 years	51	55.4
	48years and above	5	5.4
	Total	92	100.0
Sex (Gender)	Male	48	52.2
	Female	44	47.8
	Total	92	100.0%
Highest education level	PhD	1	1.1
	Masters’ Degree	6	6.5
	Bachelors’ Degree	72	78.3
	Diploma holder	13	14.1
	Total	92	100.0%
Working experience	Below 5 years	4	4.4
	Between 6 – 10 years	28	30.4
	Between 11 – 15 years	52	56.5
	Above 16 years	8	8.7
	Total.	92	100.0%

Source: Field data (2023)

4.3 Descriptive of Results

This section presents descriptive data. These are the results from obtained from the questionnaires. Results from the interview were further got to explain qualitatively findings on how employee management strategy influenced teachers' performance in form of narrative quotations and statements as per key respondents' views in regard to each study objective, and these also supplemented results from the questionnaire. The research further presented inferential statistics. This was in form of regressions and correlations, and this aimed at clearly showing the extent of relationship among study variables.

4.3.1 Professional Development and Syllabi Completion

The study found out teachers' opinion on the relationship between professional development and syllabi completion in selected government secondary schools in Kasanda district. Table 4.3 provides in summary of their views in frequency and percentages, in addition to mean and standard deviation as indicated in table below.

Table 4.3: Results on the Professional Development and Syllabi Completion

Statement.	The extent of (dis)agreement.			Mean.	Std. Dev't.
	Accepted.	Neutral.	Disagreed.		
	<i>Freq.(%)</i>	<i>Freq.(%)</i>	<i>Freq.(%)</i>		
In our school, skills acquired from professional development encourage us to teach the required content in time.	71 (95.9%)	1 (0%)	3 (4.1%)	3.941	.191
We gain more experience through training to effectively handle the subject content confidently.	66 (89.2%)	2 (2.7%)	6 (8.1%)	3.872	1.082
In our school, there is high syllabus completion courtesy of various workshops intended to retool teachers	60 (81.1%)	4 (5.4%)	10 (13.5%)	3.833	.741
In our school, we gain more confidence in content delivery with more knowledge gained from refresher trainings	56 (75.7%)	6 (8.1)	12 (16.2%)	3.821	.854
Attending further studies equip teachers with extensive subject knowledge easy to be delivered on time.	50 (67.6%)	9 (12.2%)	15 (20.2%)	3.752	1.021
Our fast approach to teaching particular subject get boosted engaging ourselves in on-job training	47 (63.5%)	10 (13.6%)	17 (22.9%)	3.741	1.030
Seminars help us to become more efficient in delivering curriculum content to learners.	43 (58.1%)	11 (14.8%)	20 (27.1%)	3.520	.654
With colleague mentorship program at school, teachers are able to implement better teaching strategies.	37 (50%)	13 (17.6%)	24 (32.4%)	3.303	.987

Source: Primary Data (2023)

Table 4.4 represents the descriptive statistics on the relationship between professional development and syllabi completion in selected government secondary schools in the district of Kasanda. This findings indicated that 95.9% of the participants accepted that skills acquired from professional development encourage us to each the required content in time (represented by Mean=3.941; this was followed by 89.2% of the respondents who accepted that teachers gain more experience through training to effectively handle the

subject content confidently (represented by Mean=3.872). It was also revealed that there is high syllabus completion courtesy of various workshops intended to retool teachers, and this was accepted by 81.1% (represented by Mean=3.833); and lastly, 75.5% of respondents also accepted that teachers gain more confidence in content delivery with more knowledge gained from refresher trainings (represented by Mean=3.821).

The first study objective was also set to the relationship between professional development and syllabi completion in selected government secondary schools in Kasanda district. Interview guides were mainly used in gathering information from the directors of studies, the head-teachers, deputy head teachers, district education officer and district inspectors of schools.

However, when they were asked: *What is the relationship between professional development and syllabi completion in selected government secondary schools in Kasanda district?*

The results revealed that the skills acquired from professional development encourage teachers to teach the required content in time. One of the interviewed head-teacher from school C had these to say;

“...professional development for teachers can help towards improving teaching skills, increasing job satisfaction as well as providing a forum for networking or collaboration with other key professionals in the field. In other words, classroom teachers are able to acquire new skills and techniques in teaching which help them to easily complete the subject content within the shortest time possible....”

This implies that the vital benefits of professional development for classroom teachers are numerous. Professional development for classroom teachers is a vital part of their success in

the classroom. It helps teachers stay up-to-date on the latest educational instruments and techniques, as well as providing them with valuable educational resources for helping in engaging school going children and making learning to become more effective.

From the field study, it was revealed that teachers gain more experience through training to effectively handle the subject content confidently. One of the interviewed director of studies had these to say;

“....through trainings, teachers gain more confident in teaching the subject. There is also an improvement of teachers-students relationships, which enhance teachers to better understand their learners in class thus able to create a more supportive learning environment. Thus, experience gained through training can provide classroom teachers with the opportunity of reflecting on their current teaching practices as well as evaluating things more effectively.....”

This means that it is vital for classroom teachers to take an active responsibility in their journey of professional development. Teachers attending workshops, and participating in other activities such as discussion and reading articles related to teaching topics to be covered hence their subject content confident.

More so, respondents also revealed that there is high syllabus completion courtesy of various workshops intended to retool teachers. One of the interviewed District Education Officer had these to say;

“.....professional development encourages classroom teachers to ensure their best teaching outcomes, and become more effective as well as satisfied in several aspects of their daily work. Through workshops, teachers can be transformed into a better and more apt facilitators by enabling them towards creating relevant and tailored subject instructions for today’s school-going children.....”

This means that the process of education is a never-ending. It does not really stop after getting a degree or any other qualification and starting a career. Through, professional development

courses, career-minded individual teachers can constantly improve their teaching skills and become more competent at their job. Thus, attending workshops help to keep teachers engaged because they feel like they are receiving the technique and professional skills they require becoming a better classroom teacher. After all, on-job training nurtures and inspires the talents of classroom teachers to become more effective in classroom as affirmed by Nakola (2021).

Additionally, the study revealed that teachers gain more confidence in content delivery with more knowledge gained from refresher trainings. One of the interviewed deputy head-teacher from School D had these to say;

“...teachers’ engagement in refresh training is a vital part of any classroom teacher’s career. It provides them with a chance of staying current on best practices, learning new teaching skills as well as developing new knowledge on the subject they teach in classrooms, which eventually enhance their confidence in lesson delivery. The confidence of classroom teachers during teaching-learning process tends to be enhanced when they equipped with relevant skills through refresher trainings.”

This implies that through refresher trainings in online courses, conferences, classes and workshops help to make classroom teachers up-to-date on the best teaching practices, in addition to providing forum for collaboration and professional networking. In other words, Nsubuga (2018) noted refresher trainings is commonly tailored to the individual teachers’ weaknesses or needs and this help them to put more focus on the knowledge, skills, and strategies they are lacking so as to make them become more successful and effective classroom teacher.

The study revealed that attending further studies equip teachers with extensive subject knowledge easy to be delivered on time. Another head-teacher from School A had these to say;

“.... further studies provides an opportunity for classroom teachers to stay up-to-date on the latest trends in their field while honing existing skills and learning new ones. It provides classroom teachers with the chance to reflect on their methods of teaching and towards gaining insights into how they can improve their teaching practices, thus enhancing lesson delivery....”

This implies that further studies enable classroom teachers to explore new strategies and techniques, helping them to become more effective in their classroom. Further studies provide classroom teachers with the opportunity towards developing their own professional network, which can be invaluable in both personal and professional lives. They can easily share ideas, new teaching skills, subject content and other curriculum related activities, enhancing their ability to effectively finish the content syllabus in time as ascertained by Machumu & Kaitila (2019).

The results show that teachers’ fast approach to teaching particular subject get boosted engaging ourselves in on-job training. One of the interviewed head-teachers had these to say;

“...when classroom teachers discover new strategies in teaching through on-job training, they are able to go back to the classes and make adequate changes to their teaching styles and curricula to better suit the desire of the school-going children. Thus, on-job training makes teachers become more efficient in their presentations and subject assessment or evaluation and this is by exposing teachers to new teaching methods, and evaluation skills....”

This means that learners expect classroom teachers to be subject matter experts for the content/topic they teach in class. This indicates that on-job training programs enable classroom teachers to expand their skills and knowledge base in different subject areas. Thus, the more on-job training a classroom teacher undergoes, the more skills and knowledge insight he/she gains to effectively handle teaching.

From the field study, the study revealed that seminars help classroom teachers to become more efficient in delivering curriculum content to learners. One of the interviewed district inspectors of schools had these to say;

“...to become competent classroom teacher, you have had to take hours and hours of attending additional courses and this could be through workshops where new teaching skills can be acquired. Through workshops, teachers can develop professionally, acquire or pursuit new skills and knowledge in the classroom. They can narrow any skills gaps that they may have –identified by themselves or from recent performance appraisal thus enhancing their teaching professional to effectively improve on content syllabus coverage.....”

This implies that when teachers engage in workshops at their schools with their colleagues, they can easily learn from each other, support one another and hold each other accountable for applying what they have learnt. Teachers can gain from acquiring new teaching skills and strategies from their colleagues and this can further be introduced to their colleagues, ultimately spreading their skills, knowledge and creating a teacher professional development ripple effect.

Lastly, the study revealed that with colleague mentorship program at school, teachers are able to implement better teaching strategies. Another deputy head-teacher had these to say;

“.....the classroom teachers get advanced training or knowledge, thereby equipping themselves with new skills and relevant information to pass onto learners and more effective tools with which to share that relevant information. In other words, learners are able to learn from highly trained facilitators. They are privy to the latest strategies in teaching which can be shown to be effective in ensuring positive teaching outcomes.....”

This means that mentorship programs make every classroom teacher great and ensure every learner learn 100% better. The existing of such ongoing programs in schools creates a culture of being consistently participate effectively using modern teaching-learning process.

They keep acquiring new skills and ideas that is applied in classroom to attain improved teaching outcomes in the long run. Most importantly, Kaggwa., Onen & Kimoga (2021) argued that mentorship programs help classroom teachers become better facilitators and develop onto competent future school leaders.

4.3.2 Employee Collaboration on Lesson Delivery

The research study established the effect of employee collaboration on lesson delivery in selected government secondary schools in Kasanda district. Table 4.4 provides in summary of their views in frequency and percentages, in addition to mean and standard deviation as indicated in table below.

Table 4.4: Employee Collaboration on Lesson Delivery

Statement.	The extent of (dis)agreement.			Mean	Std. Dev't.
	Accepted.	Neutral.	Disagreed.		
	<i>Freq.(%)</i>	<i>Freq. (%)</i>	<i>Freq. (%)</i>		
In my school, teachers gain new teaching skills from collaborating with colleagues	68 (91.9%)	2 (2.7%)	4 (5.4%)	3.951	1.271
I spend time in organized teacher meetings discussing/addressing teaching practices.	63 (85.1%)	4 (5.4%)	7 (9.5%)	3.864	1.172
I attend teacher meetings to discuss and address curricular issues.	60 (81.1%)	5 (6.7%)	9 (12.2%)	3.841	1.132
There is a sufficient amount of consistent opportunities to meet with other teachers to accomplish goals.	56 (75.7%)	8 (10.8)	10 (13.5%)	3.811	.985
I collaborate with colleagues to share academic views and ideas on effective lesson delivery.	50 (67.6%)	10 (13.5%)	14 (18.9%)	3.763	.983
We are able to acquire and share ideas on lesson concepts	46 (62.3%)	11 (14.8%)	17 (22.9%)	3.742	1.181
In collaboration, we encourage critical review of instruction for effective lesson delivery	43 (58.1%)	12 (16.2%)	19 (25.7%)	3.672	1.171
I get equipped with competence and ability to apply new teaching methods	38 (51.4%)	14 (18.9%)	22 (29.7%)	3.632	.645
Employees in this school study and harmonize lessons together thus able to make changes based on the experiences of the group members	35 (47.3%)	16 (21.6%)	23 (31.1%)	3.341	.624

Source: Primary Data (2023)

The table 4.4 above captures a representation of the statistical information on the effect of employee collaboration on lesson delivery in selected government secondary schools in the district of Kasanda. The findings indicated that 91.9% of the study participants accepted that teachers gain new teaching skills from collaborating with colleagues (represented by Mean=3.951); this was followed by 85.1% of the respondents who accepted that the teacher spend time in organized teacher meetings discussing/addressing teaching practices (represented by Mean=3.864). It was also revealed that teachers attend teacher meetings to discuss and address curricular issues, and this was accepted by 81.1% (represented by Mean=3.841); and lastly, 75.7% of respondents also accepted that there is a sufficient amount of consistent opportunities to meet with other teachers to accomplish goals (represented by Mean=3.811).

The second study objective focused on establishing the effect of employee collaboration on lesson delivery in selected government secondary schools in Kasanda district. The interview guide were used to gathered from data from the district education officer, the head-teachers, deputy head-teachers, directors of studies, and district inspectors of schools.

However, when they were asked: *What is the effect of employee collaboration on lesson delivery in selected government secondary schools in Kasanda district?*

The results revealed that teachers gain new teaching skills from collaborating with colleagues. One of the interviewed head teachers from School D had these to say;

“....classroom teachers acquire new skills and knowledge in teaching through collaborating with their colleagues. They tend to share experiences and knowledge on effective teaching techniques, thus able to acquire new skills in teaching in the new subject concepts and content. Teachers help each other to acquire more skills

by sharing their expertise and experience. For instance, during the outbreak of Covid-19 pandemic, classroom teachers around struggled with the hybrid and remote teaching approach, and this was easily managed through encouraging the teachers' collaboration to share skills and expertise in new teaching approach.”

The implication of the above is that collaborating teachers involves classroom teachers working together which help them to acquire more skills and knowledge on teaching techniques and new subject concepts. These help teachers to become more confident during instructing, lead and effectively mentoring students to attain improved teaching outcomes.

The study noted that teachers spend time in organized teacher meetings discussing/addressing teaching practices. One of the interviewed deputy head-teachers from School B had these to say;

“.....classroom teachers have regular meetings at school discussing issues concerning teaching practices that could boost students' academic concentration. Teachers always sit-down together as a team to share ideas, experiences, skills, and challenges they experience during teaching process. In such regular meetings, classroom teachers share concepts' knowledge, ideas and skills related to new teaching techniques....”

This implies that teachers having regular meetings at school enable them to regularly share teaching experiences, views and ideas. In some secondary schools, classroom teachers have weekly meetings to effectively share their teaching experiences through such teamwork. They share new teaching ideas and skills for the up-to-date subject concepts; share teaching ideas and amicably agree upon the best teaching-learning techniques to best apply during effective teaching process as ascertained by Muwanga (2018).

From the field study, it was revealed that teachers attend teacher meetings to discuss and address curricular issues. One of the interviewed district inspectors of schools had these to say;

“.....teachers always have regular meetings at school discussing curriculum related issues. Weekly meetings help teachers to share the ideas concerning the new curriculum concepts as well as best teaching techniques. These classroom teachers are essential pillars in the effective teaching process. With the new acquired teaching skills, knowledge and experience, it become a central for teachers to effectively cover the subject curriculum in time. Teachers always experience difficult in teaching courtesy of frequent changes or modification in syllabus content and curriculum designs, and this require teachers to share ideas and knowledge on the new concepts so as to effectively implement it to achieve the target goal.....”

This implies that classroom teachers’ meetings are important in providing a forum for classroom teachers internal and external to exchange subject concepts’ ideas and other curriculum matters. The subject concept content discussed in as a group in regular teachers meetings embrace the overall perception and ability to have affective teaching to enhance syllabus completion. In other words, Hashmi (2020) noted that regular meetings for classroom teachers play a vital role towards assessing, developing, implementing as well as grasping the new subject concepts.

Interviewed participants revealed that there is a sufficient amount of consistent opportunities to meet with other teachers to accomplish goals. As one of the district education officer noted that;

“.....regular meetings for teachers allow them to put their heads together to discuss school-going children struggles in academic and individual academic differences, as well as their behaviors thus able to help them out. The recent outbreak of Covid-19 pandemic has disrupted the physical and emotional well-being of teaching staffs,

most of them could not effectively handle e-teaching. Interestingly, through having collaborative meetings, they were able to share new teaching ideas helping them to feel comfortable and overcome stressful emotions they experienced.....”

This implies that to effectively support classroom teachers’ well-being, schools have created an emotional intelligence charter, which involved identifying how teaching staff want to feel as school stakeholders. Teaching staff shared concrete teaching experiences, views and ideas on how to support each other to attain that feeling.

Another key interview director of studies from School E also noted;

“.....teachers who are habitually late for classes lose their enthusiasm. It affects their effectiveness, efficiency and the behavior of school-going children. It wobbles the school, thus leading to resentment among colleagues. In presence of teamwork, the ability of working together as a team toward a common goal has been attained. This can be attained when classroom teachers are always punctual for classes, which allows common teachers to attain uncommon results....”

This implies that teachers’ punctuality for classes has improved as a result of teacher collaboration. More and more classroom teachers are being encouraged to collaborate with colleagues to achieve an effective teaching-learning process. In other words, collaborating of teachers leads to the ability to timely work with diverse teams, enhance flexibility, sharing roles and responsibility while still valuing individual contributions.

Further, the study also revealed that teachers collaborate with colleagues to share academic views and ideas on effective lesson delivery. In addition, one of the head-teachers from School E noted that;

“.....teachers collaborating with colleagues allow them to play to their strengths and learn from one another, and this enables them to learn new ideas and skills on the effective lesson delivery. When school leaders encourage teachers to collaborate, they can easily share their struggles and challenges, and get advice on how to get

best possible results for school-going children. Collaboration of classroom teachers gives students the opportunity and freedom to brainstorm new subject ideas to use in classroom....”

This implies that collaboration serve as a hive mind where teaching staff elevate one another by pooling their knowledge, views and ideas. Classroom teachers work together to identify how school going children are learning, where students need help and how to adjust their instruction. In addition, by working together to better understand school-going social and emotional lives, teachers can develop and share knowledge that can help more students succeed. Each classroom teacher shall bring their own teaching experience and ideas to the table and others may disagree, sometimes passionately as ascertained by Hargreaves & Shirley (2019).

Additionally, the study revealed that teachers are able to acquire and share ideas on lesson concepts. One of the head teachers from School A had these to say;

“.....collaboration allows teaching staff to work side by side in the trenches to acquire less concepts and ideas. Collaboration of teaching staff creates good working environment, thus making them to become satisfied with the working environment boosting their ability at work.....”

This implies that teaching staff involved in collaboration can teach each other to be organized and it can help colleagues during their teaching for effective lesson delivery. Working together develops relationship among teachers and provides an opportunity to share different ideas and skills concerning how to effectively teach the subject. It enables teachers to do their best work towards problem-solving as well as effective lesson delivery.

The study revealed that in collaboration, teachers encourage critical review of instruction for effective lesson delivery. Another director of studies from School C had these to say;

“.....teachers help their colleagues in schools and outside grow by sharing required expertise, knowledge and ideas for effective lesson delivery. It builds confidence for the one sharing her/his ideas and knowledge on specific expertise on lesson delivery, while helping the recipient learns from a different perspective. Having teachers’ collaborative meeting in schools, it involve a team of classroom teachers reflecting on techniques of instruction, modifying it, and implementing changes in their respective classes to help students learn better....”

From the above explanation, one of the strategies to be an effective classroom teacher is to allow timely planning time with colleagues. This gives them an opportunity towards meeting and collaborating with colleagues at school on classroom instruction as well as making them effectively gets involved on affective lesson delivery. Successful collaboration leverages a team’s unique perspectives, building trust and empowerment among classroom teachers, as well as creating a new avenue for communication in real time to share lesson views and ideas.

Lastly, the study revealed that teachers get equipped with competence and ability to apply new teaching methods. Another deputy head teacher from School C had these to say;

“.....teaching can be a solitary professional and when classroom teachers feel emotionally disconnected, they may become dissatisfied with their jobs. Therefore, collaboration builds healthy teachers’ relationships and provides them with the emotional support they deserve to excel in their jobs. Teachers in this school study and harmonize lessons together thus able to make changes based on the experiences of the group members.....”

This implies that teachers have regular meetings to talk about students concerns and appropriate teaching techniques. Others school shortens class hours on certain days to give time for classroom teachers to meet or set aside full days for collaborative work. Classroom teachers’ regular meetings help them to improve their instructional practice. The design of collaborative teacher partnerships and collaborative time should be well designed in

intentional ways that may support instructional improvement. Interesting, Pierce & Newstorm (2022) asserts that teachers connecting with one another allows them to share ideas and views in the pursuit of school goals.

4.3.3 Employee Planning on Student Academic Engagement

The research established the effect of employee planning on student academic engagement in selected government secondary schools in Kasanda district. Table 4.5 provides in summary of their views in frequency and percentages, in addition to mean and standard deviation as indicated in table below.

Table 4.5: Employee Planning on Student Academic Engagement

Statement.	The extent of (dis)agreement.			Mean	Std. Dev't.
	Accepted.	Neutral.	Disagreed.		
	<i>Freq. (%)</i>	<i>Freq. (%)</i>	<i>Freq. (%)</i>		
Preparation for employee roles within the school influence the overall learning environment and student academic engagement	67 (90.5%)	3 (4.1%)	4 (5.4%)	3.431	1.072
Communication among employees about planning contributes to creating a supportive and stimulating learning environment for students	62 (83.8%)	5 (6.7%)	7 (9.5%)	3.142	1.212
Employees' proactive efforts in planning for student-centered activities contribute to fostering a sense of belonging.	59 (79.7%)	6 (8.1%)	9 (12.2%)	3.210	1.241
Connection among students positively influences their academic engagement.	55 (74.3%)	7 (9.5%)	12 (16.2%)	3.091	0.857
Employees' perceptions of their own commitment to school goals relate with the level of student participation and enthusiasm in academic activities.	51 (68.9%)	9 (12.2%)	14 (18.9%)	3.342	0.763
Employees' anticipation of potential challenges and the implementation of contingency plans play significantly during unforeseen disruptions	47 (63.6%)	11 (14.8%)	16 (21.6%)	3.052	1.141
Planning strategies to accommodate diverse student needs and preferences impact their willingness to actively participate in their	44	13	17	3.131	1.231

education	(59.5%)	(17.6%)	(22.9%)		
Effective planning into employee daily interactions with students motivates them to engage academically.	41 (55.4%)	15 (20.3%)	18 (24.3%)	3.422	0.645

Source: Primary Data (2023)

The table 4.5 gives a representation of the statistics concerning the effect of employee planning on student academic engagement in selected government secondary schools in Kasanda district. The results show that 90.5% of the participants accepted that preparation for employee roles within the school influence the overall learning environment and student academic engagement (represented by Mean=3.431); this was followed by 83.8% of the respondents who accepted that communication among employees about planning contributes to creating a supportive and stimulating learning environment for students (represented by Mean=3.142). It was also revealed that employees' proactive efforts in planning for student-centered activities contribute to fostering a sense of belonging, and this was accepted by 79.7% (represented by Mean=3.210); and lastly, 7.3% of respondents also accepted that connection among students positively influences their academic engagement (represented by Mean=3.071).

The third objective was also set to assess the effect of employee planning on student academic engagement in selected government secondary schools in Kasanda district. The interview guide was used in gathering information from the district inspectors of schools, the head-teachers, deputy head teachers, directors of studies, and district education officer.

However, when they were asked: *What is the effect of employee planning on student academic engagement in selected government secondary schools in Kasanda district?*

The results revealed that preparation for employee roles within the school influence the overall learning environment and student academic engagement. One of the interviewed head-teachers from School D had these to say;

“.....when classroom teachers are able to form strong bonds with learners, their effectiveness in class and engagement is positive. Learners have a higher chance of success when they feel safe in a learning environment. However, the problem is the lack of teacher-learner engagement placing students at risk of low academic outcomes.....”

This implies that engagement is important towards improving student chances for success. Teacher-students engagement enhances teachers towards giving feedback to learners to support their feelings of competence. Classroom teachers now know their learners interests and preferences, as well as show regard and respect for these individual differences, bolster learners' feelings of autonomy.

From the field study, it was revealed that communication among employees about planning contributes to creating a supportive and stimulating learning environment for students.

Interviewed deputy head-teacher from School A had this to say;

“.....effective communication among teachers themselves and students help in exchange of thoughts, skills and ideas with one another. It enable students to freely discuss thoughts, ideas and able to create an open environment in which questions can be asked with less risk of judgment or humiliation. In other words, success of learners is directly related to the effective communication of the classroom teachers.....”

The above study findings mean that teachers creating dialogue between their learners can be a challenge yet fundamental part of teaching. Thus, effective communication helps in building and fostering a safe teaching-learning environment where learners can thrive, lean and prosper. Thus, nurturing this kind of interactive and engaging teaching-learning environment demands affective and timely communication to enhance learning environment

for school-going children among secondary schools as ascertained by Muriithi., Ofunya & Kamau (2019).

The study also revealed that employees' proactive efforts in planning for student-centered activities contribute to fostering a sense of belonging; and one of the director of studies from School A explained;

“....teachers involvement in proactive efforts in planning creates a safe environment to foster a sense of belonging among teachers and students respectively. It creates a safe, inclusive and supportive environment where teachers feel comfortable to open up and express their ideas and thoughts. It allows teachers to ask if they need help during teaching-learning process which is vital for academic success of students....”

This implies that giving classroom teachers, sharing ideas and explanations help them to feel comfortable in class. It help an entire team to take the focus off competing with one another and concentrate more on working together to attain the best results. Planning together encourage cooperation, collaboration, communication as well as helping teachers to talk more and effectively expressing themselves with their colleagues.

The study revealed that connection among students positively influences their academic engagement. As one of the District Education Officer also noted that;

“.....students connecting to each other allow them to share their feedback on lessons or teaching styles thus showing helping their colleagues with learning challenges. Todays, students seek a learning environment that is not as absolute as traditional classrooms but that is specifically engineered to support critical thinking. Thus, students' connections can create a learning environment that pushes students learning capacity with teaching practices and altering strategies.....”

This means that connectivity among students making them feel being part of impactful learning setting that provides a sense of achievement. Conversely, Pair and group work shall also have the added benefit of encouraging learners that may not regularly hang out together

to interact more, able to ask questions, and talk about themselves as well as listen to each other.

The study revealed that employees' perceptions of their own commitment to school goals relate with the level of student participation and enthusiasm in academic activities. One of the interviewed inspectors of schools had these to say;

“...the perception and attitude of teachers influence their commitment to work. Those teachers who love their profession and admire what they do (teach) in class, they are always punctual and regular for classes, which eventually enhances their academic commitment”

This implies that the degree of intrinsic satisfaction that teachers experience at work influence their perceptions, and level of enjoyment of the job as well as commitment to achieve school goals. Classroom teachers devote more of their time to enhance students' academic activities and participation when they have positive attitude towards learning.

The study revealed that employees' anticipation of potential challenges and the implementation of contingency plans play significantly during unforeseen disruptions. One of the interviewed head-teachers from School C had these to say;

“....planning helps teachers to anticipate future or potential challenges and identify gaps where improvements are required to be undertaken for the benefit of their students. Thus, by looking at the overall plan and objectives, teachers can see where changes need to be made to meet the needs of students better....”

This implies that with by creating and following plan, teachers allow for flexibility in the classroom. Thus, teachers can make changes to the way they teach based on the needs of their learners. In other words, teachers' involvement in planning makes them to become more effective in the classroom for proper lesson delivery. It helps them to know the

objectives and goals thus able to prepare lessons and curriculum activities to achieve better students' outcomes as ascertained by Muriithi., Ofunya & Kamau (2019).

More so, the study revealed that planning strategies to accommodate diverse student needs and preferences impact their willingness to actively participate in their education. One of the interviewed deputy head-teachers from School A had these to say;

“....a well-planned educational system ensures that all learners have access to quality education as well as can reach their fullest potential. Teachers involvement in planning allows for the identification of areas where improvements need to be made to provide learners with best possible education....”

This implies that educational planning creates a plan of action for providing quality education to learners. it involves setting objectives and goals for the education system as well as determining how to achieve them. In this sense, education planning involves making decisions about the needed resources so as to provide the best possible education for all learners.

Lastly, the study revealed that effective planning into employee daily interactions with students motivates them to engage academically. One of the interviewed directors of schools from School D had these to say;

“.... effective planning helps teachers to reach their full potential. By providing quality education and ensuring all learners have access to it, teachers can help these learners to reach their goals and achieve better success in life. The ability of secondary schools to collaborate, share and communicate goals and objectives is a critical part of moving plans forward in line with a mission, vision as well as values, thus keeping every one informed of their strategic goals.....”

This implies that strategic planning in schools provides an opportunity for active teachers' engagement. Strategic planning in schools determines clear benchmarks for success and

leads to shared realities to monitor its progress towards key outcomes. This concurs with Ali (2019) argued that these vital benefits of planning help teachers to see the importance of education planning in schools; keeping them in mind when making their school plans.

4.3.4 Teachers' Performance in Government Secondary Schools

The question was posed to explore the teachers' performance in government secondary schools in Kasanda District. The study findings from seventy-five (75) class teachers are clearly indicated in the below Table 4.6.

Table 4.6: Results on the teachers' performance

Statement.	The extent of (dis)agreement.			Mean	Std. Dev't.
	Accepted.	Neutral.	Disagreed.		
	<i>Freq.(%)</i>	<i>Freq. (%)</i>	<i>Freq. (%)</i>		
There is high content syllabus coverage in this school	19 (25.7%)	5 (6.7%)	50 (67.6%)	3.941	.191
Teachers are involved students' academic assessment in this school	21 (28.4%)	7 (9.5%)	46 (62.1%)	3.872	1.082
Lesson is delivered in the required time in this school	24 (32.4%)	9 (12.2%)	41 (55.4%)	3.833	.741
The effectiveness of teachers in this school is satisfactory to the administration	26 (35.2%)	11 (14.8%)	37 (50%)	3.821	.854
In terms of content delivery, teachers in this school perform very well	28 (37.8%)	13 (17.6%)	33 (44.6%)	3.752	1.021
Teachers performance in this school is good because they achieve the school targets	29 (39.2%)	14 (18.9%)	31 (41.9%)	3.741	1.030

Source: Primary Data (2023)

Table 4.6 represents the descriptive statistics on the teachers' performance in government secondary schools in Kasanda District. Findings from the above table indicated that majority of the participants disagreed with the above statement under investigations that class teachers finish the syllabus in time, teachers are involved students' academic assessment in secondary schools, lesson is delivered in the required time in secondary schools, and the effectiveness of teachers in school is satisfactory to the administration as depicted by mean score of 3.941; 3.872; 3.833, and 3.821 respectively. One of the interviewed head teachers had these to say;

'...classroom teachers in several schools do not think they shall be able to finish the amount of content for the different class syllabus in the specified period of time. Although, the allocated time is very limited for the classroom teachers to cover the syllabus. Thus, the general affective teachers' performance in schools is not satisfactory. Some classroom teachers arrive at school late and in most occasions when they are already exhausted courtesy of having part-time jobs. Such teachers fail to mark students' academic assignments and do corrections and always fail to timely finish syllabus ...'

Another deputy head teacher also noted that;

'...some teachers teach without schemes of work. They have a tendency of teaching using their own methods they feel alike not minding about the curriculum designed for that specific subject content delivery. These teachers tend to be rude and abusive to students and others have been spotted chasing learners from their classes, which all explains why students' academic outcomes have remained low among secondary schools in the district.....'

This implies that affective teachers' job performance in private secondary schools have remained weak. The regularity, following scheme of work and time management as well as teaching methods have remained a challenge among many secondary schools in district.

Teachers fail to cover the content syllabus as required to help learners easily grasp the academic content thus able to achieve improved academic results.

The study findings also indicated that in terms of content delivery, teachers in school perform very poorly, and teachers' performance in schools is not good because they achieve the school targets as depicted by mean score of 3.752; and 3.741 respectively. One of the interviewed directors of studies noted that;

“.... teachers fail to get involved in guiding students to proper utilization of existing materials for academic purposes. Teachers tend to spend a lot of their time to complete the required academic syllabus content in the specified period of time, thus able to give learners ample time for revision, but have remained a nightmare in the district.....”

This means that teachers fail to timely provide needs assessment and feedback to the students. Interestingly, teachers fail to provide opportunities for learners to engage in peer assessment and self-assessment so that they better understand improve on their job commitment. Teachers fail to get engaged in academic assessment and so that they can use the outcome of students' assessment to inform appropriate changes in teaching thus able to ensure that progress and weaknesses are addressed.

4.4 Verification of Hypothesis

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 explained in Table 4.7:

Table 4.7: Correlation Analysis

Correlations		
Professional development	Pearson Correlation.	Teachers' Performance. .686 **
	Sig. (1-tailed).	.000
	N.	74
Employee collaboration	Pearson Correlation	Teachers' Performance .342**
	Sig. (1-tailed)	.002
	N	74
Employee planning	Pearson Correlation	Teachers' Performance .589 **
	Sig. (1-tailed)	.000
	N	74

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

Results in the Table 4.7 above reveal a significant relationship between professional development and the teachers' performance in secondary schools. The correlation coefficient of .686 (**) with a significance value of .000 explain the nature of the relationship in this situation. This implies that in professional development, skills acquired from professional development encourage teachers to teach the required content in time, teachers gain more experience through training to effectively handle the subject content confidently, and there is high syllabus completion courtesy of various workshops intended to retool teachers.

The correlation results in the table above indicate a significant effect of employee collaboration on lesson delivery in government secondary schools. The obtained correlation co-efficiency of .342(**) with a significance value of .000, explains the positive nature of

relationship that exists between the two variables. This implies that in that situation, teachers gain new teaching skills from collaborating with colleagues, and they spend time in organized teacher meetings discussing/addressing teaching practices.

Study findings, revealed a significant effect of employee planning on student academic engagement in government secondary schools. The correlation coefficient of .589(**) with a significance value of .000 explain the nature of the relationship between the employee planning, and the teachers’ performance. This implies that in employee planning, preparation for employee roles within the school influence the overall learning environment and student academic engagement, and communication among employees about planning contribute to creating a supportive and stimulating learning environment for students.

Multiple regression analysis was used to compute the variation shared by the variables. It was used to identify how much variation lies in the relationship between employee management strategy and teachers’ performance in government secondary schools, as presented in Table 4.8 and Table 4.9.

Table 4.8: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 ^a	.508	.488	.71577679

a. Predictors: (Constant), Professional development, employee collaboration and employee planning

Source: Primary data, 2023

From the model summary in Table 4.8, the multiple regression coefficient R was evidenced by 0.713. However, the adjusted R² shows that employee management strategy accounts for 50.8% of the teachers’ performance in secondary schools; implying that the performance of

teachers can be explained by 50.8% of their employee management strategy; and the remaining 49.2% variation in the performance of teachers is due to other factors that were not part of this study.

Table 4.9: Coefficients table

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.914	.127		.000	.000
	Professional development	.2541	.131	.245	1.783	.001
	Employee collaboration	.3152	.131	.304	2.220	.031
	Employee planning	.3231	.131	.313	2.310	.042

a. Dependent Variable: Performance of LTIL

Source: Primary data, 2023

The coefficients table shows that specifically, professional development accounts for 24.5% variation in the teachers' performance in secondary schools. Further, employee collaboration accounts for 30.4% variation in the teachers' performance in secondary schools. Furthermore, employee planning accounts for 31.3% variation in the teachers' performance in secondary schools. The findings revealed that employee collaboration and employee planning had the highest effect on the teachers' performance in government secondary schools.

From the field study, different measures were suggested by the participants that should be adopted to improve on employee management strategy as well as teachers' performance in government secondary schools in Uganda and Kasanda district in particular so as it is indicated in chapter six of this dissertation.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussions of results of the study on the employee management strategy and teachers' performance in government secondary schools in Kasanda District, Uganda basing on the research findings.

5.1 Discussion of Findings

The discussion of results was clearly presented basing on the research objectives captured in chapter one as well as the findings obtained in the chapter four of the dissertation. The discussion of findings is done based on the results presented in chapter four in thematic manner as follows:

5.1.1 Professional Development and Syllabi Completion

The above study theme of establishing the relationship between professional development and syllabi completion in selected government secondary schools in Kasanda district; and these ranges from:

The study noted that the skills acquired from professional development encourage teachers to teach the required content in time. This concurs with Walumbwa (2021) who argued that the vital benefits of professional development for classroom teachers are numerous. Professional development for classroom teachers is a vital part of their success in the classroom. Besides, Oakland & Oakland (2021) argued that professional development helps teachers stay up-to-date on the latest educational instruments and techniques, as well as providing them with valuable educational resources for helping in engaging school going

children and making learning to become more effective. This implies that professional development for teachers can help towards improving teaching skills, increasing job satisfaction as well as providing a forum for networking or collaboration with other key professionals in the field. In other words, classroom teachers are able to acquire new skills and techniques in teaching which help them to easily complete the subject content within the shortest time possible.

The study also noted that teachers gain more experience through training to effectively handle the subject content confidently. This is in agreement with Wang., Chich-jen & Meiling (2020) who argued that training is vital for classroom teachers to take an active responsibility in their journey of professional development. Teachers attending workshops, and participating in other activities such as discussion and reading articles related to teaching topics to be covered hence their subject content confident. On the other hand, Nsubuga (2018) argued that through trainings, teachers gain more confident in teaching the subject. There is also an improvement of teachers-students relationships, which enhance teachers to better understand their learners in class thus able to create a more supportive learning environment. This implies that experience gained through training can provide classroom teachers with the opportunity of reflecting on their current teaching practices as well as evaluating things more effectively.

More so, the study noted that there is high syllabus completion courtesy of various workshops intended to retool teachers. This concurs with Pierce & Newstorm (2022) who argued that the process of education is a never-ending. It does not real stop after getting a degree or any other qualification and starting a career. Through, professional development courses, career-minded individual teachers can constantly improve their teaching skills and

become more competent at their job. Besides, Nakola (2021) noted that attending workshops help to keep teachers engaged because they feel like they are receiving the technique and professional skills they require becoming a better classroom teacher. After all, on-job training nurtures and inspires the talents of classroom teachers to become more effective in classroom. This implies that professional development encourages classroom teachers to ensure their best teaching outcomes, and become more effective as well as satisfied in several aspects of their daily work. Through workshops, teachers can be transformed onto a better and more apt facilitators by enabling them towards creating relevant and tailored subject instructions for today's school-going children.

Additionally, the study noted that teachers gain more confidence in content delivery with more knowledge gained from refresher trainings. This concurs with Samuel & Chipunza (2019) who argued that through refresher trainings in online courses, conferences, classes and workshops help to make classroom teachers up-to-date on the best teaching practices, in addition to providing forum for collaboration and professional networking. In other words, Nsubuga (2018) noted refresher trainings is commonly tailored to the individual teachers' weaknesses or needs and this help them to put more focus on the knowledge, skills, and strategies they are lacking so as to make them become more successful and effective classroom teacher. This implies that teachers' engagement in refresh training is a vital part of any classroom teacher's career. It provide them with a chance of staying current on best practices, learning new teaching skills as well as developing new knowledge on the subject they teach in classrooms, which eventually enhance their confidence in lesson delivery. The confidence of classroom teachers during teaching-learning process tends to be enhanced when they equipped with relevant skills through refresher trainings.

The study noted that attending further studies equip teachers with extensive subject knowledge easy to be delivered on time. This is inline with Wang., Chich-jen& Mei-ling (2020) who argued that further studies enable classroom teachers to explore new strategies and techniques, helping them to become more effective in their classroom. More to the above, Machumu & Kaitila (2019) argued that further studies provide classroom teachers with the opportunity towards developing their own professional network, which can be invaluable in both personal and professional lives. They can easily share ideas, new teaching skills, subject content and other curriculum related activities, enhancing their ability to effective finish the content syllabus in time. This implies that further studies provides an opportunity for classroom teachers to stay up-to-date on the latest trends in their field while honing existing skills and learning new ones. It provides classroom teachers with the chance to reflect on their methods of teaching and towards gaining insights into how they can improve their teaching practices, thus enhancing lesson delivery.

The results noted that teachers' fast approach to teaching particular subject get boosted engaging ourselves in on-job training. This concurs with Aloo., Simatwa & Nyang (2021) who argued that learners expect classroom teachers to be subject matter experts for the content/topic they teach in class. This indicates that on-job training programs enable classroom teachers to expand their skills and knowledge base in different subject areas. Thus, Cefai (2018) noted that the more on-job training a classroom teacher undergoes, the more skills and knowledge insight he/she gains to effectively handle teaching. When classroom teachers discover new strategies in teaching through on-job training, they are able to go back to the classes and make adequate changes to their teaching styles and curricula to better suit the desire of the school-going children. This implies that on-job training makes

teachers become more efficient in their presentations and subject assessment or evaluation and this is by exposing teachers to new teaching methods, and evaluation skills.

The study noted that seminars help classroom teachers to become more efficient in delivering curriculum content to learners. This concurs with Kaggwa., Onen & Kimoga (2021) who argued that when teachers engage in workshops at their schools with their colleagues, they can easily learn from each other, support one another and hold each other accountable for applying what they have learnt. Besides, Ali (2019) noted that teachers can gain from acquiring new teaching skills and strategies from their colleagues and this can further be introduced to their colleagues, ultimately spreading their skills, knowledge and creating a teacher professional development ripple effect. This implies that to become competent classroom teacher, you have had to take hours and hours of attending additional courses and this could be through workshops where new teaching skills can be acquired. Through workshops, teachers can develop professionally, acquire or pursuit new skills and knowledge in the classroom. They can narrow any skills gaps that they may have –identified by themselves or from recent performance appraisal thus enhancing their teaching professional to effectively improve on content syllabus coverage.

Lastly, the study noted that with colleague mentorship program at school, teachers are able to implement better teaching strategies. This is inline with Chianumba (2022) who argued that mentorship programs make every classroom teacher great and ensure every learner learn 100% better. The existing of such ongoing programs in schools creates a culture of being consistently participate effectively using modern teaching-learning process. They keep acquiring new skills and ideas that is applied in classroom to attain improved teaching outcomes in the long run. Most importantly, Kaggwa., Onen & Kimoga (2021) argued that

mentorship programs help classroom teachers become better facilitators and develop into competent future school leaders. This implies that the classroom teachers get advanced training or knowledge, thereby equipping themselves with new skills and relevant information to pass onto learners and more effective tools with which to share that relevant information. In other words, learners are able to learn from highly trained facilitators. They are privy to the latest strategies in teaching which can be shown to be effective in ensuring positive teaching outcomes.

5.1.2 Employee Collaboration on Lesson Delivery

The above study theme of establishing the effect of employee collaboration on lesson delivery in selected government secondary schools in Kasanda district; and these ranges from:

The results noted that teachers gain new teaching skills from collaborating with colleagues. This concurs with Agung & Tenywa (2020) who argued that collaborating teachers involves classroom teachers working together which help them to acquire more skills and knowledge on teaching techniques and new subject concepts. These help teachers to become more confident during instructing, lead and effectively mentoring students to attain improved teaching outcomes. Besides, Aaron., Paula & David (2022) argued that teachers help each other to acquire more skills by sharing their expertise and experience. For instance, during the outbreak of Covid-19 pandemic, classroom teachers around struggled with the hybrid and remote teaching approach, and this was easily managed through encouraging the teachers' collaboration to share skills and expertise in new teaching approach. This implies that classroom teachers acquire new skills and knowledge in teaching through collaborating with their colleagues. They tend to share experiences and knowledge on effective teaching

techniques, thus able to acquire new skills in teaching in the new subject concepts and content.

The study noted that teachers spend time in organized teacher meetings discussing/addressing teaching practices. This concurs with Chianumba (2022) who argued that teachers having regular meetings at school enable them to regularly share teaching experiences, views and ideas. Muwanga (2018) further noted that in some secondary schools, classroom teachers have weekly meetings to effectively share their teaching experiences through such teamwork. They share new teaching ideas and skills for the up-to-date subject concepts; share teaching ideas and amicably agree upon the best teaching-learning techniques to best apply during effective teaching process. This implies classroom teachers have regular meetings at school discussing issues concerning teaching practices that regular meetings could boost students' academic concentration. Teachers always sit-down together as a team to share ideas, experiences, skills, and challenges they experience during teaching process. In such regular meetings, classroom teachers share concepts' knowledge, ideas and skills related to new teaching techniques.

The study revealed that teachers attend teacher meetings to discuss and address curricular issues. This concurs with Kagawa., Onen & Kimoga (2021) argued that classroom teachers' meetings are important in providing a forum for classroom teachers internal and external to exchange subject concepts' ideas and other curriculum matters. The subject concept content discussed in as a group in regular teachers meetings embrace the overall perception and ability to have affective teaching to enhance syllabus completion. In other words, Hashmi (2020) noted that regular meetings for classroom teachers play a vital role towards assessing, developing, implementing as well as grasping the new subject concepts. This

implies that teachers always have regular meetings at school discussing curriculum related issues. Weekly meetings help teachers to share the ideas concerning the new curriculum concepts as well as best teaching techniques. These classroom teachers are essential pillars in the effective teaching process. Teachers always experience difficult in teaching courtesy of frequent changes or modification in syllabus content and curriculum designs, and this require teachers to share ideas and knowledge on the new concepts so as to effectively implement it to achieve the target goal.

The study noted that there is a sufficient amount of consistent opportunities to meet with other teachers to accomplish goals. This concurs with Hashmi (2020) argued that to effectively support classroom teachers' well-being, schools have created an emotional intelligence charter, which involved identifying how teaching staff want to feel as school stakeholder. Teaching staff shared concrete teaching experiences, views and ideas on how to support each other to attain that feeling. Besides, Aloo., Simatwa & Nyang (2021) noted that regular meetings for teachers allow them to put their heads together to discuss school-going children struggles in academic and individual academic differences, as well as their behaviors thus able to help them out. Interestingly, through having collaborative meeting, there were able to share new teaching ideas helping them to feel comfortable and overcome stressful emotions they experienced. This implies that teachers' punctuality for classes have improved as a result of teacher collaboration. More and more classroom teachers are being encouraged to collaborate with colleagues to achieve effective teaching-learning process. In other words, collaborating of teachers leads to the ability to timely work with diverse teams, enhance flexibility, sharing roles and responsibility while still valuing individual contributions.

Further, the study noted that teachers collaborate with colleagues to share academic views and ideas on effective lesson delivery. This concurs with Katamba & Nsubuga (2014) who argued that collaboration serve as a hive mind where teaching staff elevate one another by pooling their knowledge, views and ideas. Hargreaves & Shirley (2019) also noted that classroom teachers work together to identify how school going children are learning, where students need help and how to adjust their instruction. In addition, by working together to better understand school-going social and emotional lives, teachers can develop and share knowledge that can help more students succeed. Each classroom teacher shall bring their own teaching experience and ideas to the table and others may disagree, sometimes passionately. This implies that teachers collaborating with colleagues allow them to play to their strengths and learn from one another, and this enables them to learn new ideas and skills on the effective lesson delivery. When school leaders encourage teachers to collaborate, they can easily share their struggles and challenges, and get advice on how to get best possible results for school-going children. Collaboration of classroom teachers gives students the opportunity and freedom to brainstorm new subject ideas to use in classroom.

Additionally, the study noted that teachers are able to acquire and share ideas on lesson concepts. This concurs with Machumu & Kaitila (2019) who argued that teaching staff involved in collaboration can teach each other to be organized and it can help colleagues during their teaching for effective lesson delivery. Besides, Hargreaves & Shirley (2019) argued that working together develops relationship among teachers and provides an opportunity to share different ideas and skills concerning how to effectively teach the subject. It enables teachers to do their best work towards problem-solving as well as effective lesson delivery. This implies that collaboration allows teaching staff to work side

by side in the trenches to acquire less concepts and ideas. Collaboration of teaching staff creates good working environment, thus making them to become satisfied with the working environment boosting their ability at work.

The study noted that in collaboration, teachers encourage critical review of instruction for effective lesson delivery. This concurs with Oakland & Oakland (2021) who noted that one of the strategies to be an effective classroom teacher is to allow timely planning time with colleagues. This gives them an opportunity towards meeting and collaborating with colleagues at school on classroom instruction as well as making them effectively gets involved on affective lesson delivery. Besides, Nakola (2021) argued that successful collaboration leverages a team's unique perspectives, building trust and empowerment among classroom teachers, as well as creating a new avenue for communication in real time to share lesson views and ideas. This implies that teachers help their colleagues in schools and outside grow by sharing required expertise, knowledge and ideas for effective lesson delivery. It builds confidence for the one sharing her/his ideas and knowledge on specific expertise on lesson delivery, while helping the recipient learns from a different perspective. Having teachers' collaborative meeting in schools, it involve a team of classroom teachers reflecting on techniques of instruction, modifying it, and implementing changes in their respective classes to help students learn better.

Lastly, the study noted that teachers get equipped with competence and ability to apply new teaching methods. This is in agreement with Ayoub & Husam (2017) who argued that teachers have regular meetings to talk about students concerns and appropriate teaching techniques. Others school shortens class hours on certain days to give time for classroom teachers to meet or set aside full days for collaborative work. Classroom teachers' regular

meetings help them to improve their instructional practice. The design of collaborative teacher partnerships and collaborative time should be well designed in intentional ways that may support instructional improvement. Interestingly, Pierce & Newstorm (2022) asserts that teachers connecting with one another allows them to share ideas and views in the pursuit of school goals. This implies that teaching can be a solitary professional and when classroom teachers feel emotionally disconnected, they may become dissatisfied with their jobs. Therefore, collaboration builds healthy teachers' relationships and provides them with the emotional support they deserve to excel in their jobs. Teachers in this school study and harmonize lessons together thus able to make changes based on the experiences of the group members.

5.1.3 Employee Planning on Student Academic Engagement

The above study theme of establishing the effect of employee planning on student academic engagement in selected government secondary schools in Kasanda district; and these ranges from:

The results noted that preparation for employee roles within the school influence the overall learning environment and student academic engagement. This concurs with Muriithi., Ofunya & Kamau (2019) who argued that engagement is important towards improving student chances for success. Teacher-students engagement enhances teachers towards giving feedback to learners to support their feelings of competence. Besides, Nsubuga (2018) argued that classroom teachers now know their learners interests and preferences, as well as show regard and respect for these individual differences, bolster learners' feelings of autonomy. This implies that when classroom teachers are able to form strong bonds with learners, their effectiveness in class and engagement is positive. Learners have a higher

chance of success when they feel safe in a learning environment. However, the problem is the lack of teacher-learner engagement placing students at risk of low academic outcomes.

The study noted that communication among employees about planning contributes to creating a supportive and stimulating learning environment for students. This concurs with Samuel & Chipunza (2019) who argued that teachers creating dialogue between their learners can be a challenge yet fundamental part of teaching. Thus, effective communication helps in building and fostering a safe teaching-learning environment where learners can thrive, lean and prosper. Thus, nurturing this kind of interactive and engaging teaching-learning environment demands affective and timely communication to enhance learning environment for school-going children among secondary schools as ascertained by Muriithi., Ofunya & Kamau (2019). This implies that effective communication among teachers themselves and students help in exchange of thoughts, skills and ideas with one another. It enable students to freely discuss thoughts, ideas and able to create an open environment in which questions can be asked with less risk of judgment or humiliation. In other words, success of learners is directly related to the effective communication of the classroom teachers.

The study also noted that employees' proactive efforts in planning for student-centered activities contribute to fostering a sense of belonging; and this concurs with Pierce & Newstorm (2022) argued that giving classroom teachers, sharing ideas and explanations help them to feel comfortable in class. It help an entire team to take the focus off competing with one another and concentrate more on working together to attain the best results. Besides, Walumbwa (2021) who argued that planning together encourage cooperation, collaboration, communication as well as helping teachers to talk more and effectively

expressing themselves with their colleagues. This implies that teachers involvement in proactive efforts in planning creates a safe environment to foster a sense of belonging among teachers and students respectively. It creates a safe, inclusive and supportive environment where teachers feel comfortable to open up and express their ideas and thoughts. It allows teachers to ask if they need help during teaching-learning process which is vital for academic success of students.

The study noted that connection among students positively influences their academic engagement. This concurs with Wichenje., Simatwa., Okuom & Kegode (2022) argued that connectivity among students making them feel being part of impactful learning setting that provides a sense of achievement. Conversely, Ali (2019) stated that pair and group work shall also have the added benefit of encouraging learners that may not regularly hang out together to interact more, able to ask questions, and talk about themselves as well as list to each other. This implies that students connecting to each other allow them to share their feedback on lessons or teaching styles thus showing helping their colleagues with learning challenges. Today's, students seek a learning environment that is not as absolute as traditional classrooms but that is specifically engineered to support critical thinking. Thus, students' connections can create a learning environment that pushes students learning capacity with teaching practices and altering strategies.

The study noted that employees' perceptions of their own commitment to school goals relate with the level of student participation and enthusiasm in academic activities. This concurs with Oakland & Oakland (2021) who argued that the degree of intrinsic satisfaction that teachers experience at work influence their perceptions, and level of enjoyment of the job as well as commitment to achieve school goals. Besides, Agung & Tenywa (2020) noted that

classroom teachers devote more of their time to enhance students' academic activities and participation when they have positive attitude towards learning. This implies that the perception and attitude of teachers influence their commitment to work. Those teachers who love their professional and admiring what they do (teach) in class, they are always punctual and regular for classes, which eventually enhancing their academic commitment.

The study noted that employees' anticipation of potential challenges and the implementation of contingency plans play significantly during unforeseen disruptions. This is inline with Aaron., Paula & David (2022) who argued that with by creating and following plan, teachers allows for flexibility in the classroom. Thus, teachers can make changes to the way they teach based on the needs of their learners. In other words, by Muriithi., Ofunya & Kamau (2019) noted that teachers' involvement in planning making them to become more effective in the classroom for proper lesson delivery. It helps them to know the objectives and goals thus able to prepare lessons and curriculum activities to achieve better students' outcomes. This implies that planning helps teachers to anticipate future or potential challenges and identify gaps where improvements are required to be undertaken for the benefit of their students. Thus, by looking at the overall plan and objectives, teachers can see where changes need to be made to meet the needs of students better.

More so, the study noted that planning strategies to accommodate diverse student needs and preferences impact their willingness to actively participate in their education. This concurs with Ayoub & Husam (2017) who argued that educational planning creates a plan of action for providing quality education to learners. It involves setting objectives and goals for the education system as well as determining how to achieve them. In this sense, education planning involves making decisions about the needed resources so as to provide the best

possible education for all learners as ascertained by Wang., Chich-jen & Mei-ling (2020). This implies that a well-planned educational system ensures that all learners have access to quality education as well as can reach their fullest potential. Teachers' involvement in planning allows for the identification of areas where improvements need to be made to provide learners with best possible education.

Lastly, the study noted that effective planning into employee daily interactions with students motivates them to engage academically. This concurs with Abdullah & Kumar (2019) who argued that strategic planning in schools provides an opportunity for active teachers' engagement. Strategic planning in schools determines clear benchmarks for success and leads to shared realities to monitor its progress towards key outcomes. Besides, Aaron., Paula & David (2022) argued that these vital benefits of planning help teachers to see the importance of education planning in schools; keeping them in mind when making their school plans. This implies that effective planning helps teachers to reach their full potential. By providing quality education and ensuring all learners have access to it, teachers can help these learners to reach their goals and achieve better success in life. The ability of secondary schools to collaborate, share and communicate goals and objectives is a critical part of moving plans forward inline with a mission, vision as well as values, thus keeping every one informed of their strategic goals.

CHAPTER SIX.

CONCLUSION AND RECOMMEDATIONS.

6.0Introduction

The above chapter covers the conclusion and recommendations of the research as presented in chapter four in order to establish whether the study objectives 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.

6.1Conclusions.

Reference to the results and discussion of respective results in chapter four and five, the below conclusions were perfectly drawn.

The research findings concluded that skills acquired from professional development encourage teachers to teach the required content in time; teachers gain more experience through training to effectively handle the subject content confidently; and there is high syllabus completion courtesy of various workshops intended to retool teachers, as well as teachers gain more confidence in content delivery with more knowledge gained from refresher trainings. Therefore, there is moderately weak positive ($r=.686^{**}$) relationship between professional development and the performance of teachers in government secondary schools in Kasanda district. Thus, professional development accounts for 24.5% variation in the teachers' performance in secondary schools.

The study concluded that teachers gain new teaching skills from collaborating with colleagues; teacher spend time in organized teacher meetings discussing/addressing teaching practices; discussing and addressing curricular issues, and collaborate with colleagues to

share academic views and ideas on effective lesson delivery. There is a moderate positive ($r=0.342^{**}$) relationship between employee collaboration and lesson delivery in selected government secondary schools in Kasanda district. Further, employee collaboration accounts for 30.4% variation in the teachers' performance in secondary schools.

The study concluded that preparation for employee roles within the school influence the overall learning environment and student academic engagement; communication among employees about planning contributes to creating a supportive and stimulating learning environment for students; and employees' proactive efforts in planning for student-centered activities contribute to fostering a sense of belonging. Therefore, there was a moderate positive ($r=.589^{**}$) relationship between employee planning and student academic engagement in selected government secondary schools in Kasanda district. Thus, employee planning accounts for 31.3% variation in the teachers' performance in secondary schools.

6.2 Recommendations

The following recommendations were suggested:

The study recommends that school leaders should encourage the need of professional development opportunities for classroom teachers on effective teacher collaboration practices as well as job commitment. Such competence in the area of professional development suggests that teachers' self-efficacy shall be enhanced and students' learning is also increased.

The study recommended that there is need to conduct regular professional learning development that shall ultimately enhance teacher efficacy. The development of professional learning development that can enhance how teachers' performance, how often teachers collaborate, and how effective teamwork of teachers can assist effective teaching.

The study recommended that there is need to encourage teamwork among school stakeholders so as to achieve employee management strategy as well as teachers' performance. Teamwork can be attained by head-teachers encouraging a culture of professional development and collaboration as well as working together as a team within their respective schools.

The study recommended that there is need for refresher courses to the school stakeholders and leaders so as to equip them with new employee management skills required at work places for effective workload coverage and enhanced effective teaching.

The study recommended that the Ministry of Education and Sports should put emphasis on training all the head-teachers on how best practices of applying employee management strategy as well as teacher performance in a school environment. After such presence of training on the professional relationship between school managers and classroom teaching staff, and can be kept professional but they ensure that class teachers do not fear them to affect effectiveness of classroom teachers.

The study recommended that school leaders need to be a bit more lenient while emphasizing supervision and management of their class teachers. It should also be leniently directed such that class teachers do not look at it as if they are being forced or literally taken with low capacity to do the work. The management and supervision process should endeavor to build the confidence of class teachers to perform in collaboration.

The study recommends that best employee management should adopt performance-based pay, in which teachers are compensated on the basis of their performance as an element of organizational pay structure, as this would help in motivating teachers to commit much of

their efforts on improving their individual output, and performance. This would help in enhancing teachers' efforts and improving the quality of the workforce, motivate teachers to continuously improve their contributions, and attract better talents of the teachers.

6.3 Further Areas of Research

The investigator conducted this research to examine the "Employee Management Strategy and Teachers' Performance in Government Secondary Schools in Kasanda District"; however, further study research focused on areas of:-

1. Implications of Leadership Styles on Teachers' Performance in Government Secondary Schools in Uganda.
2. Implications of Stakeholders' Participation on Teachers' Performance in Government Secondary Schools in Uganda.
3. Implications of Work Environment on the Teachers' Performance in Government Secondary Schools in Uganda.
4. For future studies, schools with high levels of teacher management strategy should be examined and compared to schools with lower levels of teacher management strategy.
5. Other schools from sub-urban and urban areas should also be examined. A study of other schools' demographics and geographical location should be studied.
6. Another consideration for future research would be to explore which teacher management strategies have the greatest impact on teacher efficacy.

In conclusion, more research should be done about the employee management strategy and teachers' performance in government secondary schools in Uganda so as to compare with results got from Kasanda District so as to draw a ground for pertinent recommendations.

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APPENDIX 1

SAMPLE SIZE DETERMINATION TABLE

<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 II
INFORMED CONCENT FORM

TOPIC: Employee Management Strategy and Teachers' Performance in Government Secondary Schools in Kasanda District

Introduction: I am, Babirye Nansubuga Juliet, a researcher from Uganda Christian University. I am conducting a study entitled "Employee Management Strategy and Teachers' Performance in Government Secondary Schools in Kasanda District".

Purpose of the Study: The purpose of the study shall be to establish the influence of employee management strategy on teachers' performance in government secondary schools in Kasanda District. Nonetheless, three dimensions of employee management strategy (professional development, employee collaboration and employee planning) will be examined to enable the researcher select the most significant applied one that influence teachers' performance in government secondary schools.

Procedure of Study: You have been identified to participate in the study and I wish to ask a few questions regarding the "Employee Management Strategy and Teachers' Performance in Government Secondary Schools in Kasanda District". Your responses/answers will help us to establish how best we can improve on teachers' performance in government secondary schools in Kasanda district. The responses will be recorded on the questionnaire.

Benefits and Risks: The results of this study will be beneficial to the improve teachers' performance in government secondary schools in Kasanda district, entire region and country at large. There are no anticipated risks as a result of your participation in this study.

Who will participate in the study? The study will comprise classroom teachers and key informants (including of head teachers, deputy head teachers, directors of studies, DEO, and Inspector of Schools). At least 18 key informants will be interviewed and about 74 teachers will be asked to fill a questionnaire.

Risks: This study poses no risks to you personally or your institution except for the risk of inconvenience of your time during the interview.

Dissemination of Results: The school leaders may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school management, and teachers.

Confidentiality: Your answers will be taken generally as a contribution from one member of the participants. The answers will be treated in confidence and used for purposes of this research only. It is not necessary that you give your name and nobody shall be allowed access to the questionnaires used as they will be immediately collected and kept by the principal investigator only. For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

Voluntary Consent: You are free to choose whether you should take part in this study or not. You will not be persecuted in any way for declining to take part in the study neither will it affect you at work place. We shall only proceed beyond this point if you accept to take part in the study. You are also free to stop at any stage of the study if you feel uncomfortable. If you have any questions about the study now or at any time during the study, you may contact the principal investigator: Babirye Nansubuga Juliet, on 0756314105

Contact Information or Questions: If you have questions at any time about this study, or you experience adverse effects as the result of participating in this research, you may contact the participants whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Uganda Christian University

Research Board on [Tel:+256\(0\)772 405357](tel:+256(0)772405357), Email: pwaiswa@musph.ac.ug and the secretary on [Tel:+256\(0\)775737627](tel:+256(0)775737627), Email: oahimbisibwe@ucu.ac.ug

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After signing the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Statement of Consent

I..... have agreed to take part in the study of “Employee Management Strategy and Teachers’ Performance in Government Secondary Schools in Kasanda District”. I have understood the purpose and the methods to be used in the study and agreed without being coerced or forced.

The information I share can be freely used by the researcher provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant’s Name: -----

Sign : Date :

Or thumb print :..... Date :

QUESTIONNAIRE

Teacher's Information

Dear respondent,

I am called Babirye Nansubuga Juliet, a student of Masters at Uganda Christian University conducting a research on "Employee Management Strategy and Teachers' Performance in Government Secondary Schools in Kasanda District". This questionnaire aims to get participant views in order to enhance the performance of teachers in the district.

Date:

Sect A: Bio data

1- Age

- 18 – 27 years
- 28 – 37 years
- 38 – 47 years
- 48years & above

2- Sex.

- Female.
- Male.

3- Highest education level

- PhD
- Masters' degree
- Degree of Bachelor
- Holder of diploma
- Any others.....(specify)

4- Period you have been in this school?

- 5years and below
- 6–10years
- 11–15years
- Above16years

Instruction on Sect: B, C, D & E

Using the scale below, please tick the score you think is most appropriate to the issues in the given item(s)

Scale.

Strongly Agreed.	Agreed.	Neutral.	Disagreed.	Strongly Disagreed.
5	4.	3.	2.	1.

Sect B

	Items.	5	4	3	2	1
	Professional Development and Syllabi Completion					
1	In our school, skills acquired from professional development encourage us to teach the required content in time.					
2	We gain more experience through training to effectively handle the subject content confidently.					
3	In our school, there is high syllabus completion courtesy of various workshops intended to retool teachers					
4	In our school, we gain more confidence in content delivery with more knowledge gained from refresher trainings					
5	Attending further studies equip teachers with extensive subject knowledge easy to be delivered on time.					
6	Our fast approach to teaching particular subject get boosted engaging ourselves in on-job training					
7	Seminars help us to become more efficient in delivering curriculum content to learners.					
8	With colleague mentorship program at school, teachers are able to implement better teaching strategies.					

Sect C

	B: Items	5	4	3	2	1
	Employee Collaboration on Lesson Delivery					
1	In my school, teachers gain new teaching skills from collaborating with colleagues					
2	I spend time in organized teacher meetings discussing/addressing teaching practices.					
3	I attend teacher meetings to discuss and address curricular issues.					
4	There is a sufficient amount of consistent opportunities to meet with other teachers to accomplish goals.					
5	I collaborate with colleagues to share academic views and ideas on effective lesson delivery.					
6	We are able to acquire and share ideas on lesson concepts					
7	In collaboration, we encourage critical review of instruction for effective lesson delivery					
8	I get equipped with competence and ability to apply new teaching methods					
9	Employees in this school study and harmonize lessons together thus able to make changes based on the experiences of the group members					

Sect D

	C: Items	5	4	3	2	1
	Employee Planning on Student Academic Engagement					
1	Preparation for employee roles within the school influence the overall learning environment and student academic engagement.					
2	Communication among employees about planning contribute to creating a supportive and stimulating learning environment for students.					
3	Employees' proactive efforts in planning for student-centered activities contribute to fostering a sense of belonging.					
4	Connection among students positively influence their academic engagement.					
5	Employees' perceptions of their own commitment to school goals relate with the level of student participation and enthusiasm in academic activities.					
6	Employees' anticipation of potential challenges and the implementation of contingency plans play significantly during unforeseen disruptions.					
7	Planning strategies to accommodate diverse student needs and preferences impact their willingness to actively participate in their education.					
8	Effective planning into employee daily interactions with students motivate them to engage academically.					

Sect E

	E: Items	5	4	3	2	1
	Teachers' Performance in Government Secondary Schools					
1	There is high content syllabus coverage in this school					
2	Teachers are involved students' academic assessment in this school					
3	Lesson is delivered in the required time in this school					
4	The effectiveness of teachers in this school is satisfactory to the administration					
5	In terms of content delivery, teachers in this school perform very well					
6	Teachers performance in this school is good because they achieve the school targets					

END.

Thank you very much.

APPENDIX IV.

INTERVIEW GUIDE.

Guiding Interview for DIS, DEO, Director of Studies, Head teachers and Deputy Head Teachers

Questions.

1. What is the effect of employee planning on student academic engagement in your schools?
2. What is the effect of professional development on syllabi completion in this school?
3. What is the effect of employee collaboration on lesson delivery in your school?
4. What should be done to enhance the employee management strategy?
5. What should be done to improve the performance of teachers?

Thank you.



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

Date: 10th April 2024

Name of Candidate: BABIRYE Nansubuga Juliet Reg. No: RM21M08/005

Title of Dissertation: **Employee Management Strategy and Teachers' Performance in Government Secondary Schools in Kasanda District.**

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	The candidate needs to indicate the month of submission	This has been made at the very fore front page or title page of the document.	Title page
2	The candidate ought to thoroughly edit her entire dissertation.	This has been made all through adequately	Pages 1-124
3	The candidate should revise the declaration, approval and acknowledgement sections appropriately.	This has been corrected	

4	<p>The candidate ought to do proper citation throughout the entire dissertation. Accordingly, there is need for the candidate align the study objectives and research questions with the study purpose.</p>	<p>This has been well addressed in the final copy</p>	<p>Through the entire document this well attended to. Specifically, pages that borrow ideologies from earlier researchers</p>
5	<p>The candidate must revise the study time scope appropriately. As she did not do documentary review/analysis? She should rather only indicate the period of data collection, analysis and dissertation writing.</p>	<p>Attended to as well</p>	<p>Reflected in the final copy on pages 13 and 14</p>
	<p>However, the candidate must make sure that in- text citation is done appropriately following APA 7th Format Edition.</p>	<p>The entire dissertation now measures to the requirements of APA Referencing following the guidance of the 7th edition of the same</p>	<p>All through the dissertation. Pages 1 - 124</p>
	<p>The candidate needs to write all the references correctly according to the APA Format 7th Edition. The candidate needs to attach the UCUREC approval letter that okayed the study to be conducted as mentioned in chapter three.</p>	<p>The entire dissertation now measures to the requirements of APA Referencing following the guidance of the 7th edition of the same The very last page attests to the inclusion of the REC Approval document.</p>	<p>All through the dissertation. Pages 1 - 124 See last page</p>

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Statement of the problem, you have put in future yet it is past. You needed you give evidence in your problem statement.	The tense issues have been rectified with the statement of the problem.	Page 11of the final dissertation
2	Inconsistences between the findings and goals of the study. Adjust the goals in justification to match the findings.	The concern raised by the panel members regarding the goals and justification has been rectified. It was a typing error	Pages 93 and 94
3			
4			
5			

BABIRYE Nansubuga Juliet

Candidate's Name



Signature

Dr. MASAGAZI Joel Yawe

Supervisor's Name



Signature