

The influence of record keeping on teacher performance in the secondary schools in Kayunga District. A cross-sectional study.

Ronald Mukiibi*, Dr. Ssendagi Muhamad.

School of Graduate Studies and Research, Team University.

Page | 1

Abstract.

Background:

The role of school administrators in view of assessing teachers' skills and scope of knowledge in record keeping helps school management in planning and monitoring individual performance and thus necessitates achievement of educational objectives. This study aimed to assess the influence of record keeping on teacher performance in the secondary schools in Kayunga district.

Methodology:

A cross-sectional study design was applied using both qualitative and quantitative approaches. Purposive and simple random sampling techniques, a sample size of 130 respondents was drawn, comprising teachers, headteachers, Schools' BOG and PTA members, District Education and MoES Officers. Data was collected using questionnaires, interviews, and documentary review. Analysis of the collected data involved computation of descriptive statistics and inferential statistics involving Pearson's correlation and Linear regression analyses for quantitative data, and discourse analysis for qualitative methods were also used in analyzing the data.

Results:

45(37%) of the participants were between 20 and 30 years of age, and 51(42%) had served for at least 5 years or more. There was a significant relationship between record keeping and teacher performance ($r = .411$; $p = .000$), ($Beta = .411$, $R = 0.162$, $P < .001$) the regression analysis of record keeping and teacher performance depicts a 16.2% influence on teacher performance which implies that record keeping alone does not influence teacher performance however there are other factors and majority respondents 103(84%) agreed that supervisors monitored teacher performance by reviewing their records.

Conclusion:

There was a significant relationship between record-keeping and teacher performance. This indicates that an improvement in record-keeping would positively influence teacher performance.

Recommendation:

There should be a clear notation of expectations of records to be reviewed and parameters to be fulfilled, and also regular review of teacher records in order to continuously assess their performance.

Keywords: Record Keeping, Teacher Performance, Secondary Schools in Kayunga District, Documentation Practices

Submitted: April 19, 2026 **Accepted:** May 20, 2026 **Published:** June 30, 2026

Corresponding author: Ronald Mukiibi

Email: mukiibironald026@gmail.com

School of graduate studies and research, Team University.

Background.

The role of school administrators in view of assessing teachers' skills and scope of knowledge in record keeping helps school management in planning and monitoring individual performance and thus necessitates achievement of educational objectives (Emuji&Nkoyo, 2015). Teachers' skill levels are measured, and gaps are established, which thus enables school management to equip them with skills of keeping classroom records for easy information retrieval when needed. Therefore, Ememe, Egu, and Njoku (2011) stated that school principals should work to ensure that record-keeping skills are sharpened so as to be able to

adequately update records for both immediate and future use. Administrative effectiveness of school principals based on teachers' ability to keep records ensures teacher reliability to a larger extent, which positively impacts the accuracy of keeping up-to-date records (Yara&Otieno, 2010).

Keeping teachers' records helps in monitoring school and class activities, including teacher punctuality, truancy, movements, and holistic absenteeism. Poor record-keeping hinders teacher performance because one cannot keep track of past events. Also, as a result of no updated records, teachers cannot perform their duties as per their jurisdiction, and this poses inadequacy in

their performance. School authorities can strengthen record keeping gives it adequate control over their teaching fraternity. Findings further reveal that school directors should enforce record-keeping as a prerequisite for teacher performance, especially on matters related to punctuality, so as to reduce absenteeism. Yavuz (2010) further maintained that the absence of teachers in the school highly affects the realization of school goals like timely and adequate syllabus coverage, proper planning in terms of making schemes of work, lesson plans, teaching aids, and timely continuous assessments and evaluation, which in turn hinders student achievement, hence leading to poor teacher performance.

Failure to keep records by teachers challenges the school authority in knowing which students came late and makes it difficult to enforce discipline. Record keeping exposes weaknesses among teachers and the students, and hence helps school administrators to set control measures. Record keeping involves storage, processing, retrieval, and the use of recorded information in a systematic manner. Teachers exhibiting poor record-keeping face difficulties in administering, monitoring, and planning their day-to-day teaching activities (Ememe, Egu, & Njoku, 2011).

Yara and Otieno (2010) urged that record keeping in itself should not be regarded as a difficult task by teachers, but rather looks more complex in retrieving and following the appropriate procedure. Basic records training may be imparted to teachers to share skills to take on duties and tasks deemed necessary to improve teacher performance. Wanja (2010) asserted that applications, academic welfare, admissions, and social welfare must be handled by teachers at the classroom level to create a link between parents and students. Hence, record keeping among teachers provides a more holistic range of records on students and other school/class activities. Teachers manage class registers, students' assessment records, lesson notes, schemes of work, and lesson plans, which are the main tools for checking on the teachers' performance.

In Uganda, government-aided schools receive record materials like papers for making schemes of work and lesson plans, teaching aids as part of the grants advanced to them, but the poor handling of such records by teachers creates a big gap in service delivery, hence leading to poor teacher performance (Zeitlin et al, 2011). Therefore, Sunmola (2008) recommended that, through school administrators, the government should provide capacity building and re-training opportunities for teachers and other school personnel in record keeping and management in schools, so that they can appreciate the significance of the phenomenon and also develop a good orientation for high performance. These can easily refer to, for instance, monitoring students' classroom attendance, discipline, assessment, and evaluation

results, which helps identify their strengths and weaknesses and hence be helped to achieve better results, which inculcates good teacher performance as well. Therefore, this study aimed at assessing the influence of record keeping on teacher performance in the secondary schools in Kayunga district.

Methodology.

Research Design

A cross-sectional design was used to examine the influence of school administrative practices by head teachers on teacher performance. The design was considered appropriate due to the fact that it was used to collect data from a sample of a population at a particular time in order to obtain information (Amin, 2005), which is timely and cheap to use (Babbie, 2007). Both qualitative and quantitative approaches were used to collect data. Quantitative approach was used for easy analysis and triangulation of findings, while the qualitative approach was used in collecting descriptive and narrative data to make an in-depth exploration of how instructional supervision influences teacher performance in secondary schools in Kayunga.

Study Population

The study population comprised of teachers because they are the main subjects affected by the school administrative practices, Board of governors, Parents-Teacher Association members, district education commission officials and ministry of education officials was vital because they are the ones who implement the administrative practices in the secondary schools (the key informants). 114 teachers, 7 headteachers, 30 Board of governors, 21 PTA members, 5 DEC officials and 5 MoES officials will be involved in the study. In total, the study involved 182 respondents.

Sample Size

According to Fraenkel and Wallen (2009), a sample is a subsection of a population. Since the population was quite big, Roston (2008) recommended the selection of a representative study population. Therefore, Krejcie & Morgan's (1970) Table of sample determination is used to determine the sample size and on what category and number of respondents to be surveyed in the study.

Sampling Techniques and Procedure

Both simple random and purposive sampling techniques were used to collect data. Simple random sampling means to give an equal and independent chance to all individuals to take part in a study (Fraenkel & Wallen, 2009). Teachers, B.O.G, and P.T.A. members were selected using simple random sampling. It was used to give an equal chance to the respondents. Purposive sampling was used to get information from respondents like Headteachers, District Education Commission officials, Ministry of Education officials (key

informants) in their various dignities. Using this sampling technique, the researcher was able to get data from individuals with the required information on school administrative practices by head teachers and teacher performance, as proposed by Fraenkel and Wallen (2009).

Data Sources and Collection Methods.

Data Sources

To collect data, the researcher used both primary and secondary sources of data. Secondary data will be obtained using document review of already existing records in schools, district headquarters, as well as the national library, Kothari (2009). This data was readily available and quite easy to access. Remarkably, primary data was obtained from respondents using questionnaires and interviews, and is reported for the first time (Fraenkel and Wallen, 2009).

Interviews

Interviews to gather data from key informants were used. This method helped the researcher to collect detailed information in a more flexible way, as it also allowed for probing and prompting for required data from the key informants, as suggested by Roston (2008).

Document Review

Document review was applied to gather secondary data from archived records to make a comparison with the primary data obtained so as to ascertain the coherence of the data and justify the research problem. Data acquired was in relation to the study objectives and was collected without interrupting the study process (Saunders et al., 2012).

Data Collection Instruments

Interview guide

Interviews were carried out using an interview guide that involved probing to prompt more responses from interviewees (Roston, 2008). The researcher applied an interview guide to collect in-depth qualitative data from 8 key informants, including 3 headteachers, 3 DEC officials, and 2 MoES officials, and the information obtained was used to supplement the one got from questionnaires. The researcher made an effort to schedule appointments with all key informants on preferred dates at their convenience to interact in a discussion.

Questionnaire.

It was revealed by Fraenkel and Wallen (2009) that questionnaires are cost-effective tools for data collection and easy to administer in a shorter time period. The researcher developed a questionnaire

comprising closed-ended questions which will be distributed to 122 respondents, including 79 teachers, 25 Board of governors and 18 PTA members affiliated with the respective schools. The closed-ended questions will be preferred for reasons of their high response rate. Given their orientation and position, the respondents will be considered significant to provide adequate and meaningful responses regarding the research study.

Documentary Review Guide

Existing records found at school premises, district headquarters, and national libraries were sourced and reviewed to collect secondary data about school administrative practices by head teachers and teacher performance in schools in Kayunga. Records such as journals, strategic plans, newspapers, annual reports, and university magazines were reviewed as supported by Saunders, Lewis, and Thornhill (2012).

Quality Control of the instrument

Validity of the Instrument

According to Amin (2005), validity means the degree of suitability of a research tool. A questionnaire was developed, presented, and discussed with supervisors to establish face validity. Therefore, Content Validity will be determined by content validity Index test using the formula below: (Amin, 2005) provides that an instrument is valid with a CVI greater than 0.7.

$$CVI = \frac{\text{Number of items declared relevant/ valid}}{\text{Total number of items}}$$

Reliability of the instrument

Amin (2005) revealed that reliability is the level of consistency of a research instrument even after repeated measures. The degree of reliability was established using Cronbach's Coefficient Alpha that showed the level of the relationship between the study variables. According to Saunders et al. (2012), a coefficient equivalent to 0.7 or more depicts a higher degree of reliability.

Procedure for Data Collection

A letter of introduction from Team University, which was presented to the appropriate authorities in Kayunga district headquarters and MoES, seeking permission to collect data for the study. Upon being granted permission, the researcher distributed questionnaires as deemed fit. The researcher made appointments with key informants to ensure that it was convenient for them. (Saunders et al., 2012).

Data processing and Analysis

Raw data was obtained, sorted, edited, and processed using Statistical Package for Social Scientists (SPSS)

for quantitative data, while qualitative data was categorized according to objectives.

Quantitative Data Analysis

Descriptive statistics were used to explore the data and verify the study hypothesis. The researcher used SPSS to analyze the data collected. Data presentation is in the form of tables displaying frequencies and percentages. Pearson Correlation coefficient analysis was conducted to establish the relationship, while linear regression analysis was conducted to establish the strength and magnitude of the relationship between study variables.

Qualitative Data Analysis

Processing of qualitative data involved categorizing data and attaching it to appropriate categories. The analysis of the interview responses was edited according to the themes developed from the objectives of the study. Responses from questionnaires and interview response was edited, coded, and reported using descriptive narration of opinions, experiences, and views of the participants. Descriptive statistics were used to analyze the coded responses. Where necessary, quotes from the respondents were used to strengthen the interpretation.

Results. Demographic characteristics of respondents

Table 1: Distribution of respondents by Demographic Characteristics

Demographic Factor	Characteristic	Frequency	Percentage (%)
Age	20—30	45	37%
	31—40	39	32%
	41—50	31	25%
	51 above	7	6%
Sex	Male	83	68%
	Female	39	32%
Educational Level	Graduate	103	85%
	Postgraduate	9	7%
	Diploma	10	8%
Marital Status	Single	32	26%
	Married	84	69%
	Divorced	5	4%
	Widowed	1	1%
Period of service	<1 year	16	13%
	1—2 years	36	30%

	3—4 years	19	16%
	5 years above	51	42%
Total		122	100%

Source: Primary Data, 2024.

Table 1, illustrate that majority of respondents 45(37%) were between 20—30 years of age, 39(32%) were between 31—40 years, 31(25%) were between 41—50 years while the least 7(6%) were 51 years and above. Findings show that the majority were still below 30 years, which means they are still energetic teachers who are involved in the teaching and learning of students. Results from the study revealed that the majority of respondents, 83 (68%), were male, while 39(32%) were female. This indicates that male teachers are more available at the school compared to female ones. Majority of the respondents 103(85%) were graduates (degree holders), 10(8%) were diploma holders while 9(7%) held postgraduate (master's degree). This kind of trend implied that all respondents had the cognitive ability and intellectual responsibility to interpret the research concepts. Therefore, respondents were assumed to have adequate capacity to articulate matters related to the study.

Results illustrated that majority of respondents 84(69%) were married, 32(26%) were single, 5(4%) were divorced while only 1(1%) were widowed. With the majority being married, it demonstrated a higher level of responsibility and maturity exhibited by respondents to provide reliable responses. From the study findings, it was established that the majority of respondents 51(42%), had served for at least 5 years and above, 36(30%) had served between 1—2 years, 19(16%) had served between 3—4 years while the least 16(13%) had served for less than one year. Establishing the period of service was aimed at determining respondents' perceptions depending on their accumulated experience.

Record Keeping and Teacher Performance Descriptive Analysis

Table 2: Descriptive Analysis showing the influence of Record Keeping on teacher performance in secondary schools in Kayunga district

Record Keeping	Proportion of respondents who agree, disagree, or are undecided					
Indicator	N	Disagree	Undecided	Agree	Mean	Std. Deviation
Teachers exhibit good record-keeping in the Kayunga district	122	25(20%)	10(8%)	87(71%)	3.66	1.019
Teachers maintain updated records as per their respective roles	122	9(7%)	9(7%)	104(86%)	3.96	0.743
Supervisors review records to monitor teacher performance	122	12(10%)	7(6%)	103(84%)	3.92	0.819

Record-keeping has revealed teachers' strengths and weaknesses	122	11(9%)	9(7%)	102(84)	3.91	0.833
Record keeping enables teachers to know their students' skill levels	122	3(2%)	2(2%)	117(96%)	4.17	0.571
Supervisors regularly review teachers' records of work	122	44(36%)	17(14%)	61(50%)	3.20	1.096

Source: Primary Data, 2024

Table 2 revealed that the majority, 87(71%), were in agreement with the notion that teachers exhibit good record keeping in Buhimba, 25(20%) disagreed, and 10(8%) were undecided. This kind of trend signified that record-keeping among teachers in secondary schools in Kayunga district contributed to their performance. Qualitative findings by key informants affirmed that teachers exhibited good record-keeping. Results from the interview revealed that records of class activities and class progress helped teachers find out areas that needed improvement, such as the schemes of work, lesson notes, assessment, and evaluation of students, which can improve their performance as well. We encourage teachers to keep records such that they can improve on their performance by encouraging them to always prepare and complete their schemes of work, lesson plans, prepare teaching and learning aids, keep students 'continuous assessment and evaluation results, maintain a record of lesson notes, and students' registers.

Good record keeping should be in the form of lesson planning, scheme of work, class attendance registers, and students' marks. These are ways in which teachers do their record keeping, and if they do not prepare these, their performance is affected because they may not know what to do in different situations...KI-2

When teachers make their records, they are always reminded of what to do...record keeping is a must for teachers as they have to prepare things like lesson plans, which guide them in doing their work in class...KI-1

Study findings revealed that the majority of respondents, 104(86%), affirmed that teachers maintained updated records, while those who disagreed and the undecided ones contributed 9(7%) each. It was thus affirmed that teachers endeavored to maintain

updated records, which positively contributed to improved teacher performance. In accordance with qualitative findings, results from the interview affirmed that teachers in Kayunga district were obliged to maintain updated records as said below:

Reviewing teachers' records helps us identify the help needed, especially if their lesson planning is not good; it reflects that even their delivery may not be so good...so up-to-date record keeping helps teachers to make decisions which could improve student performance...KI-7

When teachers have updated records that guide them, they are positioned to perform well...in cases where teachers do not have enough documents to guide their service provision, student performance is at stake...there is no way teachers can perform without basic documents such as lesson plans...we sometimes base on record keeping to promote some teachers to another level such as deputy headteachers, director of studies, or any post based on how organized they are at class level...as an inspector at district level, we ensure that record keeping is taken as a priority because it guides teachers in the way they do their work...KI-5

Findings revealed that the majority respondents 103(84%) agreed that supervisors monitored teacher performance by reviewing their records, 12(10%) disagreed, while 7(6%) were undecided. This therefore affirmed that an administrative practice of reviewing teachers' records would have a significant bearing in monitoring teacher performance in secondary schools in Kayunga district. Qualitative findings affirmed that record keeping could

be used as a monitoring tool for teacher performance, as asserted by key informants as follows:

As teachers keep class records, schools can have historical facts and evidence of school performance, which can enable planning. Record keeping is also a form of compliance with the set rules and responsibilities that teachers have to fulfill so as to minimize risks of poor academic performance. School administrators use these records as tools to monitor teacher performance to see their contribution to school prosperity...KI-8

When we go to supervise, to monitor teacher performance we must look at their lesson plans, scheme of work and also review the registers of class attendance...we review the records of student performance every time we visit...in my last supervision last week, I had to check even previous lesson plans because about 15 students did not pass well to go to S4...KI-4

The majority, 102(84), revealed that record keeping reveals teachers' strengths and weaknesses, 11(9%) disagreed, and the least, 9(7%), were neutral. This finding affirmed that instructional supervision targeted to record keeping could highlight teacher strengths and weaknesses and thus support improvement in their performance. Qualitative information affirmed the notion as follows:

Using records, teachers are able to identify students' weaknesses and find ways of helping, guiding, and supporting them to understand the concepts so as to improve their performance...it can help teachers check if the syllabus has been covered...KI-6

Study findings also revealed that the majority, 117(96%), were in agreement with the notion that record keeping enabled teachers to know their students' skill level, 3(2%), while 2(2%) were undecided. It was hence affirmed that record keeping could improve teacher performance. Additionally, qualitative information affirmed that teachers were in a position to know students' skill levels as per the verbatim below:

In keeping records, teachers are able to follow up, for example, if students' marks are recorded, they can be in a position to look back and compare with the present to see if there is any improvement in performance, if students attend classes regularly, and others...KI-3

Findings also revealed that the majority, 61(50%), agreed that supervisors regularly reviewed teacher records of work, despite a significant proportion, 44(36%), disagreeing, and 17(14%) were undecided. The findings affirmed that efforts to make regular record

reviews had a significant influence on teacher performance. As per the qualitative findings, though some challenges which might be responsible for irregular review of teachers' records were cited in the verbatim below:

Personally, I was once caught without a scheme of work, so I asked a colleague of mine from another school to help me with his but I mistakenly forgot to change some details and I was caught but the supervisor was lenient enough and she told me not to do it again but just inform that I misplaced or it got lost instead of forging a way forward...Schools are challenged during instructional supervision because teachers have many schools they teach and therefore don't give their best to improve their performance and hence student achievement as well...KI-8. This implies that there should be regular review of the teachers' records to ensure completeness and correctness.

Lack of storage is one thing because some teachers make their records well, and schools do not have enough room to accommodate the records...for this reason, teachers sometimes store these records in their homes...KI-1

Unavailability of some part of the records has been identified during supervision rounds...some records of previous terms may go missing due to things like teachers' negligence or lack of space to store them...in some schools, administrators provided lockers where teachers of different subjects store their items...KI-2

With regard to the mean scores, all values were greater than three (3.20-minimum to 4.17maximum), implying that record keeping was indeed an element considered while conducting instructional supervision to enhance teacher performance in Kayunga district. This was also accompanied by the standard deviation less than one, ranging from .571minimum and .833 maximum, which signified the common opinion held among the majority. Nevertheless, some divergent opinions, as portrayed by the standard deviation greater than one, i.e., 1.019 and 1.096, depicted that record keeping might not necessarily enhance teacher performance in Kayunga district.

Correlation Analysis

Correlation analysis was conducted to determine the relationship between record keeping and teacher performance in secondary schools in Kayunga district.

Table 3: Correlation Analysis showing the relationship between record keeping and teacher performance.

Correlations			
		Record keeping	Teacher performance
Record keeping	Pearson Correlation	1	.411**
	Sig.(2-tailed)		0.000
	N	122	122
Teacher performance	Pearson correlation	.411**	1
	Sig.(2-tailed)	0.000	
	N	122	122
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: System Data, 2024

Table 3 shows system findings which depict a significant relationship between record keeping and teacher performance ($r = .411$; $p = .000$). This, by implication, indicates that an improvement in record keeping in secondary schools would positively influence teacher performance in schools in Kayunga district.

Regression Analysis

Regression analysis was conducted to establish the strength and magnitude of the relationship between record keeping and teacher performance among teachers in Kayunga district.

Table 4: Regression Analysis showing the influence of record keeping on teacher performance.

R Square=0.169, Adjusted R Square =0.162, Sig=.000						
Model		Unstandardized Coefficients	Standardized Coefficients			
1	Constant		Std. Error		T	Sig
		B		Beta		
	Record keeping	12.445	1.588		7.837	0.000
		0.341	0.069	0.411	4.936	0.000
a. Dependent Variable: Teacher Performance						

Source: System Data, 2024

Table 4 shows (Beta = .411, R= 0.162, P<.001) the regression analysis of record keeping and teacher performance depicts a 16.2% influence on teacher performance, which implies that record keeping alone does not influence teacher performance; however, there are other factors.

Discussion of results.

Influence of Record keeping on teacher performance in secondary schools

Results revealed a weak, positive, significant relationship between record keeping and teacher performance. This implies that an improvement in record keeping in secondary schools in Kayunga District would positively influence teacher performance. Study findings revealed that record keeping among secondary school teachers was quite good, which enhances good performance in Kayunga district. This is in agreement with Emuji and Nkoyo (2015), who asserted that through school administrative practices, record-keeping skills are measured and established gaps are filled, hence equipping teachers with skills of keeping classroom records like registers,

assessment results, and others for easy retrieval when needed in order to improve the teachers' performance. Findings revealed that proper record-keeping helps school administrators in monitoring teachers. This is in regard to class activities as scheduled, like assessing and evaluating students through giving tests, assignments, and exams, records of student discipline, and others. It was further revealed that given the fact that school administrators ensure to make record reviews, teachers' strengths and weaknesses could be identified, and thus necessary improvements may be suggested. Maintaining updated records could have a positive impact on teacher performance. Reviewing teachers' records, such as lesson plans, schemes of work, class registers, and other information, would significantly impact teacher performance in secondary schools in Kayunga district. This is in line with Sunmola (2008), who emphasizes that keeping teachers' records promotes monitoring of school activities. Sunmola (2008), however, asserted that poor record-keeping hinders teacher performance because one cannot keep track of past events. He further asserts that, as a result of no updated records, teachers cannot perform their duties, which leads to inadequacy in their

performance. On the other hand, teachers with poor record-keeping skills face difficulties in administering, monitoring, and planning their day-to-day teaching activities as supported by Ememe, Egu&Njoku, 2011).

Conclusion.

There was a significant relationship between record-keeping and teacher performance. This indicates that an improvement in record-keeping would positively influence teacher performance.

Recommendation.

There should be a clear notation of expectations of records to be reviewed and parameters to be fulfilled, and also regular review of teacher records in order to continuously assess their performance.

Acknowledgement.

I am most grateful to the Almighty God for the opportunity given to advance in my studies and for my good health.

My earnest debts honestly go to my supervisor. Ssendagi Muhamad, who continuously guided, supported, and advised me throughout the period of my study. I sincerely appreciate his patience and commitment to see me through the Master's program. My sincere gratitude also goes to all lecturers of Team University and in the department of education in particular for the skills, knowledge, and academic expertise offered to me during my academic struggle. You were so inspiring, for without you, this dissertation would not have reached this far.

I am also grateful to my classmates for their endless support in the discussions and assignments throughout the time we spent together in our studies.

Humble appreciation goes to all my respondents who provided me with data, and the different offices and secondary schools who allowed me collect data. Without your assistance, I would not have completed my research study successfully. May God richly bless them!

List of abbreviations.

B.O.G	Board of Governors
CVI	Content Validity Index
DEC	District Education Commission
KI	Key informants
MoES	Ministry of Education and Sports
PTA:	Parent-Teachers Association
SMC:	School Management Committee
SPSS:	Statistical Package for Social Sciences
UNATU	Uganda National Teachers' Union

Source of funding.

There is no source of funding.

Conflict of interest.

The authors declare no conflicting interests.

Availability of data.

Data used in this study are available upon request from the corresponding author.

Authors contribution.

RM designed the study, conducted data collection, cleaned and analyzed data, and drafted the manuscript, and MS supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

Ethical approval.

Ethical considerations in research concern the dilemmas that arise over the proper way to execute research, more specifically, not to create harmful conditions for the subjects of inquiry, humans, in the research process. The researcher therefore ensured that respondents' informed consent was obtained through a letter that clearly specified what the research was about, including clearly laid down procedures the participants expected to follow. The researcher will ensure objectivity, integrity, anonymity, and confidentiality by withholding the respondent's names.

Informed Consent

Verbal consent was sought from the respondent after the explanation of the study topic to them. The respondents were assured of their right to freely consent. Confidentiality was assured to the respondents and the participants in the study. Code numbers were used instead of patient names as an assurance that no one else would know from whom the information was collected.

Author's biography.

Ronald Mukiibi is a student of the Master of Education Planning and Management at the School of Graduate Studies, Team University.

Dr. Muhamad Ssendagi is a research supervisor at the School of Graduate Studies, Team University.

References.

1. Amin, M., E. (2005). *'Social Science Research: Conception, Methodology and Analysis'*. Kampala: Makerere University Printery.
2. Amin, Rahmat, U., Shah,1., Muhammad, A., and Malik, A A., 2013.*Teachers' Job Performance at Secondary Level in Khyber Pakhtunkhwa, Pakistan*. Gomal University Journal of Research: 29(2) Dec 2013.

3. Babbie, E. (2007). *The Practice of Social Research*, 11th edition, Belmont, California: ThomsonWadsworth
4. Kothari, C. (2009). *Research Methodology, Methods, and Techniques*. New Delhi: New Age International Publishers.
5. Fraenkel J. R. and Wallen N. E. (2009). *How to design and evaluate research in education*, 7th Edition, McGraw-Hill Publishers
6. Roston, M. T. (2008). *Theses and Dissertations: A guide to planning, research, and writing*. 2nd ed. Corwin Press, Thousand Oaks, CA.
7. Saleem, A. (2013). Reward and punishment practices as perceived by educators and students in army public schools of Pakistan. Allama Iqbal Open University: Islamabad, Pakistan
8. Saunders, M., Lewis, P., Thornhill, A. (2012). *Research Methods for Business Students*. 6th Edition. Harlow: Pearson Education Limited.
9. Ememe, O., Egu, R., H, and Njoku, N. C. (2011). Improving records management for efficient service delivery in Abia State junior Secondary Schools. *Nigerian journal of Education Administration and planning (NIEAP)* Vol. No 3.
10. Emuji, C. E. and Nkoyo N. O. (2015) Keeping of Teachers' Records and Principals' Administrative Effectiveness in Akwa-Ibom State Secondary Schools, Nigeria. *International Journal of Education, Learning and Development* Vol. 4, No.1, pp.40-44
11. Sunmola, R. O. (2008). *Records keeping in Nigerian schools*. Teacher's College Press.
12. Wanja, A. (2010). *Challenges faced by secondary school principals in enhancing student discipline in secondary schools in Tigania District, Kenya*. Unpublished Master of Education Thesis, Kenyatta University.
13. Yara, P., O., & Otieno, K., O. (2010). Teaching, Learning Resources, and Academic Performance in Secondary Schools in Bondo District of Kenya. *Asian Social Science Journal*, 6 (12), 126132
<https://doi.org/10.5539/ass.v6n12p126>
14. Yavuz, M. (2010). Effectiveness of supervisions conducted by primary education supervisors according to school principals' evaluations. *The Journal of Educational Research*, 103(6), 371- 378.
<https://doi.org/10.1080/00220670903385338>

PUBLISHER DETAILS

AfroGlobal Press



AfroGlobal
Press

Amplifying Voices Worldwide

Contact: +256 763 123 847

Email: afroglobalpress@gmail.com

Website: <https://afroglobalpress.com>

Address: Scholar's Summit, Nakigalala, East Africa