

**THE INFLUENCE OF PROVISION OF ALLOWANCES ON PERFORMANCE OF PUBLIC PRIMARY
SCHOOL TEACHERS AT APAPAI SUB-COUNTY IN KALAKI DISTRICT.
A CROSS-SECTIONAL STUDY.**

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Abstract

Background

Allowances are some of the fringe benefits teachers are supposed to earn while performing their duties as educators, and several studies have been done on employee performance and such benefits. This study aimed to assess the influence of the provision of allowances on the performance of public primary school teachers at Apapai Sub-County in Kalaki district.

Methodology

The study employed a descriptive cross-sectional survey research design - with both qualitative and quantitative approaches. The target population for the study was 128 respondents, data was collected using structured questionnaires and interview guides. The results were analyzed using SPSS too. 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 performed to verify the strength and magnitude of the relationship between study variables.

Results

The majority of the respondents were male (62.6%), (33.1%) had been in their current schools for more than six years. 86.7% of the respondents strongly disagreed that there is payment of allowances to teachers on the disciplinary committee''. The Pearson correlation coefficient between teachers' allowances and teacher performance was 0.583, indicating a moderate positive correlation. The correlation was statistically significant at the 0.01 level (2-tailed), with a p-value of 0.000. Model 2 was concerned with the provision of allowances to teachers' which was found not to have a significant effect on teachers' performance (Beta = .005, $P > 0.05$, F change=.017).

Conclusion

Allowances given to teachers at school do not have a statistically significant effect on teachers' performance in public primary schools in Kalaki district.

Recommendations

SMCs should pay teachers in public primary schools in Kalaki district allowances for disciplinary committee work, guidance and counseling, staff meetings, marking tests, and remedial lessons.

Keywords: *Teacher Performance, Public Primary Schools, Apapai Sub-County Kalaki District*

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Background

Teacher performance is still a critical factor in most developing countries that are implementing universal primary education yet the quality of an education system depends on the performance of its teachers (Ochwo, 2013; Muthoni & Wafula, 2016). In Uganda, the 2011 UWEZO report revealed that many pupils in primary six could not understand work meant for the primary three level. The Commissioner for Basic and Secondary Education notes that

absenteeism could be curbed through serious monitoring of teachers and head teachers to help improve teaching time and syllabus coverage. Uganda's progress report (2012) on achieving the Millennium Development Goals reveals that school enrolment in Sub-Saharan Africa has been rising but the school system has remained wasteful in terms of repetition. Repeating reflects poor teaching and learning. Repeating is also related to poor teacher performance. Repeating classes may not be avoided if there is no proper teaching.

Absenteeism and failure to cover the syllabus is a sign of poor teacher performance which affects the overall pupil academic achievement at the primary level of education. Teacher absenteeism in rural areas in Uganda stood at 35% and is the highest in the world, with Ugandan teachers missing two days of work in a week, which is a financial loss to the government and its development partners since teachers are paid on a monthly basis.

Several studies have been done to establish the factors that affect teacher performance in Uganda. For instance, Namuddu (2010) sought to establish the relationship between the appraisal systems and teacher performance in Aga Khan Schools in Kampala, Uganda. The study focused on the effect of teacher-based evaluation and school-based evaluation criteria on teacher performance.

The Ugandan education system experienced major changes in 1997 when the government adopted UPE which abolished all tuition fees and all parents and teachers' association charges for primary education. The changes led to increased enrolment in primary school pupils from 2.9 million in 1997 to more than 8 million in 2010 (Oonyu, 2012). The government responded to the increased demand in education by undertaking several reforms and policies which included: building and renovation of schools; procurement of instructional materials; training, hiring, and retaining teachers; fighting against pupil absenteeism; curriculum reform and decentralization of primary education (Ministry of Education and Sports, 2013).

Despite several substantial initiatives by the Government of Uganda and its development partners to enhance the quality of public primary education (Ministry of Education and Sports, 2023; Oonyu, 2012; Nsubuga, 2018), the performance of teachers in public primary schools in Apapai-sub county Kalaki district has remained poor as it is characterized by poor time management, absenteeism, and inadequate lesson preparation and syllabus coverage, poor pupil discipline management and inadequate teaching methods. While a significant amount of research on education in Uganda exists (Namuddu, 2010) research on the effect of welfare on teachers' performance in public primary schools in Kalaki district is thin. The issue of welfare and its effect on the performance of teachers in public primary schools is a pertinent issue for education scholars, policymakers, education practitioners, poverty eradication, economic development experts, and employers. It is against this background that the researcher was motivated to establish the relationship between

allowance and performance of teachers in public primary schools in Apapai-sub county Kalaki district in Uganda.

Methodology

Research Design

A descriptive cross-sectional survey research design was adopted with both qualitative and quantitative approaches as a way of triangulating and enhancing the quality of the findings of the study (Amin, 2005; Creswell, 2009). Amin (2005, p.63) opines that "...results from one method can help develop or inform the other method or one method can be nested within another method to provide insight into different levels of analysis".

The study was cross-sectional because the researcher picked a cross-section of respondents over a short period and follow-up of the respondents was not necessary (Picho, 2014).

Study Population

The target population for the study was 128 respondents consisting of a District Education Officer (DEO), 1 District Inspectors of Schools (DIS), 48 members of School Management Committees (SMCs), 6 Headteachers, and 72 teachers in selected public primary schools in Kalaki district.

Determination of the Sample Size

Given a population of 128 respondents, the sample size was 103 respondents determined using Krejcie & Morgan table.

Sampling Techniques and Procedure

The purposive and simple random sampling was used to select the Headteachers, Teachers, School management committee members, and District officials.

Data Collection Methods

(Cohen & Manion, 1991; Kothari, 2002) Recommend that before a researcher decides on the data collection methods, he or she should bear in mind both secondary and primary data. The researcher collected data from both secondary and primary sources using a mixed methodology for triangulation purposes during the various phases of the study

(Patton, 2002). Secondary data was collected from textbooks, journals, government reports, unpublished theses, and the Internet. Secondary data was gathered from existing literature on employee welfare and performance. Secondary data was also collected through documentary reviews to establish the existing level of knowledge on welfare and teachers' performance in public primary schools in Kalaki district, the assumptions made, and the key information gaps, particularly regarding housing, feeding, medical care, allowances, environment, and teachers' performance linkages. Documentary reviews help to substantiate primary data with other sources of information for the researcher to gain insight into the area of study and beef up discussions (Patton, 2002).

Primary data was generated from field findings and the main primary data collection methods employed by the researcher were observation, interview, and questionnaires. Through the observation method, the researcher was able to directly observe and collect information on the

school environment, staff housing, and provision of meals at school. Interviews through oral verbal interactions were held with purposively selected DEOs, DISs, and head teachers in a structured way to minimize time wastage.

Data Collection Instruments

The main data collection instruments in this study were observation checklists, structured interview guides, and questionnaires.

Observation Checklist

Observation checklists helped the researcher collect data directly on the quality and number of teachers' houses, allowances, and school environment and their effect on teachers' performance in public primary schools in Kalaki district. This helped the researcher to minimize deliberate respondent information falsification and get first-hand information (Amin, 2005).

Interview guide

The interview guide contained open-ended questions which compelled the respondents to give more unrestricted responses since open-ended questions are perceived as less threatening (Picho, 2014). The interview guide helped the researcher collect data from DEO, DIS, and head teachers in a short time.

Questionnaire

Questionnaires were used because they catered for confidentiality and, the collection of a lot of data in a short time with a large number of respondents who were geographically apart. Questionnaires did not call for close supervision; they were cheap and allowed respondents to fill them out at a time convenient to them (Koul, 2009, Kothari, 2010).

Pre-testing (Validity and Reliability)

Validity

The questionnaire was discussed with colleagues and supervisors to assess its structure, contents, clarity, consistency, and relevancy to the research objectives. The study was also carried out in a natural setting of public primary schools. The level of accuracy of the instruments was determined through the computation of the content validity index (CVI), an indicator of the level of accuracy of the instrument. The results revealed a CVI of 0.76 which is above the 0.6 recommended by Amin (2005)

Reliability

Amin (2005) opines that reliability is the extent to which an instrument consistently measures whatever it is measuring. Mugenda and Mugenda (2003) consider reliability as the extent to which a research tool gives consistent results after repeated trials. To ensure reliability, the researcher constructed a questionnaire with appropriate wording that is simple, direct, and familiar to the respondents. A reliability Coefficient was then computed using the Chrombach Alpha coefficient.

Data Analysis

Quantitative Data Analysis

A descriptive statistic was applied 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 interviews were reported using narrations of opinions, experiences, and views of the participants. Where necessary, quotes from the respondents were used to strengthen the interpretation.

Results

Table 1: Respondents by Gender

Gender	Frequency	% Frequency
Female	34	37.4
Male	57	62.6
Total	91	100

Source: primary data 2024

Table 2: Respondents by number of years worked at that school

	Frequency	%Frequency
Less than a year	15	14.5
1-2 years	10	12.0
3-4 years	21	23.7
5-6 years	15	16.7
More than 6 years	30	33.1
Total	91	100

Source: primary data 2024

Respondents by number of years worked in a particular school

Table 2: shows that majority of the respondents (33.1%) had been in their current schools for more than six years, followed by 23.7% and 16.7 % who had been in their current schools for between 3-4 years and 5-6 years respectively. Twelve per cent (12%) of the respondents had been in their current schools for between one and two years, while only 14.5% had been there for less than a year. This implied that 85.5% of the respondents had been in their current schools for more than a year -- a period the researcher believes was

Demographic characteristics of respondents.

Respondents by Gender

Table 1: revealed that the majority of the respondents were male (62.6%). The female respondents stood at 37.4%, implying that both genders were fairly represented. This revelation contradicts Kazi et al (2013) who assert that “the bulk of statistics around the world consistently confirms that teaching profession is predominantly held by the feminine gender”. This contradiction may be explained by the hard-to-reach nature of Apapai Sub-County Kalaki district which favors the male gender.

long enough for the respondents to tell whether the various welfare constructs under study were being offered in the schools and how teachers were performing their duties.

Respondents by Teacher and SMC Member categories

Table 3: shows that Teacher respondents constituted 52 % while members of the school management committees were 48%. The findings revealed that both teachers and school management committee members were well represented in the study.

Table 3: Respondents by Teacher and SMC Member categories

District	Frequency	%Frequency
Teacher	47	52.0
SMC Member	44	48.0
Total	91	100

Source: primary data 2024

Table 4.6: Teachers' allowances in Apapai Sub-County Kalaki district

Code	Statement	SA	%	A	%	UD	%	D	%	SD	%	Mean	St.dv
E1	Teachers are always paid transport allowances	1	0.2	4	1	1	0	2	0.4	494	98	1.04	0.34
E2	Teachers are always paid overtime allowances			5	1	3	1	18	3.6	476	95	1.08	0.38
E3	Teachers are always paid weekly duty allowances	1	0.2	1	0	5	0	52	10	443	88	1.14	0.42
E4	There is provision of allowances for co-curricular activities.			3	1	1	0	125	25	373	74	1.27	0.49
E5	There is payment of allowances to teachers on the disciplinary committee.							67	13	435	87	1.13	0.34
E6	Teachers on guidance and counselling committee are paid allowances for their work.							117	23	385	77	1.23	0.42
E7	This school pays allowances to teachers during staff meetings.							53	11	449	89	1.11	0.31
E8	Allowances are paid to teachers' for marking tests.					8	2	49	9.8	445	89	1.13	0.38
E9	School management pays teachers allowances for remedial lessons.							49	9.8	453	90	1.1	0.3
E10	This school has a budget for teachers' allowances.	2	0.4			1	0	147	29	352	70	1.31	0.52
E11	The school budget for teachers' allowances is known by all staff.	4	0.8	2	0			140	28	356	71	1.32	0.58
E12	Hard to reach area allowances are paid to teachers in this school.							1	0.2	501	100	1	0.05
E13	Burial expenses for teachers who pass on are paid for by school management.	1	0.2	15	3			85	17	401	80	1.27	0.63

E14	Settlement allowances are paid teachers who are transferred to this school.									502	100	1	0
	Average Mean											1.15	0.37

Source: Field data. 2024

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Table 4: shows the respondents' level of favorableness about the statements that indicate the status of teachers' allowances in Kalaki district. As regards teachers always being paid transport allowances, 0.2% strongly agreed, 0.85 agreed, 0.2% undecided, 0.4% disagreed, and 98.4% strongly disagreed. The scored mean value was 1.04 and the standard deviation was .338. The standard deviation indicates that there was not much variation in the responses. These findings indicate that the majority of the respondents (98.8%) disagreed with the statement that teachers in Kalaki district are always paid transport allowances. The scored mean value of 1.04 implies that the status of teachers in public primary schools in Kalaki district always being paid allowances was not satisfactory. The second sub-construct was stated as "Teachers are always paid overtime allowances" and findings revealed that 1.0% agreed, 0.6% were undecided, 3.6% disagreed, 94.8% strongly disagreed, and the scored mean value 1.08. These findings imply that the majority of the respondents (98.4%) disagreed with the statement that teachers in public primary schools in Kalaki district are always paid overtime allowances. The standard deviation of .379 means that there was not much variation in the responses. The scored mean value further reveals that the status of paying teachers' overtime allowances in public primary schools in Apapai Sub-County Kalaki district was not satisfactory. As is revealed in Table 4.6, on the question of teachers always being paid weekly duty allowances, 0.2% strongly agreed, 0.25 agreed, 0.1% were undecided, 10.4% disagreed, and 88.2% strongly disagreed. The scored mean value was 1.14 while the standard deviation was .418.

From the findings, it is possible to deduce that the majority of the respondents (98.6%) believed that teachers in public primary schools in Kalaki district were not being paid weekly duty allowances. The scored mean value of 1.14 implies that the status of paying teachers' weekly duty allowances in public primary schools in Kalaki district was not satisfactory. The standard deviation of .418 shows little variation in the responses. Furthermore, the fourth sub-construct was concerned with the provision of allowances for co-curricular activities. 0.6% agreed, 0.2% were undecided, 24.9% disagreed, 74.3% strongly disagreed and the respondent scored mean value was 1.27 while the standard deviation was .488. From this, it can be inferred that the majority of the respondents (99.2%) disagreed with

the statement that there was provision of allowances for co-curricular activities in public primary schools in Kalaki district. The standard deviation of .488 means that there was little variation in the responses. The scored mean value implies that the status of paying allowances to teachers in public primary school teachers for co-curricular activities was not satisfactory.

The fifth item stated that "there is the payment of allowances to teachers on the disciplinary committee" and the findings in Table 4.6 reveal that 13.3% disagreed, and 86.7% strongly disagreed. The respondent mean value was 1.13 and the standard deviation was .340, implying that all the respondents disagreed with this statement. The scored mean value shows that the status of paying allowances to teachers in public primary schools for the extra duty of pupil disciplinary management was also not satisfactory and there was not much variation in the responses. As indicated, the sixth item was that teachers on the guidance and counseling committee were paid allowances for their work. It is revealed that 23.3% disagreed and 89.4% strongly disagreed with this statement. The scored mean value was 1.23 and the standard deviation was .423. The findings imply that all the respondents disagreed with this statement.

The scored mean value indicates that the status of paying teachers' allowance for their extra work in the guidance and counseling committee in public primary schools in Apapai Sub-County Kalaki district was not satisfactory. The standard deviation of .423 implies that there was little variation in the responses. Respondents were also presented with an item concerning the payment of allowances to teachers during staff meetings. 10.6% disagreed, 89.4% strongly disagreed and the respondents scored mean value was 1.11. The standard deviation was .308, implying that there was not much variation in the way respondents answered this question. From this, it may be deduced that all respondents disagreed with the statement that teachers are paid allowances during staff meetings in public primary schools in Kalaki district. On the issue of allowances being paid to teachers for marking tests, 1.6% were undecided, 9.85% disagreed and 88.6 % strongly disagreed. The scored mean value was 1.13. The standard deviation was .381, implying that there was not much variation in the responses. The implication is that the majority of the respondents (98.4%) disagreed with the statement that public primary school teachers are paid allowances for marking tests. The

respondent's mean value implies that the status of paying teachers in public primary schools in Kalaki district for marking tests was not satisfactory. Issue of school management paying allowances for remedial lessons, 9.8% of the respondents disagreed while 90.2% strongly disagreed. The respondents scored mean value for this item was 1.10 while the standard deviation was .297. From this revelation, it is possible to deduce that all the respondents believed that public primary schools in Kalaki district did not pay allowances to teachers for extra work of attending remedial lessons. The scored mean value implies that the status of paying teachers in public primary schools for remedial lessons was not satisfactory while the standard deviation of .297 shows that there was not much variation in the responses.

Concerning schools having a budget for teachers' allowances, 0.4% strongly agreed, 0.2% were undecided, 29.3% disagreed, 70.1% strongly disagreed and the scored mean value was 1.31. From this, it can be deduced that 99.4% of the respondents disagreed with the statement that public primary schools in Kalaki district budgeted for teachers' allowances. The scored mean value implies that as far as the status of schools budgeting for teachers' allowances was concerned, it was not satisfactory. The standard deviation for this sub-construct was .517, which points to the fact that there was not much variation in the way participants responded to this item.

Respondents were also presented with the statement that the school budget for teachers' allowances was known by all staff. 0.8% strongly agreed, 0.4% agreed, 27.9% disagreed, and 70.9% strongly disagreed. The scored mean value was 1.32 and the standard deviation was .582, indicating little

variation in the responses. The implication is that the majority of the respondents (98.8%) disagreed with the statement that school budgets for teachers' allowances were known by all staff in public primary schools in Kalaki district. The scored mean value for this sub-construct means that the status of teachers in public primary schools in Kalaki district being aware of the budget for their allowances was not satisfactory.

On the item regarding the payment of hard-to-reach area allowances to teachers in Kalaki district, 0.2% disagreed, 99.8% strongly disagreed and the respondents scored mean value for this item was 1.00. Therefore, it implies that all the respondents disagreed with the statement that teachers were receiving hard-to-reach area allowances. The scored mean value also implies that the status of paying hard-to-reach area allowances to teachers in public primary schools in Kalaki district was not satisfactory. The standard deviation of .045 implies that there was not much variation in the responses. Findings on whether or not burial expenses of teachers who pass on are paid for by school management. The findings show that 0.2% strongly agreed, 3.0% agreed, 16.9% disagreed, 79.9% strongly disagreed and the mean value for this item was 1.27. The findings indicate that only 3.2% of the respondents agreed while 96.8% disagreed with the statement that burial expenses for teachers who pass on are paid for by the school management. The mean value implies that the status of school management paying for burial expenses of teachers in public primary schools in Kalaki district who passed a way was not satisfactory. The standard deviation of .632 means not much variation in the responses.

Table 5: Correlational findings on the relationship between Teachers teacher allowances and teacher performance in U.P.E schools in district

		Teachers allowances	Teacher performance
Teacher performance	Pearson Correlation	0.583**	1.000
	Sig. (2-tailed)	0.000	
	N	91	91

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

The correlational findings presented in Table 5: explore the relationship between teacher Teachers allowances and teacher performance in U.P.E schools in Kalaki district. The analysis of the correlations is as follows:

The Pearson correlation coefficient between teachers allowances and teacher performance was 0.583, indicating a moderate positive correlation. The correlation was statistically significant at the 0.01 level (2-tailed), with a p-value of 0.000. This suggests that there was a significant

positive relationship between teachers allowances and teacher's performance in U.P.E schools in Kalaki district.

Model Summary

A hierarchical regression analysis was performed to determine the contribution of each of the independent variables to the variation in teachers' performance in selected public primary schools in Kalaki district.

Table 6: Hierarchical Regression model for Teachers' Performance Model Summary

Model	R	R Square	Adjusted Square	R Square Change	Change Statistics	
					F Change	Sig. F Change
1	.122 ^a	.015	.013	.015	7.594	.006
2	.395 ^b	.156	.153	.141	83.444	.000
3	.395 ^c	.156	.151	.000	.073	.787

a.

b. Predictors: (Constant), Provision of Housing

c. Predictors: (Constant), Provision of Housing, Provision of Allowances

d. Predictors: (Constant), Provision of Housing, Provision of Allowances, School Environment

Table 7: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.470	.246		1.911	.057
Provision of Housing	.320	.070	.195	4.566	.000
Provision of Allowances	.014	.107	.005	.130	.896

Source: Primary data

Model 1 was concerned with the provision of allowances to teachers' which was found not to have a significant effect on teachers' performance (Beta = .005, $P > 0.05$, F change=.017). This means that an improvement in the provision of allowances will most likely not lead to a significant improvement in teachers' performance in public primary schools in the Apapai sub-county Kalaki district.

Discussion of results

Allowances and Teachers' Performance in Apapai sub county Kalaki district

The objective of the study was to investigate the effect of providing allowances on the performance of public primary school teachers in the Kalaki district. The fourth question as noted earlier was framed as: How does the provision of allowances to public primary school teachers in Kalaki district affect their performance?

As indicated in chapter four, allowances were found not to have a statistically significant effect on teachers' performance in public primary schools in Kalaki district. The findings are inconsistent with qualitative findings from

the DEO and head teachers who indicated that allowances could make teachers organize remedial lessons, set and mark tests, attend staff meetings more regularly, and organize more guidance and counseling meetings with the pupils. According to the DEO, allowances have a positive effect on teachers' performance. The district inspectors of schools also had the same view as the DEO as regards the effect of allowances on teachers' performance in public primary schools. The qualitative findings are supported by Ikenyiri and Ihua-Maduenyi (2011) who posit that transport allowance is a strong predictor for teacher effectiveness in class in Nigeria.

The findings are inconsistent with MOES (2013) which posits that allowances are some of the fringe benefits teachers are supposed to earn while performing their duties as educators. In its report (2013) MOES revealed that appointed teachers are entitled to several allowances such as hardship allowance, travel allowance, and others. A hardship allowance of 30% of the basic monthly salary is given to teachers in hard-to-reach areas. Hardship allowance is part of the national wage package.

Conclusion

From the findings, it is concluded that allowances given to teachers at school do not have a statistically significant effect (0.896 at $p < .05$ level) on teachers' performance in public primary schools in Kalaki district.

Recommendations

It is recommended that head teachers, SMCs should pay teachers in public primary schools in Kalaki district allowances for disciplinary committee work, guidance and counseling, staff meetings, marking tests, and remedial lessons.

It is also recommended that the government should pay hard-to-reach and resettlement allowances to all teachers in the Kalaki district since this area is largely rural, mountainous with very poor roads, difficult-to-climb terrain, and very unattractive, especially during the rainy season.

The government, through the Ministry of Education, Sports, Science and Technology, DEOs, SMCs, and head teachers should plan for and pay burial expenses for teachers who pass on as it is done for other civil servants.

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List of abbreviations

CVI: content Validity Index
SMC: School Management Committee
DEO: District Education Officer

MEOS: Ministry of Education and Sports.

Source of funding

There is no source of funding.

Conflict of interest

The authors declare no conflicting interest.

Availability of data

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

Authors contribution

EEN 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

According to Saunders et al. (2003), 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 specified what the research was about, including laid down procedures the participants expected to follow. The researcher also will ensure objectivity, integrity, anonymity, and confidentiality by withholding the respondent's names.

Informed Consent

Verbal consent was sought from the respondents 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.

Authors biography

Eilu Ejotu Nathan is a student of Master of Education Planning and Management at the School of Graduate Studies, Team University.

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