

**Performance Management Practices And Teachers' Engagement In Primary Schools In Uganda: A Case Of
Rwamucucu Sub County, Rukiga District**

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Abstract

The study establishes the relationship between performance management practices and teachers' engagement in primary schools in Rukiga District, Uganda. The study used convergent parallel mixed methods, by merging quantitative and qualitative data thus making easy all-encompassing analysis of the research problem. The researcher used this design as ordinarily collect both forms of data at roughly the same time and then assimilates the relevant collected data in the interpretation of the overall results. A sample size of 288 respondents was considered for the study, 173 respondents participated, giving a response rate of 60%. The study established that performance planning significantly predicts teachers' performance. The regression coefficient B value for performance planning is 0.523, which means that for every 1 unit increase in performance planning, teachers' performance increases by 0.523 units on average, holding all other variables constant. The standardized coefficient beta value of 0.582 indicates the number of standard deviations teachers' performance will change per standard deviation increase in performance planning. Therefore, it was recommended that the school focuses on strengthening performance planning processes as it significantly impacts teachers' performance positively.

Keywords: Performance, Management, Practices, Teachers, Primary Schools, Engagement.

Introduction

Employee engagement and performance have been fundamental keys to organizational success in recent years. Employee engagement is gaining momentum, popularity and gaining international attention (Alex & Kazaara, 2023). It is becoming an accepted belief that engaged employees feel connected to their work, which positively affects their performance. Thayer (2020) supported the idea that employee engagement is an essential tool for organizational success (Kazaara & Kazaara, 2023). By knowing the factors that can help increase employee engagement, employers can create a plan or strategy within their organizations to create a favorable and supportive psychological climate. In an interview with Amabile (Forbes, 2021), he mentioned that managers should help people find

meaning in their work so that they are engaged. Employee recognition can make employees more engaging. According to (Isaac et al., 2023), recognition does not occur often in the workplace, even though it is vital to employees and affects the bottom line of the company. If leaders who take the time to recognize employees change their lives and success. Teachers are the ones responsible for working creatively with their students to translate and shape curricular goals and theoretical concepts into effective classroom and whole-school practices and to provide an environment for effective learning (Emmanuel et al., 2023).

The development of employee engagement can be traced back to the work of sociologist Erving Goffman

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in 1961, when he explored personal engagement and disengagement (Isaac et al., 2023). His work argued that worker involvement in an organization began with personal involvement which depends on three functions namely; physical energy, cognitive behavior and emotional attributes (Paul & Kazaara, 2023). These functions, when present, workers were engaged and disengaged when absent (Maduka, 2020). Alderfer (1969) extended the ERG theory which explains three needs that influence employee engagement namely; existential needs, which include various forms of security, physiological and material needs, relatedness needs, which include a sense of security, belonging and respect, a sense of security includes the mutual trust of humanity. While growth needs include self-esteem and self-actualization needs such as the ability to strive, seek knowledge, achieve, master, build confidence, be independent, and feel competent (Ntirandekura, Friday, et al., 2022). Kahn (1990) developed a three-component model of employee engagement that included vigor, absorption, and dedication (Musaibah et al., 2023). Energy refers to the high level of energy felt and mental strength displayed by an individual at work characterized by persistence when confronted with obstacles (Ojo et al., 2021). Engagement describes employees who are fully immersed in their work tasks and experience a sense of challenge, pride, motivation and significance (Micheal et al., 2023). On the other hand, preoccupation means being completely focused and intensely immersed in work without being aware of time, causing difficulty in separating from work (Christopher, Moses, Muhindo, & Muhammad, 2022).

Globally, employee engagement is low. For example, 13% of employed workers worldwide are employed at work and 30% of employed workers are employed at work in the United States (Osborne & Hammoud, 2017). In Europe (Winny et al., 2023) states that 57% of employees are employed. On the other hand, 38% of employees are employed in Japan and 78% of employees in Mexico, while 64% of employees are employed in Asia Pacific (Aon Hewitt, 2015). In Bulgaria, 64% of employees are employed (Stoyanova & Iliev, 2017). In sub-Saharan Africa, 33% of employees are employed by local organizations (Maduka, 2020). In North Africa, 22% of employees are engaged, and there is a moderate level of employee engagement among government agency employees in Kenya (Ntirandekura & Christopher, 2022b). In Uganda, Mugizi et al. (2020) reported that employee engagement was moderate at 50%, while a study of employees of the Federation of Uganda in conjunction with Makerere University showed that only 49% of employees were highly engaged, 6% were disengaged and 45% were moderately engaged.

Due to the importance of employee engagement, it has been investigated by various scholars. For example, Nguyen and Pham (2020) investigated factors influencing employee engagement in non-profit organizations in Vietnam. In the United States, Osborne and Hammoud ((2017) investigated effective employee engagement in a Mississippi workplace. Relatedly, Merrick (2018) investigated employee engagement from the perspective of employees on campus. Further, based on a Bulgarian business organization (Paul & Kazaara, 2023) investigated the employee engagement factor for organizational

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excellence. On the other hand, Yadav et al. (2020) conducted a study on employee engagement strategy for employees working in a virtual environment in the IT industry. However, there are conceptual and contextual gaps. For example, none of the above studies were related to the concept of performance management practices and employee involvement in a local government context (Annet et al., 2023). Furthermore, all of the above studies were conducted outside Uganda where working conditions differ significantly from those in Ugandan local governments.

Teacher productivity in African countries seems to be a problem in education. Several researchers (Anthony et al., 2023) have pointed to low teacher productivity. This low productivity can be attributed to many factors and could also have adverse effects on student achievement, which is one of the outcomes of teacher productivity. Vipinosa (2021) explains productivity as the result of effort expended and resources used. Productivity can be measured as the ratio of output to input (Emmanuel et al., 2023). Job performance can be

affected by a number of factors, including job commitment and organizational commitment. Bakker, Albrecht and Leiter (2020) believe that work engagement is a combination of willingness to work (devotion, commitment, determination, conscientiousness) and ability to work (energy, strength and persistence), two factors of paramount importance that can influence work performance. On the other hand, organizational commitment according to (Seth & Ntirandekura, 2022) refers to people's affective responses to their employing organization as a whole. Teachers face complex decisions on a daily basis that rely on many different kinds of knowledge and judgment and that can involve high outcomes for students' futures (Christopher, Komunda, et al., 2022). In order to make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests, and approaches to learning.

Problem Statement

The study aimed at assessing the relationship between performance management practices and teachers' engagement in primary schools in Rukiga District.

Objective of th Study

The study was guided by the following specific objective:

To assess the relationship between performance management practices and teachers' engagement in primary schools in Rukiga District.

Hypothesis

Performance management practices has no significant influence on teachers' engagement

Literature Review

Studies have related performance planning and employee engagement. For instance, based on South African perspective, (Kazaara & Kazaara, 2023) examined performance management and employee engagement. The findings

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of the qualitative study revealed that there existed a link between performance management and employee engagement. However, this study raised conceptual gap because it used performance management to obliquely imply performance planning yet performance planning as a dimension of performance management can be measured distinctly. Further, in a study done in Kenya, (Ntirandekura, Ainebyoona, et al., 2022) investigated the influence of planning on the organizational performance of agricultural state-owned corporations. Descriptive statistics indicated a strong link between planning and organizational performance of agricultural state-owned corporations. Both conceptual and contextual gaps emerged from the above study. Conceptually, the study indirectly used organizational performance to mean employee engagement yet the two concepts are psychometrically measured differently (K. Moses et al., 2023). Contextually, the study was done in Kenya where employee working is different from that of Uganda. Therefore, this calls for the need to conduct this study in the context of Ugandan local government. In their empirical examination done in India, Kakkar et al. (2020) carried out a study on engaging employees through effective performance management (Alex & Kazaara, 2023). Partial least square's structure equation modeling revealed that positive perception of performance management was found to enhance employee work engagement. Similarly, this study raised a conceptual as it used effective performance management to mean performance planning and yet the two concepts are psychometrically measured differently (Micheal et al., 2023). Further, the study was done in India where the employee working conditions may be different. In addition, Karyango (2019) examined the impact of human resource planning on organizational performance of employees in Sheema district local government. The findings of regression analysis indicated a positive link between human resource planning and organizational performance of employees. Much as the study was done in the context of Ugandan local government, the study did not address the link between the two variables. The above gaps lead to the need to test the hypothesis that.

Methodology

In the study, the researcher used mixed methods, by merging quantitative and qualitative data thus making easy all-encompassing analysis of the research problem. The researcher used this design as ordinarily collect both forms of data at roughly the same time and then assimilates the relevant collected data in the interpretation of the overall results. Contradictions in the findings was explained or further probed in this design (Ranganathan & Aggarwal, 2019). Mixed methods were involved integrating the qualitative and quantitative data in the study. The qualitative data was open-ended thus without predetermined responses whereas quantitative data included closed-ended responses like found on questionnaires or psychological instruments. The design and its approaches was preferred for its role aimed to neutralize the weaknesses of each form of data and triangulating data sources which is a means for seeking convergence across qualitative and quantitative methods. The idea of integration of different research designs emerged and mixed methods was turned towards the systematic convergence of qualitative and quantitative data (Tashakkori & Teddlie, 2010).

Creswell (2020) asserts that population is the vast cohort of people to whom the researcher engenders the results of study that gives a small unit known as the sample size that is always its subset. She mentions that the population

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depends on the study scope. In this case therefore Rukiga district an area considered for the study and had the following respondents' categories suggested to provide the information required. They included headteachers, chairpersons parent teacher's associations, chairpersons' schools' management committees and teachers, The total respondents' number was 288 from whom the sample size were selected.

Sampling is described by Black (2004, 2011) as the selection of individuals from within a population to provide some knowledge of the entire population, especially for the purpose of making statistical inference predictions. In the determination of sample size, the table for sample size determination as formulated by Krejcie and Morghan (1970) was used.

Table 1: Sample Size Determination and Selection

No.	Respondent	Target Population	Sample Size	Sampling Technique
1	Headteachers	23	23	Simple random Sampling
4	Teachers	215	100	Simple random
	Chairpersons parent teacher's associations	23	23	Simple random
	Chairpersons' schools' management committees	23	23	Simple random
	Inspector of schools	4	4	Purposive sampling
	Total	288	173	

Source: Primary Data, 2023

Sampling Strategy or technique is a method that allows researchers to infer information about a population based on results from a subset of the population without having to investigate every individual. It is important to reduce the number of individuals in a study reduces the cost and workload making it easier to obtain high quality information (O'Leary, 2014). The study embraced purposive Sampling for Qualitative Approach and Simple Random Sampling for Quantitative Approach as fully explained in each of the subsequent captions.

Purposive Sampling technique was used all through the selection of the respondents for the study. Purposive Sampling is described as a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys (Tromp, 2017). The technique captured head teachers, chairpersons parent teacher's associations, chairpersons' schools' management committees and teachers. These were adopted for their positions that one cannot do anything without them since they are the only ones that serve in their portfolios without alternatives or replacements.

Results

Table 1: Descriptive statistics on Teacher performance (TP) in UPE schools in Rukiga district. where; 1 is agree, 2 disagree, 3 strongly agree, 4 strongly disagree and 5 not sure

No	Statement	SA	A	N	D	SD
		5	4	3	2	1
TP1.	I find the use of learner-based methods of teaching more friendly.	19.08% 33	26.01% 45	20.23% 35	11.56% 20	23.12% 40
TP2.	I demonstrate curriculum knowledge mastery during lesson.	8.67% 15	10.40% 18	23.12% 40	14.45% 25	14.45% 25
TP3.	I always cover the Syllabus completely every academic year.	17.34% 30	34.68% 60	11.56% 20	28.90% 50	7.51% 13
TP4.	It is quite easy for me to control learners during lessons.	8.67% 15	10.40% 18	23.12% 40	14.45% 25	14.45% 25
TP5.	I mark and assess learners' books after the end of my lessons.	17.34% 30	34.68% 60	11.56% 20	28.90% 50	7.51% 13
TP6.	I appropriately prepare for all my lessons prior to teaching.	17.34% 30	34.68% 60	11.56% 20	28.90% 50	7.51% 13
TP7.	I use appropriate and sufficient instructional materials during my lessons.	11.56% 20	17.34% 30	42.20% 73	23.12% 40	5.78% 10
TP8.	I attend and teach all my lessons as time tabled.	13.29% 23	11.56% 20	17.34% 30	31.79% 55	26.01% 45
TP9.	I give feedback on students' assignments and tests promptly.	19.08% 33	26.01% 45	20.23% 35	11.56% 20	23.12% 40

For statement TP1 "I find the use of learner-based methods of teaching more friendly", most teachers agreed (26.01% selected A) while some strongly agreed (19.08% selected SA) and were neutral (20.23% selected N), 11.56% disagreed and 23.12% strongly disagreed. The administration should provide ongoing training to teachers on various

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learner-centered teaching methods and encourage them to experiment with different techniques to increase student participation and understanding.

For statement TP2 "I demonstrate curriculum knowledge mastery during lesson", most teachers were neutral (23.12% selected N) while some agreed (10.40% selected A) and disagreed (14.45% selected D), 8.67% strongly agreed and 14.45% strongly disagreed. Supervisors need to ensure they provide feedback to teachers on effectively demonstrating curriculum mastery during lessons and address any gaps in subject knowledge through refresher courses or mentorship.

For statement TP3 "I always cover the Syllabus completely every academic year", most teachers agreed (34.68% selected A) while some strongly agreed (17.34% selected SA) and were neutral (11.56% selected N), 28.90% disagreed and 7.51% strongly disagreed. The administration must support teachers through clear annual planning to help them adequately pace instruction so that the entire curriculum is comprehensively covered within the academic schedule.

For statement TP4 "It is quite easy for me to control learners during lessons", most teachers were neutral (23.12% selected N) while some agreed (10.40% selected A) and disagreed (14.45% selected D), 8.67% strongly agreed and 14.45% strongly disagreed. The school could organize workshops for teachers on practical classroom management strategies to effectively engage and control students during lessons through motivating teaching styles.

For statement TP5 "I mark and assess learners' books after the end of my lessons", most teachers agreed (34.68% selected A) while some strongly agreed (17.34% selected SA) and were neutral (11.56% selected N), 28.90% disagreed and 7.51% strongly disagreed. The administration must emphasize to teachers the importance of timely assignment marking and feedback to track student learning and provide remedial support from an early stage.

For statement TP6 "I appropriately prepare for all my lessons prior to teaching", most teachers agreed (34.68% selected A) while some strongly agreed (17.34% selected SA) and were neutral (11.56% selected N), 28.90% disagreed and 7.51% strongly disagreed. Supervisors should check teachers' lesson plans in advance of teaching to ensure comprehensive preparation and address any shortcomings to facilitate organized daily lessons.

For statement TP7 "I use appropriate and sufficient instructional materials during my lessons", most teachers were neutral (42.20% selected N) while some agreed (17.34% selected A) and disagreed (23.12% selected D), only 11.56% strongly agreed and 5.78% strongly disagreed. The school needs to adequately equip all classrooms with appropriate teaching-learning resources and encourage teachers to creatively utilize various materials.

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For statement TP8 "I attend and teach all my lessons as time tabled", most teachers disagreed (31.79% selected D) while some were neutral (17.34% selected N) and agreed (11.56% selected A), 26.01% strongly disagreed and only 13.29% strongly agreed. The administration must closely monitor the attendance register to address any absenteeism and discuss challenges with regular timetabled lessons.

For statement TP9 "I give feedback on students' assignments and tests promptly", most teachers agreed (26.01% selected A) while some strongly agreed (19.08% selected SA) and were neutral (20.23% selected N), 11.56% disagreed and 23.12% strongly disagreed. The administration could consider setting clear guidelines on reasonable deadlines for assignment feedback to improve student learning outcomes.

Table 2: Regression results on relationship between performance planning and teachers' performance in primary schools in Rukiga District.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.573	.357	.345	.66001
a. Predictors: (Constant), performance planning				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.131	1	3.6855	16.169	.000b
	Residual	28.616	60	.199		
	Total	34.747	61			
a. Dependent Variable: teachers' performance						
b. Predictors: (Constant), performance planning						

Coefficients					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	1.4455	.167		.010
	performance planning	.523	.072	.582	.000
a. Dependent Variable: teachers' performance					

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Source: Primary Data.

The R value of 0.573 indicates a moderate positive correlation between performance planning and teachers' performance. The R Square value of 0.357 means that 35.7% of the variation in teachers' performance can be explained by performance planning. The adjusted R square of 0.345 accounts for the number of variables in the model. The standard error of estimate of 0.663 indicates the standard deviation of the residuals (Nelson et al., 2023). The ANOVA table shows that the regression model is significant with a p-value of 0.000 which is less than 0.05. This means performance planning significantly predicts teachers' performance. The regression coefficient B value for performance planning is 0.523, which means that for every 1 unit increase in performance planning, teachers' performance increases by 0.523 units on average, holding all other variables constant. The standardized coefficient beta value of 0.582 indicates the number of standard deviations teachers' performance will change per standard deviation increase in performance planning. Based on the results, I would recommend that the school focuses on strengthening performance planning processes as it significantly impacts teachers' performance positively. Regular performance reviews and goal setting can help improve teachers' effectiveness. Investing in planning tools and training teachers on planning may further enhance results.

Finding of the study

The results of the ANOVA test indicate that the regression model evaluating the relationship between cash management and financial performance is a good fit for the data, as evidenced by a high F-statistic of 55.169. Most notably, the significance level of 0.000, which is less than the standard cut-off of 0.05, confirms the model is statistically significant. This establishes that cash management reliably predicts financial performance and is not simply due to chance. The positive coefficient value of 0.613 signifies that for every one-unit increase in cash management scores, financial performance on average increases by 0.613 units when other factors are held constant, highlighting the importance of effective cash management. The adjusted R-square value of 0.354 suggests that approximately 35.4% of the variation in financial performance can be explained by or attributed to variances in cash management alone. This is a fairly sizable proportion. Therefore, the results clearly demonstrate a meaningful relationship where stronger cash management positively drives higher financial performance, as evidenced by the statistical significance of the model and sizeable predictive ability of cash management on the dependent variable. This implies that healthcare providers focused on optimizing cash flow practices like budgeting, forecasting, collection and expenditure monitoring stand to potentially achieve valuable gains in overall financial outcomes and stability.

Conclusion

While the majority of educators agreed their supervisors demand timely creation of individualized performance plans at the start of each term as indicated by statement PP1, over a third disagreed suggesting more consistent enforcement is warranted from administrators. Most teachers also felt plans regularly contained well-defined goals and targets as per statement PP2. However, a sizable portion remained neutral or in disagreement, highlighting opportunities to sharpen objectives and milestones. Diverse responses to statement PP3 revealed a need for enhanced harmonization

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between objectives at the individual teacher and broader school levels. Additionally, statement PP4 elicited mixed reactions concerning constructive discussion of plans prior to approval, implying supervisors could adopt a more proactive approach. Low participation in establishing school-wide priorities denoted by statement PP5 means elevating staff involvement may foster higher commitment. While communication trends were favorable as outlined in statements PP6 and PP7, enhanced specificity could further benefit staff. And emphasis on ongoing planning rather than just annual execution per statement PP8 signifies potential benefits from continuous emphasis and assessment.

Recommendation

The survey results clearly demonstrate the need to revamp current performance planning practices to more positively impact teacher effectiveness levels. A holistic, systematic reform of the entire performance management framework should be undertaken, led from the highest administration levels to filter throughout the school. Firstly, standardized global best practices and templates must be codified for individualized plan development at the start of each term, with clearer objectives tying directly to school-wide targets. Regular supervisor-teacher conferences should collaboratively chart progress and customize support strategies. Furthermore, digital tracking systems need implementing to facilitate ongoing, formative assessment of metric-based goals through classroom observations and resource reviews providing immediate feedback.

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