

**EMPLOYEE RELATIONS AS CORRELATES OF JOB PERFORMANCE
STUDY OF SECONDARY SCHOOL TEACHERS IN
KAWEMPE DIVISION**

BY

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DECLARATION

I, Kizza Ssali Francis, hereby declare that this is my original work and has never been presented to any university for the award of a master's degree.

Signed:

Date:

APPROVAL

I hereby certify that the dissertation titled “Employee relations as correlates job performance in secondary schools in Kawempe Division” is the original and individual work of Mr. Kizza Ssali Francis. This has been done under our supervision and is ready for submission for the award of a degree with our due knowledge.

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DEDICATION

This scholarly work is dedicated to my parents, Ssali Francis and Nnalongo Ssali Imelda, my wife Nabatanzi Irene Joan, my daughter Nassali Imelda, sisters, brothers and all relatives for having struggled tirelessly in educating me to what I am. I am also deeply indebted to my wife and Micheal for their financial contributions in my study and in producing this work up to its completion.

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ABSTRACT

The purpose of the study was to establish the relationship between employee relations and job performance of teachers in secondary schools in Kawempe Division. The study was guided by three objectives that is to say (1) To establish the effect of teacher-to-teacher relationships on job performance of teachers' in secondary schools in Kawempe Division. (2) To establish the effect of teacher-to-headteacher relationships on job performance of teachers' in Kawempe Division and (3) To disclose the effect of teacher-to-non teaching staff relationships on job performance of teachers' in Kawempe division. A correlational research design was used to relate employee relations and teachers job performance in secondary schools in Kawempe Division. A sample of 150 teachers was systematically selected to participate in the study by answering the designed questionnaires. Frequencies and percentages were used to show the distribution of respondents on different questions. Pearson Product Moment correlation co-efficient (r) was used to test the level of correlation between the variables.

The study findings showed that there was a significant positive relationship between teacher-to-teacher relationships and teachers' job performance in Kawempe Division ($r = 0.846$ and sig value = 0.000). It also revealed a positive significant relationship between teacher-to headteacher relationships and teachers job performance in secondary schools in Kawempe Division (= 0.814 and sig value = 0.000). The study further showed that there was a significant relationship between teacher-to-non teaching staff relationships and teachers' job performance in Kawempe Division ($r = 0.662$ and sig value =0.000). The study there fore concluded that when teacher to teacher, teacher to head teacher and teacher to non teaching relations are good teachers' job performance are high hence the need to improve on these relationships to improve teachers' job performance. The researcher therefore recommended that Government through the Ministry of Education and Sports,

universities tertiary institutions, administrators, headteachers and teachers together with boards of governors encourage teachers to interact with fellow teachers' headteacher and the non teaching staff to improve on their job performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This Chapter presents the background, statement of the problem, purpose, objectives, research questions, hypotheses, scope and the significance of the study.

1.1 Background

The background is broken into four parts; the historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical background

Several researchers have dealt with the problem of teachers' job performance. These researchers include, Kitembo (1995) who studied impediments to effective performance of teachers in selected schools in the Kabarole District. The study raised a gap in that among the impediments given, employee relations were not given emphasis hence the need to carry out research to establish the effect of employee relations on secondary school teachers' job performance in. Azikuru (1990) studied the effects of school environment on teachers' performance in Arua District. Azikuru found that, the environment rotates more on how teachers are treated mainly from top management (headteachers). Yet in this study employee relations that affect secondary school teachers' job performance included teacher-to-teacher, teacher-to-student and teacher-to-headteacher relations.

Ddungu (2000) related accommodation facilities and job performance of primary teachers in Rakai District. In the proposed study it was not accommodation facilities only that affect teachers' job performance prompting the researcher to analyze the effect of employee

relations on secondary school teachers' job performance in Kawempe Division. Katonda (2006) related leadership styles and performance of teachers in secondary schools. The researcher concentrated on leadership styles as the only factor that affects teachers' performance hence the need to establish the effect of employee relations on secondary school teachers' job performance. Nakacwa (2003) related rewards and job performance of secondary school teachers in Kawempe Division. However in the proposed study it was employee relations not rewards that were related to secondary school teachers' job performance in Kawempe Division.

1.1.2 Theoretical perspective

The main concern of the study was to find out the effect of employee relations and secondary school teachers' job performance in Kawempe Division. The study employed Theory Z propounded by Ouchi (1981) as cited in Maicibi (2003). The Theory suggests that any organizational process can be modeled on Japanese practice that encourages management to focus on the coordination of people's efforts rather than technical requirements. Basing on this Theory, in any institution like a secondary school, coordination of all parts of the institution should be given priority. That is to say, the coordination between teachers and fellow teachers, teachers and headteachers, teachers and non-teaching staff. By so doing, all efforts of employees within secondary schools are to be improved. This encourages participative decision making among all employees meaning that secondary school teachers' job performance in Kawempe Division would be improved.

1.1.3 Conceptual perspective

Employee relations according to Cole (1997: 331) refer to the “interrelationships both formal and informal between managers and those whom they manage at places of work. Employee relations include; control of obligations between the employer and the employed, communication policy and practice, employee welfare, collective bargaining and joint decision making”. In this study, employee relations referred to teacher-to-teacher, teacher-to-headteacher and teacher-to-non teaching staff relations. According to Fasen (2005: 196) teachers’ job performance refers to “a process whereby teachers execute or carry out their work within or outside the school system satisfactorily to the extent that their output when measured or seen will show desirable behaviours”. In this study, teachers’ performance was looked at by analyzing their punctuality at school, acceptance of responsibility, teacher presence at school, preparations to teach and harmonious relations at school.

1.1.4 Contextual perspective

The study was conducted out in secondary schools in Kawempe Division in Kampala District. Kawempe has many secondary schools with poor teachers’ job performance. The indicators of the problem included consistent absenteeism, late coming and lack of teacher preparations. In addition the quality of student academic grades at both O’ and A’ Levels was poor.

1.2 Statement of the problem

Secondary school teachers’ job performance plays a major role in determining the quality of education products. Good teachers’ job performance in form of punctuality, presence at school, acceptance of responsibility, preparations and harmonious relationships at school leads to attainment of educational objectives such as attainment of good grades. Despite this,

Kawempe Division suffers from the problem of poor performance by secondary school teachers reflected in form of poor student academic grades, more especially in private secondary schools; rampant late coming, lack of enough preparations to teach, absenteeism, and denial of responsibility by teachers'. If this low performance of teachers was left unattended to, the quality of education products from Kawempe Division would deteriorate. However, among the causes of the problem of poor teachers' performance employee relations, this study was interested in the contribution of employee relations. This therefore made researcher to undertake this study to establish the effect of employee relations on secondary school teachers' job performance in Kawempe Division and find out what can be done to improve the deteriorating secondary school teachers' job performance.

1.3 Purpose

The purpose of the study was to establish the relationship between employee relations and job performance of teachers in secondary schools in Kawempe Division.

1.4 Specific objectives

The objectives of the study were:

- (i) To investigate the effect of teacher-to-teacher relationships on job performance of teachers in secondary school in Kawempe Division.
- (ii) To establish the effect of teacher-to-head teacher relationships on job performance of teachers in secondary schools in Kawempe Division.
- (iii) To determine the effect of teacher-to-non teaching staff relationships on job performance of teachers in secondary schools in Kawempe division.

1.5 Research questions

The research questions were:

- (i) What is the effect of teacher-to-teacher relationships on job performance of teachers in secondary schools in Kawempe Division?
- (ii) What is the effect of teacher-to-head teacher relationships on job performance of teachers in secondary schools in Kawempe Division?
- (iii) What is the effect of teacher-to-non teaching staff relationships on job performance of teachers in secondary schools in Kawempe Division?

1.6 Hypotheses

The hypotheses of the study were:

- (i) Teacher-to-teacher relationships have a positive significant effect on job performance of teachers in secondary schools in Kawempe Division.
- (ii) Teacher-to-head teacher relationships have a positive significant effect on job performance of teachers in secondary schools in Kawempe Division.
- (iii) Teacher-to-non teaching staff relationships have a positive significant effect on job performance of teachers in secondary schools in Kawempe Division.

1.7 Scope

The study was carried out in Kawempe Division which has its centre five kilometers north of Kampala City. The study targeted secondary school teachers to provide information to establish how employee relations conceptualized as teacher to teacher, teacher to head teacher and teacher to non- teaching staff relations affect teachers' job performance in secondary schools in the Division.

1.8 Significance

The study findings are beneficial to stakeholders in secondary schools. For example, Government through the Ministry of Education will benefit from the study especially when it is informed about how employee relations affect teachers' job performance revealed. The study findings will provoke more thought and further research into other correlates of employee relations and secondary school teachers' job performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter deals with theoretical review, conceptual framework and the review of related literature.

2.1 Theoretical review

This study employed Theory Z propounded by Ouchi (1981) cited in Maicibi (2003). The Theory suggests that any organizational process can be modeled on Japanese practice that encourages management to focus on the coordination of people's efforts rather than technical requirements. The Theory encourages modern model of human resource management to focus on maximization of individual skills and motivation through consultation and team work force so as to achieve high levels of performance. Because in groups one does not necessarily add up to two, therefore all individuals in an institution should be involved in all activities. For instance Robbins and Mary (2002) stresses that four people in marketing research team may be able to generate more ideas as a group than members could produce individually. Members in a group according to this Theory should exhibit intense loyalty and dedication to the team. In addition it they should be willing to do what ever it takes for the team to succeed. That is to say coordination between teacher-to-teachers, teacher-to-headteachers and teacher-to-non teaching staff should be emphasized. By so doing, all the efforts of employees within secondary schools will be improved. This will encourage participative decision making among all employees an indication that secondary school teachers' job performance in Kawempe Division will be improved.

2.2 Conceptual framework

The frame work sub section deals with how the variables were operationalised in the study:

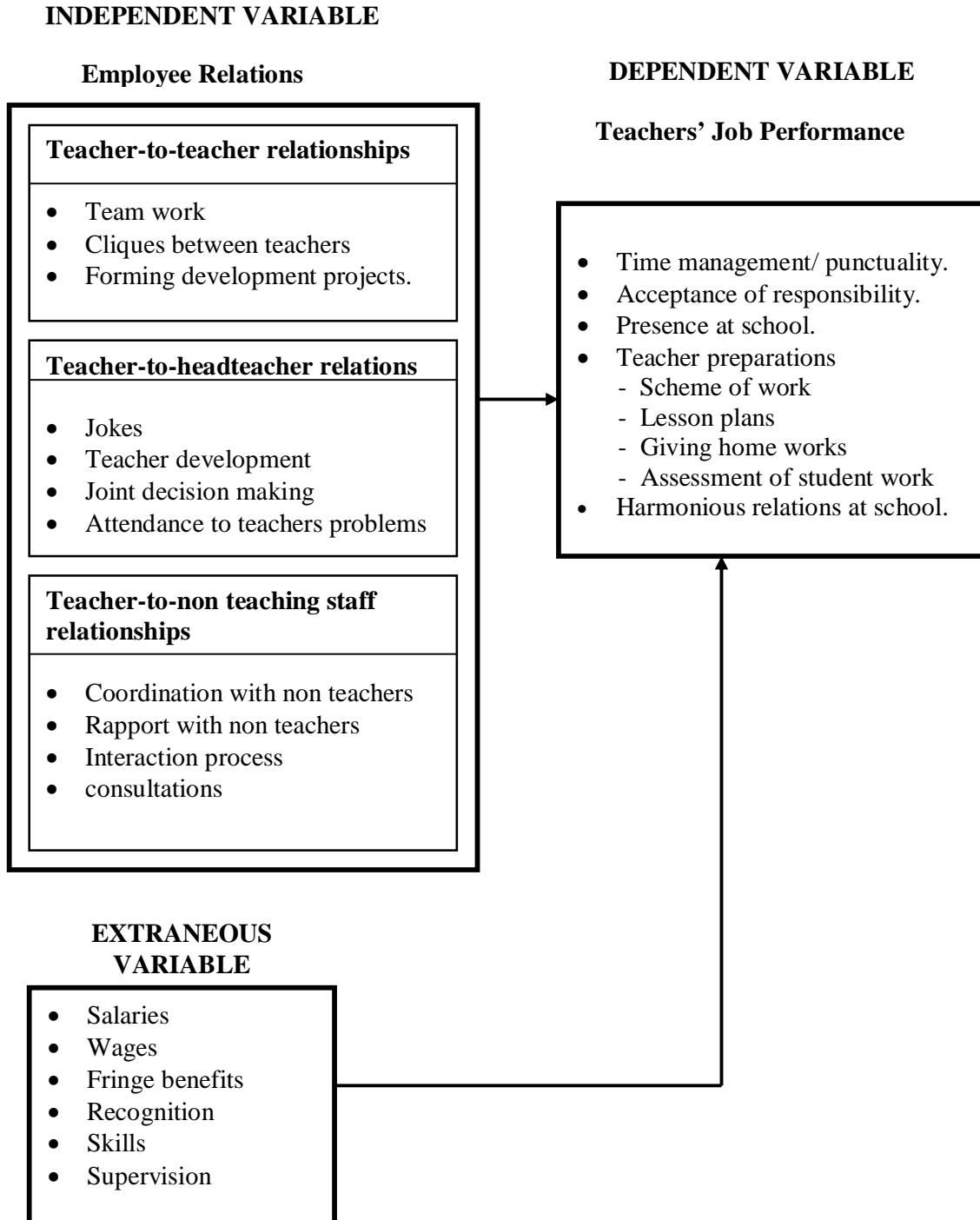


Fig. 2.1: Conceptual framework of how employee relations relate with teachers job performance

Source: Adopted from Maicibi (2007: 210)

Employee relations reflected in form of teacher-to-teacher, teacher-to-headteacher, teacher-to-non teaching staff relations have a direct impact on teachers' job performance. Teacher-to-headteacher relations involved; jokes, teacher development, joint decision making, and attendance to teachers' problems. Teacher-to-teacher relations involved team work, cliques between teachers and forming development projects yet teacher-to-non teaching staff relations focused on coordination, rapport, interaction process and consultation with non teachers. These were related with teachers' job performance operationalized into time management, acceptance of responsibility, teacher preparations and harmonious relations at school. The extraneous variables that compete with the independent variable to affect teachers' job performance in this include; salaries wages, fringe benefits, recognition, skills and supervision.

2.3 Related literature

This Section is on literature related to objectives of the study:

2.3.1 Teacher-to-teacher relationship and teachers' job performance

Teacher-to-teacher relationships are the interrelationships between a teacher and fellow teachers. These relationships are broadly defined by Bush (2005) cited in Little (1990) as teachers conferring and collaborating with other teachers with respect for one teachers professional ability. Bush (2005) adds that the reason why we study teacher cohesiveness is that something is gained when teachers work together and something is lost when they do not, the perceived benefits must be great enough that the time teachers spend together can compete with time spent in other ways. According to Fleet (1998: 425), group cohesiveness is very important in organizational settings. For instance, a highly cohesive group is the one in which members pull together, enjoy being together, perform well together and are not

looking for opportunities to get out of the group. Similarly, Robbins and Coulter (2005: 378) put it that the more cohesive a group is, the more its members will improve on their performance leading to achievement of goals. Members in such a cohesive group should set objectives of what to do and how effectively they are to perform. In the teaching learning process, Broudy (1962) cited in Mpeirwe (2007: 61) asserts that teachers need to consult themselves on when a particular material will be necessarily for use not to merely think every thing will be important during instruction.

The above literature suggests that teachers should interact and co-operate freely in all aspects to improve on their job performance. Ngo'ongah (1991) in a study about the comparison between performance of trained and untrained teachers in the teaching of English language in Ugandan secondary schools found out that the relationship between teacher and fellow teachers contributes towards teachers' job performance. The researcher found that those teachers who consulted their counterparts more often on problems of methodology performed highly. In the same way, Kaggwa (2003: 45) in a study about the contribution of teachers' involvement in the administration and teachers job performance in private secondary in Kampala District found that teachers collaborated and dialogued in various aspects that led to achievement of educational goals. The two studies posed gaps that is to say, in Ngo'ongah (1991) the relation ship was established by comparing the performance of trained and un trained teachers yet in this study the researcher related employee relations (teacher-to-teacher, teacher-to-head teacher and teacher-to-non teaching staff relationships) with teachers' job performance.

2.3.2 Teacher-to-head teacher relations and teachers' job performance

Teacher-to-head teacher relationships are the interrelationships between a teacher and the head teacher. According to Namirembe-Bitamazire (1994), effectiveness of secondary school teachers' job performance depends on the relationship between the headteacher as a leader and the teachers as the led. The headteacher must stimulate teachers to react positively to educational goals and objectives of the school. Nkata (2006: 25) puts it that in order to get best results from subordinates, the manager must co-operate with subordinates. Cole (1997: 337) emphasizes that subordinates should not be undermined by the manager, because their views can influence and modify decision yet Maicibi (2005: 135) asserts that subordinates can frustrate superordinates by neglecting responsibilities assigned. For an organisation such as a school to succeed in its mission, teachers must actively be involved and made aware of their function and above all take pride in the art of subordinateship or followership. The head teacher is expected to stand out as a team leader and remain supportive to teachers if they are to improve on their performance (Maicibi & Owolabi, 2005: 116). In superior sub-ordinate relationships, Musaazi (1982: 106) asserts that effective organizational authority possessed by a manager is measured by the willingness of sub-ordinates to accept it. Likewise effective performance of teachers depends on head teachers' co-operation, while some orders will be accepted by teachers (subordinates), there may be orders they will not accept basing on the relationship. In addition Ijaiye and Ankoire (2005: 211) the head teacher will be a participant in making of group goals, allowing teachers' to use greatest initiative and motivation there by increasing each person's feeling of goal attainment.

In connection to this Johnson (1990) asserted that teacher-principal relationships had the strongest and most consistent effect on teachers' willingness to participate, where the principal is open facilitative, supportive and collaborative, teachers' will participate

improving on their job performance. Bush (2007: 64) asserts that collegial models assume that the leader and subordinates determine policy and make decisions through a process of discussion leading to consensus power is shared among all members of the organization who are thought to have a shared understanding about the aims of the institution. Kamwine (2004: 53) in a study about management appraisal schemes and teachers' job performance in government aided secondary schools in Kampala District found out that most of the teachers and head teachers were of the view that when both parties are involved in setting of school goals, it increases teachers' job performance. This corresponds with Ssenabulya (2007) who empirically found out that joint decision making between teachers and head teachers in Kampala District improves teachers' performance. Ssenabulya (2007) was targeting primary schools teachers in Kampala District and also management appraisal practices as its independent variable justifying the need to under take this study to establish the effect of teacher-to-head teacher relations on teachers' job performance.

2.3.3 Teacher-to-non teaching staff relationship and teachers' job performance

Teacher to non teaching staff relationships are the interrelationships between the teacher and the non teaching employees of a school. It includes teacher relations with staff members like the bursar, the cook, school nurse, security guards of the school, wardens, the school coach among other non teaching employees of the school. According to Neema (2004: 122), total quality management is total in the sense that it involves every one in an organization. It covers every process and every person. Braton and Jeffrey (2003: 273) assert that "such groups should work as a cross function team by bringing together knowledge and skills of individuals from various work areas or groups to achieve better performance". Similarly, Robbins and Coulter (2005: 373) emphasize the concept of roles that should be played by different groups to ease the work of others. Passi (1992: 07) asserts that since teachers in a

school do not live in isolation of non-teachers it important that they co-operate with various members of their school and in close collaboration and consultation with one another, respecting the status and expectations of others. For instance a teacher should respect a cook as the cook does respect teachers' roles.

Ijaiye and Ankoire (2005: 212) add that individuals in a team should have a special contribution to make. One way in which a person can contribute to a team effort is by presenting information and problems arising from one's immediate area of responsibility, especially such information and problems that have significance for the total effectiveness of the education institution. In the Weihrich (2005) asserts that a group is more than a collection of individuals, rather through their interactions regardless of individual status new forces and ideas are created that can be beneficial to an organization. While the above literature showed a positive correlation between teachers and non teachers' relationships, Kisembo (1995) in the study about the impediments to effective performance of teachers in selected schools in Kabarole District empirically found out that it was very difficult for teachers to interact freely with non-teachers because of the nature of teachers work. For instance, teachers are always on duty, they have to prepare lesson plans, mark large volume of books and lead extra curricular activities yet the non teaching staff is not heavily burdened leaving teachers at school to suffer with most work. How ever the context in which the study was made was different from that of Kawempe Division. Still it had its independent variable as impediments yet this study was meant to relate employee relations and job performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter gives systematic steps that were followed in the empirical part of the study. They included the study design, population, sampling strategies, data collection methods, instrument, data quality control, procedure and data analysis.

3.1 Design

The study laid emphasis on quantitative research approach; that is to say; the research was based on methodological principles of positivism and neo-positivism and adhered to the standards of strict research design developed before it begun (Amin, 2005: 54). The quantitative research approach where data collected will be expressed in numerical values. The non-experimental technique was adopted since the study did not involve carrying out experiments with respondents which could be tiresome. The study was correlative; that is to say relating the effect of employee relations in secondary schools to teachers' job performance. Further the study was cross sectional where the researcher collected information at a particular point of time. This was used because the researcher would collect information at once not repetitively from respondents.

3.2 Population

The study was carried out among 600 estimated secondary school teachers in Kawempe Division. It was estimated that there were 40 secondary schools each having an average 15 teachers. Teachers were chosen because their performance was deteriorating raising the concern of the researcher to investigate the effect of employee relations on teachers' job performance.

3.3 Sampling strategies

Due to a wide scope in terms of population, the study involved sampling. The questions that arose were: how large were the samples of teachers? Of the target population of 600 the sample size was 234 teachers. This sample was determined according to (Krejcie & Morgan 1970 cited in Amin 2007: 454). Randomization was used to ensure representativeness of samples. For instance, systematic random sampling strategy was undertaken by the researcher getting registers choosing six teachers' in the attendance book. In summary, from the 16 private selected secondary schools a total six teachers were as respondents from each school. Two government schools were used and the researcher selected 16 from each school. The researcher therefore used 96 respondents' from private schools and 54 from government aided secondary schools.

3.4 Data collection methods

The study used both the primary and secondary data collection methods. The secondary data collection method was used in the proposal stage by enriching it with literature review. Journals, dissertations and textbooks were used as secondary sources. The primary source involved the use of a self administered questionnaire which was offered to respondents to express their views in writing.

3.5 Data collection instruments

Since this study was quantitative, a questionnaire (Appendix A) was the main data collection instrument. It had a main title, a section with the background variables; that is to say, age, sex, and level of education of respondents. The independent variable section consisted of questions categorized into three that is to say; teacher-to-teacher relations, teacher-to-head teacher relations and teacher-to-non teaching staff relations. The last section of the questionnaire consisted of questions related to teachers' job performance.

3.6 Data quality control

The researcher tested the validity of the set questionnaire by giving it to super-visors (experts in the topic covered) to judge whether the items set portrayed employee relations that affect teachers' job performance. Reliability of the instrument was tested using the Cronbach's Alpha Co-efficient to measure consistency of the instrument (Ogunniyi, 1986). Table 3.1 shows pertinent results:

Table 3.1: Reliability indices for the respective sections of the questionnaire

Variable	Description	Construct	Number of items	Cronbach alpha
Dependent	Job performance		11	.933
Independent	Employee relations	Teacher-teacher relations	7	.848
		Teacher-head teacher relations	11	.884
		Teacher-non teaching staff relations	5	.824

According to Cronbach's Alpha Coefficient Test (Cronbach, 1971), the questionnaire was reliable for the study as all coefficients in Table 1 were above 0.5. Using the said questionnaire, data were collected from 150 teachers, with 96 of them from 10 privately owned secondary schools and 54 of them from four government-aided ones.

3.7 Data collection procedure

After writing the proposal and designing the instrument, the researcher got a letter from East African Institute of Higher Education Studies and Development to introduce him before the District Education Officer and other officers, headteachers and teachers in the secondary schools. The researcher requested deputy headteachers to act as research assistants serving and collecting completed questionnaires from selected teachers.

3.8 Data analysis

Data gathered from the field were processed and analysed. Data were edited, categorized or coded and entered into computer using Statistical Package for Social Scientists program of computer. The same package assisted the researcher to generate frequency tables and graphics when summarizing data. Data analysis at univariate level was established basing on percentages obtained from frequency tables and descriptive statistics. At bivariate level, data were correlated with respective background variables using t-test, Anova and Pearson's methods.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This Chapter gives the description of the background of respondents, the dependent variable and verification of hypotheses.

4.1 Background of respondents

This Section describes the background of respondents, according to age, sex, level of education, marital status and length of service as a teacher.

4.1.1 Respondents by age

Table 4.1 shows the description of respondents according to age.

Table 4.1: Respondents according to age:

Age group	Frequency	Percentage	Cumulative percent
20 – 40	94	63.9	63.9
41 – 60	30	20.4	84.3
61 – 80	23	15.6	99.9
Total	147	99.9	

Table 4.1 shows that of the total number of 147 respondents those in the age group 20-40 years had the highest representation (almost 64%) and the least representation were of the group 61-80 (under 16%). Cumulatively over 84% of the respondents had age 60 and below meaning that majority of respondents were still below the age of retirement.

4.1.2 Respondents by sex

Table 4.2 shows the distribution of respondents according to sex:

Table 4.2: Respondents according to sex

Sex	Frequency	Parent
Male	85	57.8
Female	62	42.2
Total	147	100

According to Table 4.2 majority of respondents were male (almost 58%) there are more male teachers than female teachers in Kawempe Division.

4.1.3 Respondents by level of education

Table 4.3 shows the distribution of respondents according to their level of education:

Table 4.3: Respondents by level of education

Level of education	Frequency	Percentage	Cumulative percent
Grade V teacher	42	30.2	30.2
Graduate teacher	97	69.8	100
Total	139	100	

Table 4.3 shows that most of the respondents were graduate teachers (almost 70%) suggesting that there more graduate teachers in than grade five teachers in Kawempe Division.

4.1.4 Respondents by marital status

Table 4.4 shows the distribution of respondents according to marital status:

Table 4.4: Respondents by marital status

Marital status	Frequency	Percentage	Cumulative percent
Single	61	41.8	41.8
Married	85	58.2	100.0
Total	146	100	

According to Table 4.4 most of the respondents (over 58) were married teachers suggesting that there are more married teachers in Kawempe Division.

4.1.5 Respondents by length of service as a teacher:

Table 4.5 shows the distribution of respondents according to their teaching experience

Table 4.5: Respondents by length of service as a teacher

Length of service as a teacher	Frequency	Percentage	Cumulative percent
1 – 10 years	83	58.9	58.9
11 – 20 years	38	27.0	85.9
21 – 30 years	20	14.2	100.1

Total	147	100.1	
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Table 4.5 indicates that majority (almost 59%) of the teachers' had teaching experience of one to 10 years. Cumulatively almost 86% of the respondents had a teaching experience of 20 years and below implying that the more teachers get older the higher the chances of leaving the teaching profession.

4.2 Description of the dependent variable: Job performance

The dependent variable in the study was job performance conceptualized in terms of 11 questions conceptualized as time management, acceptance of responsibility, presence at school, teacher preparations involving, schemes of work, lesson plans, giving home works and harmonious relations at school of the respondents as per the Section C of the questionnaire (Appendix A). Each question was Likert scaled (Likert, 1932) ranging from one to represent Strongly Disagree, two for Disagree, three for Agree and four for Strongly Agree. Table 4.6 illustrates pertinent descriptive statistics showing the frequency, mean and standard deviation of the respondents' responses:

Table 4.6: Descriptive statistics on dependent variable (job performance)

Job performance	Frequency	Mean	Std Deviation
I give out feedback from student assignment	147	2.73	1.101
I cover the course content given at the beginning of term	145	2.54	1.034
I always mark student assignments	147	2.70	1.088
I keep records showing students progress	145	2.74	1.067
At the end of the lesson I give students assignments	147	2.56	1.054
I make lesson plans for each days lesson	140	2.43	1.094
I prepare in advance what to teach before the term begins	145	2.72	1.085
I check to ensure all students take notes	144	2.66	1.032
I keep at school throughout the day	145	2.19	.986
I seek permission from school authority in case of absenteeism	46	2.60	1.028
I always report at school on time	146	2.50	1.116
Over all	134	2.57	0.816

Table 4.6 indicates that responses on teachers' job performance with employee relations were low indicated by the overall mean 2.57. Respondents rated themselves highest on the item "I keep records showing students progress" with mean = 2.74 and rated themselves lowest on the item "I keep at school through out the day" with mean = 2.19. Respondents' views from qualitative data showed a slight disagreement with job performance, teachers from private

secondary schools low performance in science subjects yet they are now compulsory. One teacher from a private school said that almost all our students in the previous three years have been missing first grades due to poor performance in science subjects. On the other side there are teachers' especially from Government aided schools who showed that their performance was at least fair. One teacher said I have been getting distinctions and credits in the last two years Uganda National Examination Board exams which is a sign of good job performance. For the purposes of getting an overall picture of how respondents rated themselves on job performance all items in Table 4.6 were aggregated into one average index (Jperformance), whose arithmetic mean = 2.57 suggesting low teachers job performance and standard deviation = 0.816. Figure 4.1 shows a graphical depiction of how teachers rated them selves on performance:

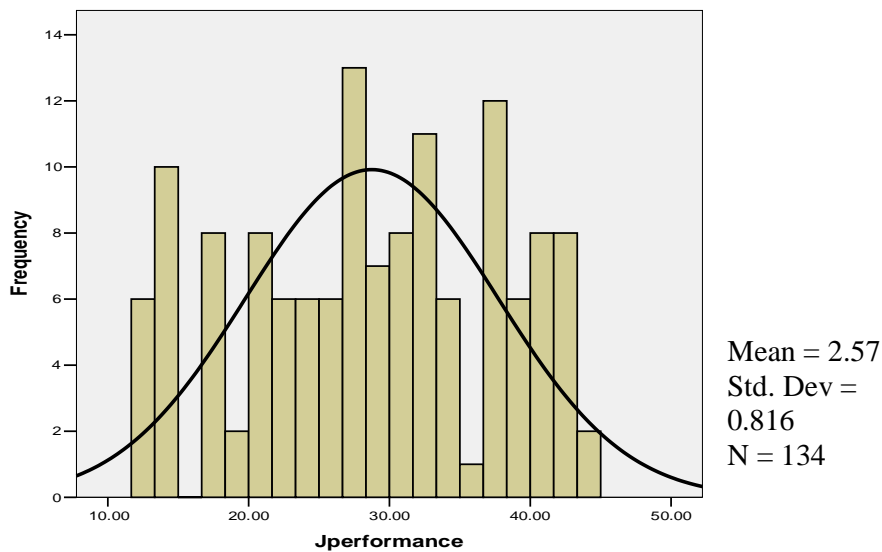


Figure 4.1: Histogram and curve showing how teachers rated themselves with job performance

Figure 4.1 shows that there was normal distribution of scores on all items of job performance, implying that respondents were not biased on either extreme of job performance. Now attention turns to how the dependent variable (Jperformance) varied with background variables:

4.2.1 Variation of job performance with age

The interest here was on whether job performance varied with ones age. Table 4.7 shows descriptive statistics and ANOVA results on the same:

Table 4.7: Descriptive statistics and ANOVA on how job performance varied with respondents' age

Age group in years	Frequency	Mean	Std Deviation	F	Sign
20 – 40	86	2.9	0.71	20.925	.000
41 – 60	27	2.1	0.85		
61 – 80	21	2.0	0.47		
Total	134	2.3	0.67		

The means in Table 4.7 suggest that respondents in the age group “20-40 years” performed highly with mean = 2.9 and low in other age groups. To test whether the differences were significant, the F value 20.92 was considered, whose significance was .000 is less than $\alpha = 0.01$, hence the research hypothesis is accepted that age groups have effect on teachers job performance at the one percent level of significance.

4.2.2 Variation of job performance with sex

To find out whether job performance varied with sex a t-test was done. Table 4.8 shows pertinent results:

Table 4.8: Descriptive statistics and t-test results on how performance varied with sex

Sex	Frequency	Mean	Std Deviation	t	Sign
Male	81	2.7	0.8	1.57	.118
Female	53	2.4	0.7		
Total	134	2.5	0.8		

The means in Table 4.8 suggests that male teachers performed higher than female teachers.

To test whether sex affected teachers job performance the t value = 1.57 was considered and its significance value .118 which is greater than $\alpha = 0.05$ hence the null hypothesis is accepted that sex of respondents does not affect teachers job performance at the five percent level of significance

4.2.3 Variation of performance and level of education

The study was interested in whether job performance varied with respondents' level of education. Table 4.9 shows descriptive statistics and ANOVA results on how job performance varied with teachers' teachers' level of education:

Table 4.9: Descriptive statistics and ANOVA on how job performance varied with teachers' level of education

Level of education	Frequency	Mean	Std. deviation	F	Sig.
Grade V	40	2.7	0.7	0.590	0.444

Graduate	89	2.5	0.8		
Total	129	2.6	0.8		

The means in Table 4.9 indicates that Grade V teachers with mean = 2.70 perform better than graduate teachers with mean = 2.58. However considering the F value 0.590 whose significance sig. = 0.444 is greater than $\alpha = 0.05$, the null hypothesis is accepted that level of education does not significantly affect teachers job performance at the five percent level of significance.

4.2.4 Variation of job performance and marital status

To find out whether teachers' job performance varied with marital status, a t-test was done and the results are displayed in Table 4.10:

Table 4.10: Descriptive statistics and t-test results on how job performance varied with marital status

Marital status	Frequency	Mean	Std. deviation	t	Sig.
Single	56	2.6	0.9	0.708	0.914
Married	77	2.6	0.7		
Total	153	2.6	0.8		

The means in Table 4.10 suggest that there is apparently no difference in performance between married and single teachers. To confirm this t value of = 0.708 was considered and its calculated significance value = 0.914 which is greater than $\alpha = 0.05$ hence the null

hypothesis is accepted that there is no significant relationship between marital status and performance at the five percent level of significance.

4.2.5 Variation of job performance and length of service as a teacher

The study was interested in whether job performance varied with teachers' length of service.

Table 4.11 shows pertinent descriptive statistics and ANOVA results:

Table 4.11: Descriptive statistics and ANOVA on how job performance varied with teachers' length of service

Length of service as a teacher in (yrs)	Frequency	Mean	Std. deviation	F	Sig.
1 – 10	78	2.8	.85	5.5	.005
11 – 20	34	2.3	.66		
21 – 30	17	2.3	.74		
Total	129	2.6	.82		

The means in Table 4.11 suggest that teachers of one to 10 years teaching experience with mean = 2.8 perform better than teachers in other age groups. To test whether length of service affects teachers' job performance, F value = 5.5 was considered whose significance (Sig.) is 0.005, which is lower than $\alpha = 0.01$ hence the research hypothesis is accepted that length of service affects teachers job performance at the one percent level of significance.

4.3 Verification of hypotheses

This Section deals with verification of the three hypotheses of the study:

4.3.1 Hypothesis One

The first hypothesis in the study was that teacher-to-teacher relationships have positive effect on job performance of teachers in secondary schools in Kawempe Division. Using seven questions or items, respondents were asked to do self- rating on teacher-teacher relationships. The rating was done according to Likert scale (Likert, 1932) ranging from one to represent

Strongly Disagree, two for Disagree, three for Agree and four for Strongly Agree. Descriptive statistics resulting there from are given as in Table 4.12:

Table 4.12: Descriptive statistics on teacher-to-teacher relationships

Teacher-to-teacher relationships	Frequency	Mean	Std. Deviation
I consult fellow teachers on teaching methods	147	2.44	1.12
I supervise students with fellow teachers.	145	2.65	1.0
Whenever I am sick other teachers are ready to fill the gap	146	2.71	0.99
I consult fellow teachers on how to assist weak students	145	2.48	1.03
I am part of teacher cash circles	143	2.32	1.03
I consult fellow teachers on subject matter	139	2.59	1.1
I always discuss important issues with fellow teachers before staff meetings	147	2.55	1.1
Total	134	2.54	0.78

The means in Table 4.14 indicates that respondents rated highest on item “whenever I am sick other teachers are ready to fill the gap (mean = 2.71)” and rated low on item “I am part of teacher cash circles (mean = 2.32)”. On average teachers rated low with teacher-to-teacher relationships as represented by over all mean = 2.54. This suggests indecision with teacher-to-teacher relationships. Respondents’ views from qualitative data also showed indecision with teacher-to-teacher relationships. In the interviews conducted one teacher said when I

was sick I requested my fellow teachers from my department to fill the gap by covering the lessons I was supposed to teach but they ignored my request, and adds that my students had to spend two weeks without Biology lessons. This suggested indecision with teacher-to-teacher relationships. For the purpose of getting an overall picture of how respondents rated themselves on teacher-to-teacher relations, all items in Table 4.12 were aggregated into one index (Tteacher) with arithmetic mean = 2.54 and standard deviation 0.78. To test whether there was normal distribution of scores on teacher-to-teacher relations (Tteacher index) a frequency histogram and curve were generated as in Figure 4.2:

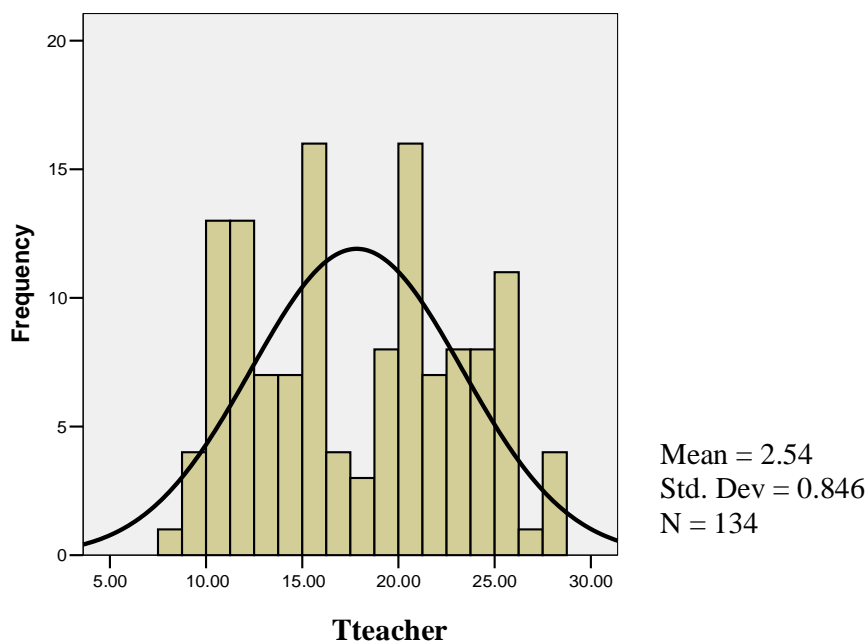


Figure 4.2: Frequency histogram curve for the index Tteacher

The Figure 4.2 suggests normal distribution of scores by respondents on teacher-to-teacher relations (i.e. index Tteacher). To test further whether teacher-to-teacher relationships

(Tteacher) have effect of job performance (Jperformance) the two indices were graphically co-related as in Figure 4.3:

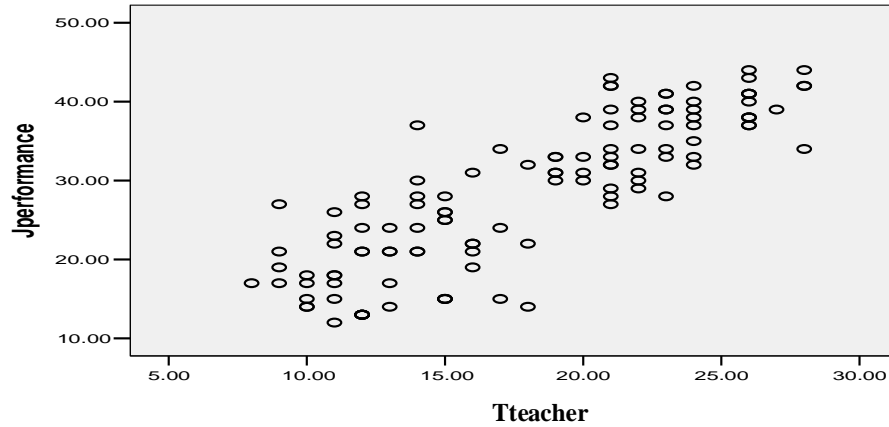


Figure 4.3: Scatter or dot graph showing correlation between teacher-to-teacher relationships and job performance

The scatter or dot graph suggests that there is a positive linear correlation between teacher-to-teacher relations and job performance. To confirm this, the two indices (Jperformance and Tteacher) were correlated using Person's Product Moment Correlation index, yielding the results in Table 4.13:

Table 4.13: Pearson’s product moment correlation between teacher-teacher relationships and job performance

Variables	Pearson’s	Job performance	Teacher-to-teacher relations
Job performance	Pearson’s correlation	1	.846
	Sig.		.000
	N	134	119
Teacher-to-teacher relations	Pearson’s correlation	.846	1
	Sig. (2 tailed)	.000	
	N	119	131

Pearson’s Product Moment correlation in Table 4.13, $r = 0.846$ had sig. value = 0.000 which is less than $\alpha = 0.01$. Hence the research hypothesis is accepted that there is a significant positive relationship between teacher-to-teacher relationships and teachers’ job performance at the one percent level of significance.

4.3.2 Hypothesis Two

The second hypothesis of the study was that teacher-to-headteacher relationships have positive significant effect on job performance of teachers in secondary schools in Kawempe Division. Using 11 questions respondents were asked to do self rating on teacher-to-headteacher relationships. The rating was done according to Likert scale (Likert, 1932) ranging from one to represent Strongly Disagree, two for Disagree, three for Agree and four for Strongly Agree. Descriptive statistics resulting there from are given in Table 4.14:

Table 4.14: Descriptive statistics on teacher-to-head teacher relations

Teacher-teacher relationships	Frequency	Mean	Std. Deviation
I share jokes with my head teacher	146	2.04	.996
The head teacher attends to my problems	146	2.41	.915
I accept extra tasks assigned by head teacher	146	2.55	1.05
The head teacher allows me to go for further studies	143	2.41	1.15
The head teacher pays my allowances on time	145	2.13	1.036
I accept extra tasks assigned by head of department	144	2.72	1.041
The head teacher listen to me	141	2.47	0.922
The head teacher encourages me to invest for the future	140	2.25	1.145
I communicate properly with my head teacher	138	2.52	1.005
The head teacher allows me to express my views in staff meetings.	145	2.79	0.980
Whenever I have a different view from the head teacher I am not mistreated	144	2.60	1.03
Total	115	2.44	0.068

The means in Table 4.14 indicates that teachers rated slightly below average on teacher-to-headteacher relations with mean = 2.44. Teachers highest rating was item “the head teacher allows me to express my views in staff meetings with mean = 2.79 and lowest rating was on

item I share jokes with my head teacher mean = 2.04”. This suggests that respondents disagreed with teacher-to-head teacher relationships. The findings from qualitative data showed indecision with teacher-to-head teacher relationships, in the interview conducted one respondent said “my head teacher is hardly at school and when is at school there a few chances of getting him to present my problems” yet the other respondent from a private school said that my head teacher is not approachable, whenever I go to him is unhappy denying me an opportunity to discuss with him. This suggests that teacher-to-head teacher relationships in Kawempe Division were bad agreeing with the overall mean (2.44) from Table 4.14 which showed indecision with teacher-to-head teacher relationships. For the purposes of getting an overall picture of how respondents rated themselves on teacher-to-head teacher relations all the questions or items in Table 4.15 were aggregated into one average index (Thead) with arithmetic mean = 2.44 and standard deviation 0.068. To test whether there was normal distribution of scores on teacher-to-head teacher relations index (Thead) a histogram and curve were generated as shown in Figure .4.4:

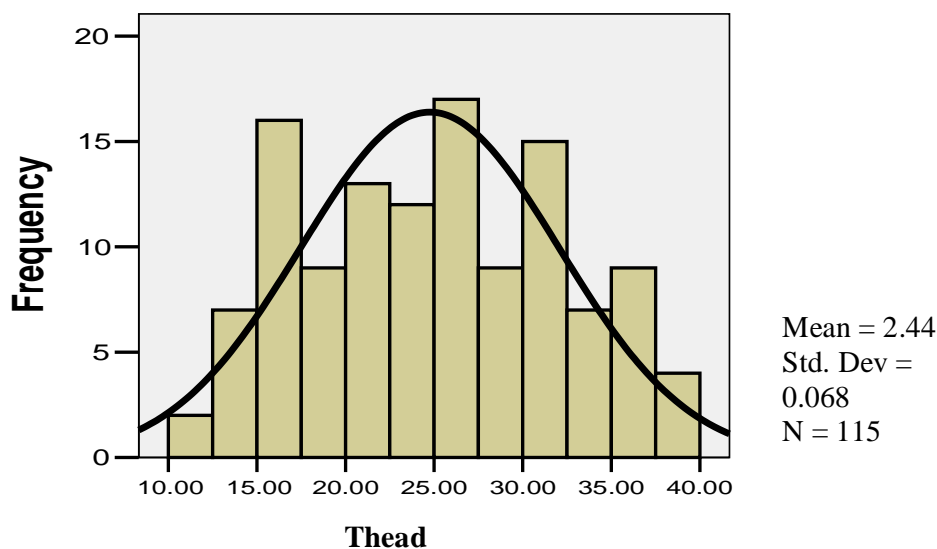


Figure 4.4: Frequency histogram curve for index teacher-to-head teacher relations (Thead)

The curve in Figure 4.4 suggests normal distribution of scores on the index (Thead). To test further whether teacher-to-head teacher relationships have effect on job performance the two indices (Jperformance and Thead) were graphically correlated using a scatter or dot graph as in Figure 4.5:

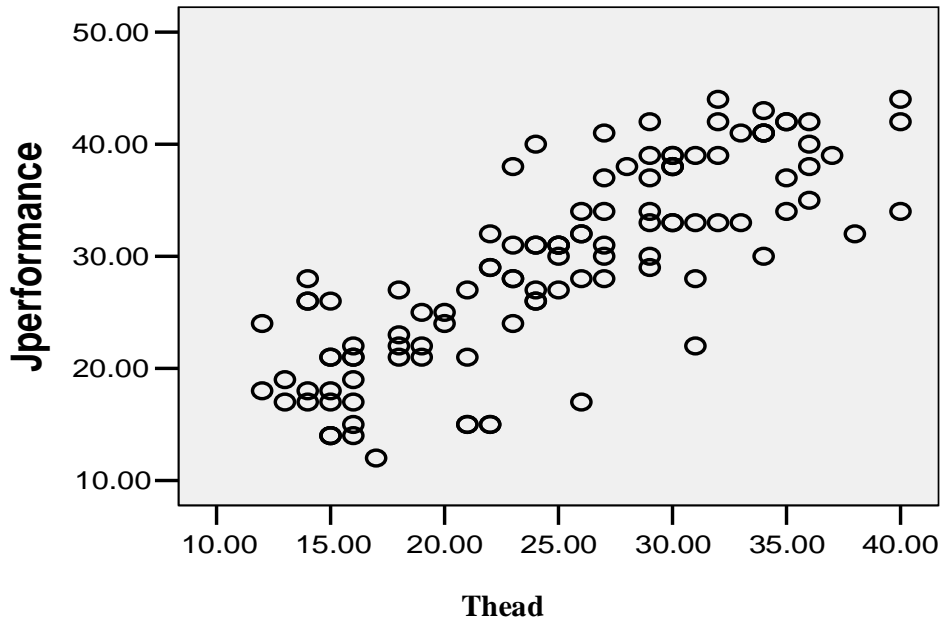


Figure 4.5: Scatter or dot graph showing correlation between teacher-to-head teacher relationships and job performance

The scatter or dot graph in Figure 4.5 suggests that there was a positive linear correlation between job performance and teacher-to-head teacher. To confirm this, the two indices (Jperformance and Thead) were correlated using Pearson's Product Moment Correlation as in Table 4.15:

Table 4.15: Pearson’s product moment correlation between teacher-to-head teacher relationships and job performance

Variables	Pearson’s	Job-performance	Teacher-to-head teacher
Job performance	Pearson’s correlation	1	0.814
	Sig. 2-tailed		.000
	N.	134	109
Teacher-to-headteacher	Pearson’s correlation	0.814	1
	Sig. (2 tailed)	.000	-
	N	109	115

Pearson’s Product Moment correlation in Table 4.15 between job performance and teacher-to-headteacher relations yielded $r = 0.814$ and sign. value = 0.000 is less than $\alpha = 0.01$. This indicated that job performance of teachers in secondary schools in Kawempe Division, was positively influenced by teacher-to-head teacher relations at the one percent level of significance.

4.3.3 Hypothesis Three

The third hypothesis of the study was that, teacher-to-non teaching staff relations have positive significant effect on job performance of teachers in secondary schools in Kawempe Division. Using five questions respondents were asked to do self rating on teacher-to- non-teaching staff relations. The rating was done according to Likert scale (Likert, 1932) ranging from one to represent Strongly Disagree, two for Disagree, three for Agree and four for Strongly Agree. Descriptive statistics resulting there from are given in Table 4.16:

Table 4.16: Descriptive statistics on teacher-to-non teaching staff relations

Teacher-to-non teaching staff relationships	Frequency	Mean	Std. Deviation
I sit with non-teachers to programme activities of the school	145	2.08	1.007
I acknowledge the views of non-teaching staff	145	2.37	-.942
I assist non-teachers when faced with serious problems	143	2.56	-.947
I see non-teachers as colleagues	145	2.65	-.932
I always assist non-teaching staff to get what they want to perform their duties	144	2.6	-1.020
Total	139	2.47	0.707

Table 4.16 indicates that teachers rated themselves slightly below average with mean = 2.47. Teachers rated themselves highest on item “I see non teachers as colleagues mean = 2.65 and rated lowest on item I sit with non teachers to programme activities of the school”. This suggests that respondents disagreed with teacher-to-non teaching staff relationships. Respondents from qualitative data showed negative results with teacher-to-non teaching staff relationships, one respondent said it is not easy for me to associate with people who never went to school but I can associate with the educated non-teaching staff like the bursar, caterer, school nurse, sports officer among other educated non-teaching staff. The other respondent noted that “ I would be ready to associate with the non teaching staff but the tight programme I have does not permit this”. For purposes of getting an overall picture of how respondents rated themselves on teacher-to-non teaching staff relations all items in Table

4.16 were aggregated into one average index (Tsupport) with arithmetic mean = 2.47 and standard deviation of 0.707. To test whether there was normal distribution of scores on teacher-non teaching staff relations (Tsupport) a frequency histogram and curve were generated as in Figure 4.6:

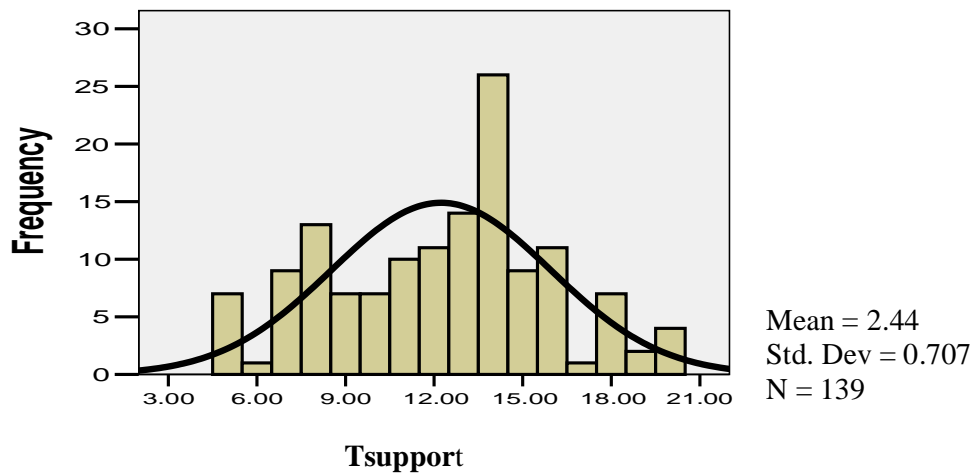


Figure 4.6: Histogram curve for index teacher-support staff

According to Figure 4.6 there was normal distribution of scores on teacher-to-non teaching staff relationships (i.e. index Tsupport). To test further whether teacher-to-non teaching staff relations have effect on teacher's job performance, the two indices were graphically correlated using a scatter or dot graph as given in Figure 4.7:

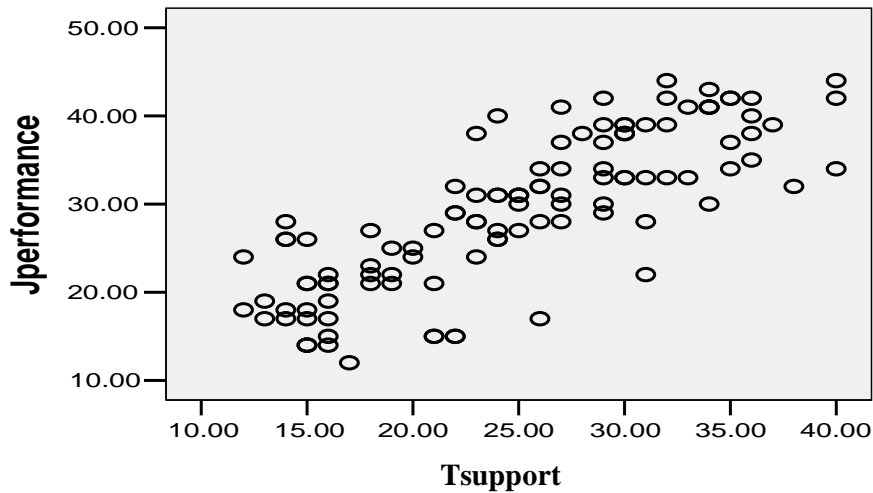


Figure 4.7: Scatter or dot graph showing correlation between teacher-to-non teaching staff relations and job performance

The scatter or dot graph figure 4.7 suggests positive linear correlation between job performance and teacher support. To confirm this, the two indices (Jperformance and Tsupport) were correlated using Pearson’s Product Moment Correlation as given in Table 4.17:

Table 4.17: Pearson’s Product Moment Correlation between the two indices teacher-to-support staff relations and job performance

Variables	Pearson’s	Job performance	Teacher-support staff
Job performance	Pearson’s correlation	1	0.662
	Sig. 2-tailed	-	.000
	N.	134	128
Teacher-support	Pearson’s correlation	.662	1
	Sig. (2 tailed)	.000	-

staff	N	128	139
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Table 4.16 shows that the correlation between the two indices yielded $r = 0.662$ whose significance value = 0.000 is less than $\alpha = 0.01$. Hence the research hypothesis is accepted that teacher-to-non teaching staff relationship positively influenced teachers' job performance in Kawempe Division at the one percent level of significance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This Chapter presents the discussion of the study basing on the respective research hypotheses. After the discussion, conclusions are drawn and recommendations as well as suggesting areas for further research.

5.1 Discussion

In this Section, discussions about the hypotheses are presented.

5.1.1 Hypothesis One

Hypothesis One to the effect that teacher-to-teacher relationships have positive significant effect on job performance of teachers' in secondary schools in Kawempe Division was supported by study findings. This is in congruence with Ngo'ongah (1991) who in a study about comparison between performance of trained and untrained teachers in the teaching of English in Ugandan secondary schools found out that the relationship between teacher and fellow teachers contributes towards teachers' job performance. For instance teachers who consulted more from their trained counterparts on problems of methodology performed highly. The finding was also in agreement with Kaggwa (2003) in a study about contribution of teachers involvement in the administration and teachers' job performance in private secondary schools in Kampala District found out that those teachers who collaborated and dialogued on various aspects achieved educational goals.

The finding is of empirical support to Robbins and Coulter (2005: 378) who asserted that the more cohesive a group is the more its members will improve their performance leading to achievement of educational goals. Likewise the finding is also empirically supported by Broudy (1962) cited in Mpeirwe (2007: 61) who put it that teachers' need to consult fellow teachers' on when a particular learning material will be necessarily for use in not to merely think every thing will be important during instruction. All in all, the study finding led to a conclusion that when teacher-to-teacher relationships are good, teachers' job performance is also good hence the need to improve this relationship to improve secondary school teachers' job performance.

5.1.2 Hypothesis Two

Hypothesis Two was to the effect that teacher-to-head teacher relationships have a positive significant effect on the job performance of teachers' in secondary schools in Kawempe Division was supported by study findings. The finding was in consonance with Ssenabulya (2007) in a study about management appraisal practices and teachers' job performance in primary schools in Kampala District found out that joint decision making between teachers' and headteachers improves teachers' job performance. The finding in addition concurred with Kamwine (2004) in a study about management appraisal practices and teachers' job performance in government aided secondary schools in Kampala District found out that when teachers' and head teachers are involved in setting of school goals teachers' job performance increases. The finding is empirical support to Namirembe-Bitamazire (1994) who asserts that effectiveness of secondary school teachers' job performance depends on the relationship between the headteacher as a leader and the teachers' as the led. The headteacher must stimulate teachers' to react positively to educational goals and objectives. Further the finding is supported by Maicibi and Owalabi (2005: 116) who asserted that the head teacher is

expected to stand out as a team and remain supportive to teachers' if they are to improve on their job performance. All in all the study finding lead to a conclusion that when teacher-to-headteacher relationships are good teachers' job performance is high hence the need to improve teacher-to-head teacher relationships for better job performance of teachers' in Kawempe Division.

5.1.3 Hypothesis Three

Hypothesis Three to the effect that teacher-to-non teaching staff relationships have a positive significant effect on job performance of teachers' in secondary schools in Kawempe Division was supported by study findings. The finding is in agreement with Kitembo (1995) in a study about the impediments to effective performance of teachers' in selected Kabarole District schools found out that teacher-to-non teaching staff relationships affects teachers' job performance for instance in schools where teachers had no time to interact with non teaching staff performed poorly. This was empirically supported by Ijaiye and Ankoire (2005: 212) who asserted that individuals in a team should have a special contribution to make one way in which a person can contribute to team effort is by presenting information and problems from ones immediate area of responsibility, especially such information and problems that have significance to total effectiveness of the education institution. Further the finding is empirically supported by Jeffrey and Braton (2003: 273) who asserted that such groups should work as a cross function team by bringing together the knowledge and skills of individuals from various work areas to achieve better performance. All in all this finding lead to a conclusion that when teacher-to-non teaching staff relationships are good teachers' job performance is high hence the need to improve this relationship for better teachers' job performance.

5.2 Conclusions

This section gives the conclusion from discussion based on hypotheses.

1. From Hypothesis One it is established that when teacher-teacher relationships are good teachers job performance is also good hence the need to improve this relationship to improve teachers job performance.
2. From Hypothesis Two, it is established that when teacher-head teacher relationships are good teachers job performance is high hence the need to improve teacher-headteacher relationships for better job performance of teachers in secondary schools in Kawempe division.
3. From Hypothesis Three, it is further established that when teacher non-teaching staff relationships are good teachers job performance is high hence the need to improve the relationships between the two for better teacher job performance.

5.3 Recommendations/ Suggestions

In view of the conclusions, it is recommended that Government through Ministry of Education and Sports, universities, tertiary institutions, administrators, head teachers, teachers and the non-teaching staff together with the boards of governors put in place the following.

1. To encourage teachers interact freely in areas of academic social and economic circles to improve on their job performance.
2. Should encourage teacher-headteacher relationships through sharing decisions in meetings as colleagues aiming for a common goal if teachers' job performance is to be improved.
3. Teachers and non-teachers should be encouraged to consult one another over key issues arising in schools if teachers' job performance is to be improved.

5.4 Areas of further research

Due financial and time constraints the study was centered on teacher-teacher, teacher-head teacher and teacher-to-non teaching staff relation ships. How there were other variables like teacher-to-student, teacher-to-parent and teacher-to-board of governors' relation ships which affects teachers' job performance in secondary schools that needs to be researched on.

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APPENDIX A

**QUESTIONNAIRE ON EMPLOYEE RELATIONS AND TEACHERS JOB
PERFORMANCE FOR TEACHERS IN SECONDARY SCHOOLS IN
KAWEMPE DIVISION**

Dear Respondent

You have been randomly selected as respondents in the above titled survey which is being undertaken as part of educational research in partial fulfillment of the award of master of Arts in Educational Management (MEMA). Your cooperation in administering the instrument will go along way in ensuring success of the said study. Note that the responses will be for academic purposes only and will be treated with utmost confidentiality, after all the entire instrument is anonymous. Please endeavour to fill the instrument within one week and return it completed to the Deputy Headteacher of your school.

Thank you.

Kizza Ssali Francis

BACKGROUND VARIABLES

In this section you are kindly requested to tick that alternative that fits your opinion.

1. Age

(1) 20 – 40

(2) 41-60

(3) 61-80

2. Sex:

(1) Male

(2) Female

3. Level of education

(1) Grade V teacher

(2) Graduate teacher

4. Marital status

(1) Single

(2) Married

5. How long have you served as a teacher

(1) 1-10 Yrs

(2) 11-20

(3) 21-30

INDEPENDENT VARIABLE: EMPLOYEE RELATIONS

Using the key given, choose or tick the right alternative that corresponds with your opinion as follows; Strongly Disagree (SD) Disagree (D) Agree (A) Strongly Agree (SA)

	Teacher-to-teacher Relationships.	SD	D	A	SA
6	I consult fellow teachers on teaching methods.				
7	I supervise students with fellow teachers.				
8	When ever I am sick other teachers are ready to assist to fill the gap.				
9	I always consult fellow on how to assist weak students.				
10	I am part of teacher cash circles.				
11	I consult fellow teachers on subject matter.				
12	I always discuss important issues with fellow teachers before				

	staff meetings.				
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In summary generally comment on teacher-to-teacher relationships in your school

	Teacher-to-head teacher Relations	SD	D	A	SA
13	I share jokes with my head teacher.				
14	The head teacher attends to my problems.				
15	I accept extra tasks assigned by the headteacher.				
16	The head teacher encourages me to go for further studies.				
17	The head teacher pays my allowances on time.				
18	I accept responsibilities from the head of department.				
19	The head teacher is ever ready to listen to me.				
20	The head teacher encourages me to invest for the future				
21	I communicate properly with my head teacher.				
22	The head teacher allows me to express my views in staff meetings.				
23	When ever I have a different view from that of the head teacher am not mistreated.				

In summary comment on your teacher-to-head teacher relationships in your school

.....

	Teacher Non-to-teaching Staff Relations	SD	D	A	S
24	I sit with non-teachers to programme activities of the school.				
25	I acknowledge the views of non-teaching staff in staff meetings.				
26	I assist non-teachers when they are faced with serious problems.				
27	I see non-teachers as colleagues.				
28	I always assist non teaching staff to get what they want to perform their duties.				

In summary generally comment on your relationship with the non-teaching staff

DEPENDENT VARIABLE: JOB PERFORMANCE

	Teachers Job Performance	SD	D	A	SA
29	I always report at school on time.				
30	I seek permission from authority in case of absenteeism.				
31	I keep at school through out the day.				
32	I check to ensure that all students take notes.				
33	I prepare in advance what to teach before the term begins.				
34	I make lesson plans for each day's lesson.				
36	At the end of the lesson I give students an assignment				
37	I keep records showing students progress.				

38	I always mark students' assignments.				
39	I cover the course content given at the beginning of term.				
40	I give out feed back from students' assignments.				

Thank you very much for making this study a success may the almighty God rewards you abundantly.

APPENDIX B
EMPLOYEE RELATIONS AS CORRELATES OF TEACHER PERFORMANCE IN
SECONDARY SCHOOLS IN KAWEMPE DIVISION

BY

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ABSTRACT

The purpose of the study is to establish the relationship between employee relations and job performance of teachers in secondary schools in Kawempe Division. The specific objectives of the study were to investigate the effect of each of (i) teacher-to-teacher (ii) teacher-to-head teacher and (iii) teacher-to-non teaching staff, relations on job performance of teachers in secondary schools in Kawempe Division. The study was a non experimental, co-relational and cross-sectional survey biased to the quantitative approach, involving 150 teachers, with 96 of them from 10 privately owned secondary schools and 54 of them from four government-aided ones. Primary data were collected using a Likert-scaled self-administered questionnaire. Hypotheses were tested using Pearson's Linear Correlation Co-efficient.

The study found a significantly positive relationship between each of (i) teacher-to-teacher (ii) teacher-to-head teacher and (iii) teacher-to-non teaching staff relations, and secondary teachers' job performance in Kawempe Division. The conclusions were that good (i) teacher-to-teacher (ii) teacher-to-head teacher (iii) teacher-to-non teaching staff, relations are necessary to improve job performance of teachers in secondary schools in Kawempe Division. It is thus recommended that to improve teacher performance, stakeholders such as head teachers and boards of governors should (i) allow teachers interact freely in areas of academic, social, economic and all possible circles. (ii) Encourage teacher-to-head teacher relations through sharing decisions in meetings as colleagues aiming for a common goal. (iii) Encourage teachers and non-teachers to interact and advise one another over key issues arising in schools.

1.0 INTRODUCTION

Secondary school teachers' job performance plays a major role in determining the quality of education products. Good teachers' job performance in form of punctuality, presence at school, acceptance of responsibility, preparations and harmonious relationships at school leads to attainment of educational objectives such as attainment of good grades. Despite this, Kawempe Division in north western Kampala suffers the problem of poor performance by secondary school teachers reflected in form of poor student academic grades, more especially in private secondary schools; rampant late coming, lack of enough preparations to teach and absenteeism. If this low performance of teachers is left unattended to, the quality of education products from Kawempe Division will deteriorate. Despite the multiplicity of possible causes of the problem, this study is interested in the contribution of employee relations to the said problem.

2.0 OBJECTIVES

The purpose of the study is to establish the relationship between employee relations and job performance of teachers in secondary schools in Kawempe Division. The specific objectives of the study will be:

- (iv) To investigate the effect of teacher-to-teacher relations on job performance of teachers in secondary school in Kawempe Division.
- (v) To establish the effect of teacher-to-head teacher relations on job performance of teachers in secondary schools in Kawempe Division.
- (vi) To disclose the effect of teacher-to-non teaching staff relations on job performance of teachers in secondary schools in Kawempe Division.

3.0 RELATED LITERATURE

3.1 Teacher-to-teacher relations and teachers' job performance

According to Fleet (1998), group cohesiveness is very important in organizational settings. A highly cohesive group is the one in which members pull together, enjoy being together, perform well together and are not looking for opportunities to get out of the group. Similarly, Robbins and Coulter (2005) assert that the more cohesive a group is, the more its members will improve on their performance leading to achievement of goals. Members in such a cohesive group should set objectives of what to do and how effectively they are to perform. In the teaching learning process, Broudy (1962 cited in Mpeirwe, 2007) asserts that teachers need to consult themselves on when a particular material will be necessarily for use, and not to merely think every thing will be important during instruction. The above literature suggests that teachers should interact and co-operate freely in all aspects to improve on their job performance: are there any empirical studies in support? Ngo'ongah (1991) in a study of secondary schools in Uganda found out that the relationship between a teacher and fellow teachers contributes positively towards teachers' job performance. In the same way, Kagwa (2003) in a study of private schools in Kampala District found out that teachers who associated freely with fellow teachers had better performance.

3.2 Teacher-to-head teacher relations and teachers' job performance

Nkata (2006) asserts that in order to get best results, a manager must co-operate with subordinates. Cole (1997) emphasizes that subordinates should not be undermined by the manager, because their views can influence and modify decision. In the same vain Maicibi (2005) asserts that subordinates can frustrate super-ordinates by neglecting responsibilities assigned. Thus for an organisation such as a school to succeed in its mission, teachers must

actively be involved and made aware of their function and above all take pride in the art of sub-ordinateship and follower-ship. The head teacher is expected to stand out as a team leader and remain supportive to teachers if they are to improve on their performance (Maicibi & Owolabi, 2005). Studies have looked into how teacher-head teacher relations affect teacher performance. For example, Kamwine (2004) in a study of government-aided schools in Kampala District found out that where teachers and head teachers were both involved in setting of school goals, teachers' job performance was enhanced. Similarly, Ssenabulya (2007) empirically found out that joint decision making between teachers and headteachers improves teachers' performance in primary schools in Kampala District.

3.3 Teacher-to-non teaching staff relations and teachers' job performance

According to Neema (2004), total quality management is total in the sense that it involves every one in the organization. It covers every process and every person. Braton & Jeffrey (1988) assert that "such groups should work as a cross function team by bringing together the knowledge and skills of individuals from various work areas or groups to achieve better performance" (p. 273). Similarly, Robbins and Coulter (2005) emphasize the concept of roles that should be played by different groups to ease the work of others. Passi (1992) asserts that since teachers in a school do not live in isolation of non-teachers it is important that they cooperate with various members of the school in close collaboration and consultation with one another, respecting the status and expectations of others. For instance teachers should respect cooks as cooks do respect teachers' roles. While the above literature showed a positive correlation between teachers and non teachers' relations, Kisembo (1995) in a study of schools in Kabarole District empirically found out that it is very difficult for teachers to interact freely with non-teachers because of the nature of teachers work. For instance, teachers are always on duty, they have to prepare lesson plans, mark large volume of books

and lead extra curricular activities yet the non teaching staff is not heavily burdened leaving teachers at school to suffer with most work.

4.0 HYPOTHESES

The hypotheses of the study were:

- (iv) Teacher-to-teacher relations have effect on job performance of teachers in secondary schools in Kawempe Division.
- (v) Teacher-to-head teacher relations have effect on job performance of teachers in secondary schools in Kawempe Division.
- (vi) Teacher-to-non teaching staff relations have effect on job performance of teachers in secondary schools in Kawempe Division.

5.0 METHODOLOGY

This was a non experimental, co-relational and cross-sectional survey biased to the quantitative approach, involving collection of primary data using a Likert-scaled self administered questionnaire, reliabilities of whose sections are given in Table 1:

Table 1: Reliability indices for the respective sections of the questionnaire

Variable	Description	Construct	Number of items	Cronbach alpha
Dependent	Job performance		11	.933
Independent	Employee relations	Teacher-teacher relations	7	.848
		Teacher-head teacher relations	11	.884
		Teacher-non teaching staff relations	5	.824

According to Cronbach's Alpha Coefficient Test (Cronbach, 1971), the questionnaire was reliable for the study as all coefficients in Table 1 were above 0.5. Using the said questionnaire, data were collected from 150 teachers, with 96 of them from 10 privately owned secondary schools and 54 of them from four government-aided ones: other details about respondents are given in Table 2, which suggests that the typical responding teacher was aged between 20 and 40 (64%), a male (58%), graduate (70%), married (58%), and having served not more than 10 years (59%). Hypotheses were tested using Pearson's Linear Correlation Method.

Table 2: Descriptive statistics for personal information of the respondents

Description	Category	Frequency	Percentage
Age group in years	20-40	94	63.9
	41-60	30	20.4
	61-80	23	15.6
Sex	Male	85	57.8
	Female	62	42.2
Level of education	Grade V teacher	42	30.2
	Graduate teacher	97	69.8
Marital status	Single	61	41.8
	Married	85	58.2
Length of service as teacher (years)	Up to 10	83	58.9
	11 to 20	38	27.0
	21 to 30	20	14.2

6.0 DESCRIPTION OF DEPENDENT VARIABLE: JOB PERFORMANCE

The dependent variable in the study was job performance conceptualized in terms of 11 questions each Likert scaled from one to represent Strongly Disagree, two for Disagree, three for Agree and four for Strongly Agree. Table 3 illustrates pertinent descriptive statistics:

Table 3: Descriptive statistics on dependent variable (job performance)

Indicator of job performance	Mean	Standard deviation
I always report at school on time	2.50	1.116
I seek permission from school authority in case of absence	2.60	1.028
I keep at school throughout the day	2.19	.986
I check to ensure all students take notes	2.66	1.032
I prepare in advance what to teach before the term begins	2.72	1.085
I make lesson plans for each day's lesson	2.43	1.094
At the end of the lesson I give students assignments	2.56	1.054
I keep records showing students progress	2.74	1.067
I always mark student assignments	2.70	1.088
I cover the course content given at the beginning of term	2.54	1.034
I give out feedback from student assignment	2.73	1.101
Over all	2.57	0.816

Table 3 indicates that responding teachers rated themselves fair on job performance (overall mean = 2.57). Respondents rated themselves highest on the item “I keep records showing students progress” with mean = 2.74 and rated themselves lowest on the item “I keep at school throughout the day” with mean = 2.19. To get an overall picture of how respondents rated themselves on job performance, all items in Table 3 were aggregated into one average index (Jperformance), whose arithmetic mean = 2.57 and standard deviation = 0.816.

7.0 VERIFICATION OF HYPOTHESES

7.1 Hypothesis One

The first hypothesis in the study was that teacher-to-teacher relations have positive effect on job performance of teachers in secondary schools in Kawempe Division. Using seven questions or items, respondents were asked to do self-rating on teacher-to-teacher relations, basing on a Likert scale from one to represent Strongly Disagree, two for Disagree, three for Agree to four for Strongly Agree. Descriptive statistics resulting there from are given as in Table 4:

Table 4: Descriptive statistics on teacher-to-teacher relationships

Indicator of teacher-to-teacher relations	Mean	Standard deviation
I consult fellow teachers on teaching methods	2.44	1.12
I supervise students with fellow teachers	2.65	1.00
Whenever I am sick other teachers are ready to fill the gap	2.71	0.99
I consult fellow teachers on how to assist weak students	2.48	1.03
I am part of teacher cash circles	2.32	1.03
I consult fellow teachers on subject matter	2.59	1.10
I always discuss issues with fellow teachers before meetings	2.55	1.10
Total	2.54	0.78

The means in Table 4 indicate that respondents rated themselves averagely on questions of teacher-to-teacher relations (mean = 2.54). To get an overall picture of how respondents rated themselves on teacher-to-teacher relations all items in Table 4 were aggregated into one

index (Tteacher) with arithmetic mean = 2.54 and standard deviation 0.78. To test further whether teacher-to-teacher relations have effect on job performance, the two indices (Tteacher and Jperformance) were co-related using Person's Product Moment Correlation index, yielding $r = 0.846$ and $p = 0.000 < 0.01$. Hence the null hypothesis was rejected in favour of the research hypothesis to the effect that there is a significant positive relationship ($r > 0$) between teacher-to-teacher relations and teacher job performance at the one percent level of significance ($p < .01$).

7.2 Hypothesis Two

The second hypothesis of the study was that teacher-to-head teacher relations have positive effect on job performance of teachers in secondary schools in Kawempe Division. Using 11 questions respondents were asked to do self rating on teacher-to-head teacher relations, using a Likert scale from one to represent Strongly Disagree, two for Disagree, three for Agree and four for Strongly Agree. Descriptive statistics resulting there from are given in Table 5:

Table 5: Descriptive statistics on teacher-to-head teacher relations

Indicator of teacher-to-head teacher relations	Mean	Standard deviation
I share jokes with my headteacher	2.04	.996
The headteacher attends to my problems	2.41	.915
I accept extra tasks assigned by headteachers	2,55	1.050
The headteacher allows me to go for further studies	2.41	1.150
The headteacher pays my allowances on time	2.13	1.036
I accept extra tasks assigned by head of department	2.72	1.041
The head teacher is ever ready to listen to me	2.47	0.922
The headteacher encourages me to invest for the future	2.25	1.145
I communicate properly with my headteacher	2.52	1.005
The headteacher allows me express my views in staff meetings.	2.79	0.980
Whenever I differ in view from head teacher I'm not mistreated	2.60	1.030
Total	2.44	0.068

The means in Table 5 indicates that teachers rated themselves slightly below average on teacher-to-head teacher relations with mean = 2.44. To get an overall picture of how respondents rated themselves on teacher-to-head teacher relations, all the questions or items in Table 5 were aggregated into one average index (Thead) with arithmetic mean = 2.44 and standard deviation 0.068. To test whether teacher-to-head teacher relations have effect on teacher job performance, the two indices (Thead and Jperformance) were correlated using Pearson's Product Moment Correlation, which yielded $r = 0.814$ and $p = 0.000 < 0.01$. Thus the null hypothesis was rejected in favour of the research hypothesis to the effect that job

performance of teachers in secondary schools in Kawempe Division, was positively influenced ($r > 0$) by teacher-to-head teacher relations at the one percent level of significance ($p < .01$).

7.3 Hypothesis Three

The third hypothesis of the study was that, teacher-to- non teaching staff relations have positive effect on job performance of teachers in secondary schools in Kawempe Division. Using five questions respondents were asked to do self-rating on teacher-to- non teaching staff relations, basing on a Likert scale from one to represent Strongly Disagree, two for Disagree, three for Agree and four for Strongly Agree. Descriptive statistics resulting there from are given in Table 6:

Table 5: Descriptive statistics on teacher-non teaching staff relations

Indicator of teacher-to-non teaching staff relations	Mean	Standard deviation
I sit with non-teachers to programme activities of the school	2.08	1.007
I acknowledge the views of non-teaching staff	2.37	.942
I assist non-teachers when faced with serious problems	2.56	.947
I see non-teachers as colleagues	2.65	.932
I always assist non-teaching staff to get what they want to perform their duties	2.6	1.020
Total	2.47	0.707

Table 6 indicates that teachers rated themselves slightly below average on teacher-to-no teaching staff relations with mean = 2.47. To get an overall picture of how respondents rated

themselves on teacher-to- non teaching staff relations, all items in Table 6 were aggregated into one average index (Tsupport) with arithmetic mean = 2.47 and standard deviation of 0.707. To test whether teacher-to-non teaching staff relations have effect on teacher job performance, the two indices (Tsupport and Jperformance) were correlated using Pearson's Linear Correlation Coefficient which yielded $r = 0.662$ and $p = 0.000 < 0.01$. Hence the null hypothesis was rejected in favour of the research hypothesis to the effect that teacher-to-non teaching staff relations positively influenced ($r > 0$) teachers' job performance in Kawempe Division at the one percent level of significance ($p < .01$).

8.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

8.1 Hypothesis One

Hypothesis One to the effect that teacher-to-teacher relations have positive effect on job performance of teachers in secondary schools in Kawempe Division, was upheld by the study findings. This finding is in agreement with those of earlier researchers such as Ngo'ongah (1991) and Kaggwa (2003) who found that teachers who collaborated and dialogued on various aspects with colleagues more performed better. The findings are also in tandem with theoretical assertions such as those of Fleet (1998) and Robins & Coulter (2005) to the effect that a highly cohesive group in making members to pull together, enjoy being together, perform well together improves on member performance. The conclusion to draw from the finding on this hypothesis is that good teacher-to-teacher relations are necessary to improve job performance of teachers in secondary schools in Kawempe Division. It is thus recommended that stakeholders such as head teachers and boards of governors allow teachers interact freely in areas of academic, social, economic and all possible circles.

8.2 Hypothesis Two

Hypothesis Two to the effect that teacher-to-head teacher relations have positive effect on job performance of teachers in secondary schools in Kawempe Division, was upheld by the study findings. This finding is in agreement with those of earlier researchers such as Kamwine (2004) and Ssenabulya (2007) who found out teacher-to-head teacher relations are positively correlated with job performance of teachers. The finding is empirical support for authors (e.g. Cole, 1997; Maicibi, 2005; Nkata, 2006) who assert that in order to get best results, a manager must co-operate with subordinates; that subordinates should not be undermined by the manager, because their views can influence and modify decision. And in particular in the case of a school, the head teacher should stand out as a team leader and remain supportive to teachers if they are to improve on their performance (Maicibi & Owolabi, 2005). The conclusion to draw from the finding on this hypothesis is that good teacher-to-head teacher relations are necessary to improve job performance of teachers in secondary schools in Kawempe Division. It is thus recommended that stakeholders such as head teachers and boards of governors encourage teacher-to-head teacher relations through sharing decisions in meetings as colleagues aiming for a common goal.

8.3 Hypothesis Three

Hypothesis Three to the effect that teacher-to-non teaching staff relations have positive effect on job performance of teachers in secondary schools in Kawempe Division, was upheld by the study findings. This finding renders empirical support to authors such as Neema (2004), who as an advocate of Total Quality Management, contend that management should be total in the sense that it involves every one in the organization, covering every process and every person. It is in line with Braton & Jeffrey (1988)'s submission to the effect that an effective

team “should work as a cross function team by bringing together the knowledge and skills of individuals from various work areas or groups to achieve better performance” (p. 273). In particular, in the case of a school the finding supports Passi (1992) who asserts that since teachers in a school do not live in isolation of non-teachers it is important that they co-operate with various members of the school in close collaboration and consultation with one another, respecting the status and expectations of others. The findings on this hypothesis lead to the conclusion that good teacher-to-non teaching staff relations are necessary to improve job performance of teachers in secondary schools in Kawempe Division, hence the recommendation that stakeholders such as head teachers and boards of governors encourage teachers and non-teachers to interact and advise one another over key issues arising in schools.

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