

**Performance Contract Implementation and School Systems Improvement in Primary  
Schools in Bududa District, Uganda**

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**BU/GS18/EDM/9**

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**Declaration**

I, Cornel Wekoye, hereby declare that this is my original work, and has not been, to the best of my knowledge, presented for any award in any other university or institution of learning.

Signature..... Date.....

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**Approval**

This research dissertation titled “Performance Contracts Implementation and Improvement of School Systems in Primary Schools in Bududa District”, was written by Cornel Wekoye under our guidance and supervision, and has been submitted by our approval.

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### **Dedication**

I dedicate this work to my parents Mzee Edward Weboya and the late Josephine Nabutsale who always yearned for my prosperous future; my beloved wife Esther Tibirindeka; children; David, Jerome, Charles and Regina for enduring patience and understanding, while I was away for the pursuit of this achievement.

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### **List of Acronyms**

CAO - Chief Administrative Officer

CPD - Continuous Professional Development

GPE - Global Partnership for Education

HEIs - Higher Education Institutions

MoES - Ministry of Education and Sports

NAPE - National Assessment of Progress in Education

NCDC - National Curriculum Development Center

NPM – New Public Management

OECD - Organization of Economic Cooperation for Development

PC - Performance Contract

QEP - Quality Education Project

UNESCO - United Nations Educational, Scientific and Cultural Organization

## Abstract

This study assessed the Head teachers' performance contracts implementation and how they relate to school systems improvement in primary schools in Bududa District. The study was guided by four research objectives; to assess the level of implementation of head teachers' performance contracts, to establish the level of improvement in school systems, to determine the relationship between head teachers' performance contracts and school systems improvement, to analyze the challenges headteachers face in implementing performance contracts in primary schools of Bududa District. The study was conducted in two counties of Bududa District and a sample of participants was randomly and purposively selected. The study employed a descriptive cross-sectional survey design with both qualitative and quantitative approaches and data were obtained from 291 respondents who were subjected to open and closed-ended questions. The quantitative data were analyzed using SPSS computer software (Version 25) to generate frequencies, percentages, mean and standard deviation; then Pearson Product Moment Correlation Coefficients were computed to determine the relationship between performance contract implementation and the improvement in the school systems. The results revealed a high level ( $M = 60.53$ ,  $SD = 10.72$ ,  $Min = 29$ ,  $Max = 65$ ) of performance contracting, a high level ( $M = 78.78$ ,  $SD = 14.30$ ,  $Min = 42$ ,  $Max = 104$ ) level of school systems improvement and a high level ( $M = 39$ ,  $SD = 1.94$ ;  $Min = 36$   $Max = 39$ ) of the challenges faced by headteachers in the implementation of performance contracts in Bududa District primary schools. Further, the results revealed a significant and positive relationship ( $r = 0.81$ ,  $p < 0.01$ ) between performance contracts and school systems improvement in primary schools in Bududa District. The results also revealed that headteachers face various challenges including among others issues of welfare, limited resources, low levels of stakeholder involvement, funding inadequacies and lack of interest by teachers. The study concluded that if performance contracts are well implemented, there could be enhanced headteachers and teachers' commitment to their job, hence resulting in school systems improvement in Bududa District as evidenced by: good examination results, parental support, increased time on task, regular attendance by students and teachers, improved teaching practices, and accountability. It was recommended that measures be put in place to improve performance contracts by strengthening teaching and learning conditions, motivation of teachers, infrastructure development, professional advancement and building relationships inside and outside the school community. There is also a need to address the challenges that impede the implementation of performance contracts.

## **Chapter One**

### **Introduction**

#### **Overview**

This chapter presents the background to the study, problem statement, purpose, specific objectives, research questions, and hypotheses, the significance of the study, scope, and conceptual framework.

#### **Background**

In the twenty-first century, improved school systems play a significant role in shaping the prosperous future of a nation realized through effective and efficient student learning who graduate with the required competence level that can enable them to compete favorably on the global scale. More so, effective institutional leadership is vital for school systems improvement as evidenced by increased students' learning outcomes (Bush, 2016). The evidence on school effectiveness and school systems improvement has consistently shown the pivotal role of performance contracts implementation to secure high-quality provision and high standards (Organization of Economic Cooperation for Development, 2018). Notably, effective leadership is vital to both continuous improvement and major systems transformation (Blame, 2016). Regardless of such assumptions, leaders' commitment to educational institutions has been a major concern of stakeholders in the field. Consequently, the Government of Uganda through the Ministry of Education and Sports introduced performance contracts for headteachers in public schools, (Ministry of Education and Sports, 2010) to address the shortcomings in service delivery. Also, to enhance transparency and accountability, to improve students' learning achievements by rising teachers' time on task, improving school attendance of pupils and teachers, involving parents in school activities, and having sustained accountabilities leading to improvement in the school systems.

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