Teachers' Empowerment and their Performance in Government-Aided Primary Schools in Omoro District

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Bachelors of Education Primary

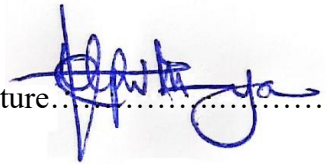
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A Dissertation Submitted to the Directorate of Research and Graduate Training in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education in Education Management of Gulu University

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Declaration

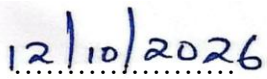
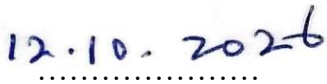
I, Opwonya Patrick, do declare that the work presented here is my original work titled, Teachers' Empowerment and their Performance in Government Aided Primary Schools in Omoro District. This work has never been submitted to any other institution whatsoever for any academic award.

Signature..... Date ...8/10/2026..

Reg. No.: 22/U/2035/MED/PS

Approval

This is to certify that this dissertation titled “Teachers’ Empowerment and their Performance in Government Aided Primary Schools in Omoro District” is hereby submitted for examination with our approval as university supervisors.

Ms. Okwir Pamela Peace	Signature	Date
		
Mr. Christopher Kisa Ebenezer	Signature	Date
		

Dedication

I dedicate this work to my beloved wife, Mrs Passy Opwonya, children and my siblings who contributed to the success of my research work. May God richly bless you.

Acknowledgement

My sincere acknowledgement goes to Almighty God for the gift of good health that enabled me complete the course. I further acknowledge with gratitude the sacrifice and commitment my supervisors Ms Okwir Pamela Peace, and Mr. Christopher Kisa Ebenezer rendered to me without which this study would not have been completed. Special thanks go to Emmanuel Israel for editing this work and the research assistants for her tireless work.

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Table of Contents

Declaration i

Approval ii

Dedication iii

Acknowledgement iv

Table of Contents v

List of Tables x

List of Figures xi

List of acronyms/abbreviations xii

Abstract xiii

Chapter One 1

Introduction 1

1.0 Introduction 1

1.1 Background of the Study 1

1.1.1 Theoretical Background 4

1.1.2 Conceptual Background 5

1.1.3 Contextual Background 6

1.2 Problem Statement 7

1.3 Objectives of the Study 9

1.3.1 General Objective 9

1.3.2 Specific Objectives 9

1.4 Research Questions 9

1.5 Significance of the Study 9

1.6 Scope of the Study 10

1.6.1 Geographical Scope 10

1.6.2 Content Scope 10

1.6.3 Time Scope 10

1.7 Conceptual Framework 11

Chapter Two 13

Literature Review 13

2.0 Introduction 13

2.1 The Teachers' Empowerment in Government-Aided Primary Schools 13

2.2 The Teachers' Performance in Government-Aided Primary Schools 16

2.3 Relationship between Teachers' empowerment and their performance in Government-Aided Primary Schools 19

2.4 Summary of Literature Review 21

Chapter Three 23

Methodology 23

3.0 Introduction 23

3.1 Approach and Research Design 23

3.2 Study Population 23

3.3 Sample Size and Sampling Techniques 24

3.3.1 Sample Size 24

3.3.2 Study sample 24

3.4 Data Collection Methods and Instruments 25

3.4.1 Questionnaire Survey Using a Questionnaire 25

3.4.2 Interviews Using Interview Guides 27

3.5 Data Analysis 28

3.6 Validity and Reliability 29

3.6.1 Validity 29

3.6.2 Reliability 29

3.7 Ethical Considerations 29

3.8 Limitations of the Study 30

3.9 Delimitations of the Study 30

Chapter Four 32

Presentation, Analysis and Interpretation of Results 32

4.0 Introduction 32

4.1 Demographic Characteristics of Respondents 32

4.2 Teachers' Empowerment in Government-Aided Primary Schools (Objective One) 34

4.2.1 Quantitative Results on Teachers' Empowerment 34

4.2.2 Theme 1: Participatory Decision-Making and Delegation of Responsibilities 36

4.2.3 Theme 2: Resource Provision and Material Access 37

4.2.4 Theme 3: Professional Development and Capacity Building 38

4.2.5 Theme 4: Teachers' Motivation and Welfare 38

4.2.6 Integration of Quantitative and Qualitative Results on Teachers' Empowerment 39

4.3 Teachers' Performance in Government-Aided Primary Schools (Objective Two) 39

4.3.1 Quantitative Results on Teachers' Performance 39

4.3.2 Theme 5: Performance Monitoring and Classroom Supervision 42

4.3.3 Theme 6: Assessment and Record Keeping 42

4.3.4 Theme 7: Responses to Teachers' Underperformance 43

4.3.5 Theme 8: Community and Stakeholder Engagement 43

4.3.6 Integration of Quantitative and Qualitative Results on Teachers' Performance 44

4.4 Relationship between Teachers' empowerment and their performance (Objective Three) 44

4.4.1 Pearson Correlation Analysis 45

4.4.2 Linear Regression Analysis 45

4.4.3 Qualitative Evidence on the Link between Empowerment and Performance 49

4.4.4 Theme 9: Challenges to Empowerment and Performance 49

4.4.5 Integration of Quantitative and Qualitative Results on the Relationship 50

Chapter Five 51

Discussion, Conclusions and Recommendations 51

5.0 Introduction 51

5.1 Discussions 51

5.1.1 Teachers' Empowerment in Government-Aided Primary Schools 51

5.1.1.1 Instructional Autonomy 52

5.1.1.2 Access to Teaching and Learning Resources 53

5.1.1.3 Participatory Decision-Making 53

5.1.1.4 Challenges to Teachers' Empowerment 54

5.1.2 Teachers' Performance in Government-Aided Primary Schools 55

5.1.3 Relationship between Teachers' empowerment and their performance 55

5.1.3.1 Theoretical Interpretation 56

5.1.3.2 Qualitative Contextualisation of the Relationship 57

5.2 Conclusions 58

5.3 Lessons Learnt from the Study 59

5.4 Recommendations 59

5.4.1 Recommendations on Objective One: Teachers' Empowerment 59

5.4.2 Recommendations on Objective Two: Teachers' Performance 60

5.4.3 Recommendations on Objective Three: Relationship between Teachers' Empowerment and their Performance 60

5.4.4 Recommendations for Further Research 61

References 62

Appendices 69

Appendix I: Questionnaire 69

Appendix II: Interview Guide for District Education Officials 71

Appendix III: Interview Guide for School Management Committee (SMC) Representatives 72

Appendix IV: Interview Guide for Head Teachers 73

Appendix V: Sample Size determination table 74

Appendix VI: Letter of Approval 75

List of Tables

Table 3.1: *Study Sample using Krejcie and Morgan's (1970)* 24

Table 4.1: Demographic characteristics of the respondents 32

Table 4.1a: Response Rate 33

Table 4.2: Teachers' Empowerment Items (n = 319) 35

Table 4.3: Teachers' Performance Items (n = 319) 40

Table 4.4: Pearson Correlation between Teachers' empowerment and their performance (n = 319) 45

Table 4.5: Model Summary for Regression of Teachers' Performance on Teachers' Empowerment 45

Table 4.6: Regression Coefficients for how Teachers' Empowerment Predicts Teachers' Performance 46

List of Figures

Figure 1.1: Conceptual Framework 11

Figure 4.1: Normality for model fit 47

Figure 4.2: Probability Plot.....48

List of acronyms/abbreviations

CPD	: Continuous Professional Development
EFL	: English as a Foreign Language
OECD	: Organisation for Economic Co-operation and Development
PTA	: Parent-Teachers' Association
SMC	: School Management Committee
TALIS	: Teaching and Learning International Survey
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UPE	: Universal Primary Education

Abstract

Background. Primary education in Uganda continues to underperform, particularly in rural post-conflict districts. In Omoro District, teacher absenteeism is approximately 32%, above the national average, and over 45% of candidates from government-aided schools obtained Division Four or Ungraded results in the 2021 Primary Leaving Examinations. This study examined the relationship between teachers' empowerment and teachers' performance in government-aided primary schools in Omoro District, guided by three objectives: to assess the level of teachers' empowerment, to determine the level of teachers' performance, and to examine the relationship between the two.

Methods. A mixed-methods convergent parallel design was used. From a population of 725, a sample of 319 respondents was determined using Krejcie and Morgan's (1970) table: 242 teachers, 36 headteachers and 36 School Management Committee representatives selected by simple random sampling, and 5 District Education Officials selected purposively. Data were collected between June and early August 2025, during Term Two of the school calendar, through structured questionnaires, interviews and focus group discussions. Quantitative data were analysed in SPSS using descriptive statistics, Pearson correlation and multiple linear regression controlling for demographic characteristics; qualitative data were analysed thematically following Braun and Clarke (2006).

Results. Teachers' empowerment was moderate (composite M = 3.75), strongest in instructional autonomy (M = 4.06) and encouragement to use external resources (M = 4.03), and weakest in institutional trust (M = 3.45) and curriculum participation (M = 3.57). Teachers' performance was high (composite M = 4.33), led by classroom management (M = 4.47) and learner engagement (M = 4.44), with continuous assessment (M = 4.13) and use of instructional materials (M = 4.10) comparatively lower. Empowerment and performance were moderately and positively correlated ($r = .487$, $p < .01$). In the regression model, empowerment was the strongest significant predictor of performance (B = 0.266, 95% CI [0.200, 0.332], $p < .001$), and the model explained 34.5% of the variance in performance (adjusted $R^2 = .345$). Qualitative themes identified participatory decision-making, professional development and community engagement as key drivers of empowerment, and financial constraints, staffing shortages and delayed Universal Primary Education (UPE) grants as dominant barriers.

Conclusion and Recommendations. Objective one: teachers' empowerment was partial rather than comprehensive, concentrated in the classroom while institutional trust and curriculum participation lagged; school administrators should delegate responsibilities, trust teachers' professional judgment and involve teachers in curriculum and school planning. Objective two: performance was high in classroom practice but weaker in assessment and use of instructional materials, reflecting resource gaps; schools should train teachers in continuous assessment and record keeping and promote locally available teaching aids. Objective three: empowerment was a significant and measurable predictor of performance; the Ministry of Education and Sports and district authorities should institutionalize teachers' participation in decision-making, increase UPE funding and release it on time, and fund continuous professional development and leadership training for head teachers.

Chapter One

Introduction

1.0 Introduction

Teachers are the backbone of any education system and play a pivotal role in shaping the future of societies. Empowering teachers goes beyond providing adequate resources. It involves equipping them with the skills, knowledge and autonomy they need to excel in their profession (UNESCO, 2019). Empowered teachers improve the quality of education and help create a supportive, conducive learning environment in which both teachers and pupils can thrive (Sayed, 2019).

Teachers' empowerment directly influences teachers' performance, which covers lesson preparation, instructional delivery, classroom management, learner engagement, assessment and professional conduct. Teachers who receive professional development, are involved in decision-making and have autonomy over their instructional methods tend to show greater commitment, innovation and effectiveness in their roles (Pearson & Moomaw, 2021). Improved teachers' performance, in turn, leads to better learning outcomes, school achievement and sustained educational progress (Fredricks et al., 2019).

Against this background, this study examined the relationship between teachers' empowerment and teachers' performance in government-aided primary schools in Omoro District. It had three specific objectives: to assess teachers' empowerment; to examine teachers' performance; and to examine the relationship between teachers' empowerment and teachers' performance.

This chapter presents the historical, conceptual and contextual background to the study, followed by the statement of the problem, objectives, research questions, significance, scope and conceptual framework.

1.1 Background of the Study

Throughout history, the role of Teachers has evolved significantly. From traditional methods of instruction to more contemporary approaches, the expectations placed on Teachers have continued to expand. Historically, Teachers were often viewed as mere transmitters of knowledge, but contemporary perspectives emphasize their role as facilitators of learning, curriculum innovators, and agents of social transformation (Sayed, 2019). Central to this

evolving role is Teachers' performance, which encompasses the effectiveness of instructional delivery, learner engagement, professional conduct, lesson preparation, and the quality of Teacher-learner relationships (Collie et al., 2021). When Teachers perform at high levels, student learning outcomes improve measurably; conversely, poor Teachers' performance remains one of the most significant barriers to educational quality worldwide (World Bank, 2019).

The concept of Teachers' performance is shaped not only by individual capability but also by the degree to which Teachers are empowered within their professional environments (Sayed, 2019). Teachers' empowerment refers to the extent to which Teachers are granted autonomy in decision-making, provided with continuous professional development, recognized for their contributions, and supported by school leadership structures (Pearson & Moomaw, 2021). Research consistently demonstrates that disempowered Teachers, those who lack professional agency, adequate resources, and institutional support, exhibit significantly lower levels of performance, higher rates of absenteeism, and reduced commitment to their learners (Ingersoll, 2018). This relationship between empowerment and performance is therefore not peripheral but central to understanding why Teachers' quality varies so dramatically across different educational systems and contexts.

Globally, evidence on the extent of Teachers' performance deficits is alarming, particularly in low- and middle-income countries. The UNESCO (2019) Global Education Monitoring Report documented that a significant proportion of primary school Teachers in Sub-Saharan Africa lack the minimum pedagogical competencies required for effective instruction, with some countries recording less than 50% of Teachers meeting basic content knowledge benchmarks. The Teaching and Learning International Survey (TALIS, 2018) further found that Teachers in under-resourced settings report lower levels of professional self-efficacy, with many indicating they feel inadequately prepared for classroom demands. These performance deficits are directly linked to systemic disempowerment: where Teachers are excluded from professional decision-making, denied training opportunities, and inadequately remunerated, their motivation and instructional effectiveness decline sharply (Blase & Blase, 2018). The World Bank (2019) estimated that in many Sub-Saharan African countries, children complete up to four years of schooling without acquiring foundational literacy or numeracy skills, a direct consequence of poor instructional quality rooted in Teachers' disempowerment.

In Africa, Teachers' performance challenges are compounded by structural and governance failures that strip Teachers of professional agency. While collectivist societies such as Japan

and South Korea have leveraged collaborative lesson planning, mentoring networks, and shared leadership to sustain high Teachers' performance (Chang, 2015), many African educational systems have instead subjected Teachers to top-down administrative cultures that marginalize their professional voices. Mumba and Sinyangwe (2018) documented that overcrowded classrooms, limited instructional resources, and inadequate pre-service and in-service training collectively erode Teachers' performance across the continent. A study by Uwezo (2020) conducted across six Sub-Saharan African countries found Teachers' absenteeism rates ranging from 15% to 40%, with time-on-task ratios falling dramatically even when Teachers were physically present. The African Union's Continental Education Strategy for Africa (CESA 16-25) has acknowledged this crisis, identifying Teachers' support, training, and retention as urgent priorities, while the Association for the Development of Education in Africa (ADEA) has called for systemic reforms to address the root causes of Teachers' disempowerment across member states (African Union, 2016).

In Uganda, the performance of Teachers in government-aided primary schools has been a persistent concern for policymakers and education stakeholders. The National Assessment of Progress in Education (NAPE, 2019) revealed that only 39% of Primary Six pupils attained satisfactory levels in English literacy, and only 31% met the expected standard in mathematics, outcomes that reflect deep-seated weaknesses in instructional quality at the primary level (Uganda National Examinations Board, 2019). The Ministry of Education and Sports (MoES, 2021) reported that routine school inspections found only 56% of Teachers had prepared lesson plans, and less than half of observed lessons met minimum standards for effective instructional delivery. Teachers' absenteeism in government-aided primary schools averages approximately 27% nationally, rising even higher in rural and historically marginalized districts (MoES, 2020). Factors such as low salaries, inadequate housing, limited career advancement opportunities, and challenging working conditions have fueled high Teachers' turnover and chronic underperformance (Ojok, 2021). Disparities in Teachers' distribution between urban and rural schools further exacerbate these inequalities, denying rural learners' consistent access to quality instruction (Ministry of Education and Sports, 2018).

The disempowerment of Teachers in Uganda is a key driver of these performance failures. When Teachers are excluded from school decision-making processes, denied access to professional development, and receive little recognition or support from school leadership, their sense of professional identity and motivation collapses, leading directly to poor classroom performance (Nakaweesi, 2020). Community engagement mechanisms such as Parent-

Teachers' Associations (PTAs) and School Management Committees (SMCs) have been introduced to support accountability and participation in school governance (MoES, 2017), yet their impact on Teachers' performance has remained limited in many districts due to weak implementation and insufficient capacity building (Ministry of Education and Sports, 2018). Strengthening these systems and addressing the structural roots of Teachers' disempowerment are therefore essential steps toward reversing the persistent underperformance observed in Uganda's government-aided primary schools. In Omoro District in particular, the situation is especially acute. The district's complex history of conflict and displacement, its predominantly rural and low-income population, and its persistent infrastructure deficits create an environment in which Teachers' disempowerment is normalized and Teachers' performance correspondingly low (Omoro District Local Government, 2020). Inspection reports from the District Education Office indicate Teachers' absenteeism in Omoro at approximately 32%, above the national average, while Primary Leaving Examination results consistently place the district among the lower-performing sub-regions of Acholi, with over 45% of candidates from government-aided schools obtaining Division Four or Ungraded results in 2021 (Uganda National Examinations Board, 2021; Omoro District Local Government, 2022). These statistics are not merely administrative data points; they represent the lived consequences of a teaching workforce that has been systematically denied the empowerment necessary to perform effectively. It is against this documented backdrop that this study examined the relationship between Teachers' empowerment and their performance in government-aided primary schools in Omoro District.

1.1.1 Theoretical Background

The transformational Leadership Theory, introduced by James Burns (1978) and expanded by Bernard Bass (1985), suggests that transformational leaders inspire, motivate, and empower their followers to exceed expectations by creating a shared vision, providing intellectual stimulation, and offering individualized support. Leaders foster an environment of trust, collaboration, and professional growth, which enhances both individual and group performance. Transformational leadership is characterized by four components: Idealized Influence, Leaders act as role models who are admired and respected, Inspirational Motivation; Leaders communicate a clear vision that inspires others, Intellectual Stimulation; Leaders challenge assumptions and encourage creative problem-solving, and Individualized Consideration: Leaders offer personal support and mentorship to their followers. In relation to this study, each component of transformational leadership plays a distinct role. Idealized

Influence reflects the role of educational leaders, such as headteacher, who serve as role models, fostering a sense of trust and respect that empowers teachers to take initiative in their classrooms and contribute more actively to school improvement efforts (Blase & Blase, 2018). Inspirational Motivation involves these leaders articulating a compelling vision for educational excellence that aligns with Teachers' intrinsic motivations and professional goals, which in turn encourages Teachers to strive for higher levels of performance (Avidov-Ungar & Reingold, 2018).

Intellectual Stimulation encourages teachers to innovate and approach their roles with creativity, promoting a sense of professional autonomy and empowerment that is closely associated with improved instructional practices and student outcomes (Bogler & Nir, 2019). Finally, Individualized Consideration reflects the support and mentorship offered by school leaders, which can enhance Teachers' morale and commitment by addressing their unique professional needs, thereby boosting their job satisfaction and overall performance (Ford & Ware, 2018).

1.1.2 Conceptual Background

In this study, teachers' empowerment, the independent variable, refers to the extent to which teachers are given the autonomy, resources and voice they need to carry out their professional roles. It was measured using eight self-report items (SB1–SB8) on a five-point Likert scale (Strongly Agree = 5 to Strongly Disagree = 1) across three dimensions:

Instructional autonomy (SB1, SB2, SB8): freedom to make instructional decisions in the classroom, being trusted to make decisions that affect one's teaching practice, and being encouraged to use external resources to enhance teaching.

Access to teaching and learning resources (SB3, SB4): having sufficient teaching and learning resources, and the school providing the materials needed to conduct effective lessons.

Participatory decision-making (SB5–SB7): involvement in key school decision-making processes, consideration of one's opinions in decisions on school policies, and involvement in discussions related to curriculum and lesson planning.

Teachers' performance, the dependent variable, refers to the extent to which teachers effectively carry out their instructional and professional duties. It was measured using ten self-report items (SC1–SC10) on the same five-point Likert scale across five dimensions:

Lesson preparation and planning (SC1, SC7): planning lessons thoroughly in line with curriculum objectives, and submitting schemes of work and lesson plans on time.

Instructional delivery (SC2, SC9): using varied instructional methods to meet learners' needs, and regularly using instructional materials in teaching.

Classroom management (SC3, SC4): maintaining discipline and order in the classroom, and creating a safe and respectful learning environment.

Learner engagement (SC5, SC6): actively involving learners in classroom discussions and activities, and encouraging learners to participate and express their ideas.

Assessment and professional conduct (SC8, SC10): consistently assessing and recording learners' progress, and maintaining punctuality and regular attendance.

For each construct, item scores were averaged to obtain a composite mean ranging from 1.00 to 5.00, interpreted as 4.50–5.00 = Strongly Agree (very high), 3.50–4.49 = Agree (high), 2.50–3.49 = Neutral (moderate), 1.50–2.49 = Disagree (low), and 1.00–1.49 = Strongly Disagree (very low). The composite scores were treated as continuous variables in the Pearson correlation and simple linear regression analyses, while gender, age, education level, teaching experience, employment status and primary level taught were treated as intervening variables. These indicators provided a measurable view of Teachers' empowerment and their performance within government-aided primary schools in Omoro District.

1.1.3 Contextual Background

Teachers' performance in government-aided primary schools in Omoro District remains critically low, a problem closely linked to the chronic disempowerment of Teachers within the district's education system. Omoro District, carved out of Gulu District in 2017, is among Uganda's most educationally disadvantaged districts, characterised by persistent poverty, post-conflict trauma, inadequate school infrastructure, and acute shortages of instructional materials (Omoro District Local Government, 2020). These conditions have severely constrained both the capacity and motivation of Teachers, resulting in poor instructional delivery, chronic absenteeism, and deteriorating learning outcomes across government-aided primary schools.

Uganda's national assessment data consistently reveal alarming gaps in literacy and numeracy among primary school pupils, with Northern Uganda, where Omoro is located, recording some of the lowest performance indices in the country (Uganda National Examinations Board

[UNEB], 2022). At the primary leaving examination level, schools in Omoro District have repeatedly performed below the national average, with a disproportionately high rate of pupils failing to attain the minimum competency thresholds (Ministry of Education and Sports [MoES], 2023). These outcomes are not merely a reflection of learner ability; they are fundamentally a measure of the quality of teaching, and by extension, of how well Teachers are supported, valued, and empowered to perform their professional roles.

When Teachers are empowered, they demonstrate greater instructional initiative, higher levels of commitment, improved classroom management, and deeper engagement with learners. Conversely, where empowerment is absent or inadequate, Teachers tend to adopt passive, compliance-driven approaches to teaching, which significantly undermines the quality of education (Dee & Henkin, 2002). In Omoro District, reports from school inspection visits and district education reviews indicate that the majority of Teachers operate in environments where participatory decision-making is limited, professional development opportunities are rare, and basic teaching and learning materials are chronically insufficient (MoES, 2023; Omoro District Local Government, 2020).

The magnitude of the Teachers' performance problem in Omoro is further compounded by structural factors unique to the district's post-conflict context. Many schools remain understaffed, with Teachers'-to-pupil ratios far exceeding the recommended national standard of 1:53 (MoES, 2023). Qualified Teachers are frequently transferred or attracted to urban centres, leaving rural schools in Omoro with underqualified or unqualified personnel. Furthermore, the legacy of the Lord's Resistance Army (LRA) conflict has left deep psychosocial scars among both educators and the communities they serve, creating an environment where professional motivation and institutional trust are fragile (Okello & Hovil, 2007). Against this backdrop, Teachers' empowerment is not a peripheral management concern; it is an urgent, system-wide imperative for restoring the quality of education in Omoro District's government-aided primary schools. This study therefore sought to examine the nature and extent of Teachers' empowerment practices, the level of Teachers' performance, and the relationship between the two within this specific and underserved context.

1.2 Problem Statement

Effective teachers' performance is the cornerstone of quality primary education. In an ideal educational setting, teachers are expected to consistently prepare schemes of work, lesson plans, maintain regular attendance, teaching, and assessment (Stronge, 2018). When supported

by empowerment structures such as professional development opportunities, participatory decision-making, and recognition systems, teachers demonstrate higher instructional effectiveness, greater commitment, and improved student learning outcomes (Pearson & Moomaw, 2021; Blase & Blase, 2018).

The Government of Uganda has adopted several measures to empower teachers and improve their performance. Cabinet approved the National Teacher Policy in 2019 to professionalise teaching and improve education quality, requiring all teachers to hold degrees by 2030 (Ministry of Education and Sports [MoES], 2019). To implement this, government established the Uganda National Institute of Teacher Education (UNITE) to handle all teacher training at bachelor's level, converting former National Teachers' Colleges into UNITE campuses (Daily Monitor, 2025). Remuneration has also been improved: after negotiations with UNATU, government released Shs150 billion for salary enhancement (Lumu, 2019); Cabinet approved a Shs4 million gross monthly salary for science teachers (Daily Monitor, 2022); and Shs568.65 billion was allocated for a 25% pay rise for arts and primary teachers from FY 2026/27 (The Observer, 2026). These reforms aim to motivate teachers and strengthen learning outcomes.

However, the reality in government-aided primary schools in Omoro District starkly contradicts this ideal. Evidence from routine school inspections reveals that only 56% of teachers prepare lesson plans, Teachers' absenteeism is approximately 32%, and time-on-task ratios fall well below the recommended instructional hours (MoES, 2021; Omoro District Local Government, 2022). These performance deficiencies are reflected in consistently poor student outcomes, with over 45% of Primary Leaving Examination candidates from the district obtaining Division Four or Ungraded results in 2021, placing Omoro among the lowest-performing districts in the Acholi Sub-region (Uganda National Examinations Board, 2021). Teachers frequently operate without adequate instructional materials, are excluded from meaningful school decision-making, and receive little professional recognition or targeted support, conditions that directly suppress their motivation and classroom effectiveness (Nabukenya et al., 2020; Ojok, 2021).

As a result, a persistent cycle of low Teachers' morale, high absenteeism, poor instructional delivery, and declining learner achievement has taken hold in the district, threatening long-term educational progress (Kwiringira et al., 2019). While previous studies have examined Teachers' empowerment broadly across Uganda, none have systematically investigated how specific dimensions of empowerment relate to measurable Teachers' performance indicators in the unique post-conflict, rural context of Omoro District (Nakaweesi, 2020; Okia, 2022).

This study, therefore, sought to fill that gap by examining the relationship between Teachers' empowerment and their performance in government-aided primary schools in Omoro District, with a view to generating evidence-based recommendations for improving instructional quality and learner outcomes.

1.3 Objectives of the Study

1.3.1 General Objective

To examine how Teachers' empowerment affects Teachers' performance in government-aided primary schools in Omoro District.

1.3.2 Specific Objectives

1. To assess the teachers' empowerment in government-aided primary schools in Omoro District.
2. To examine the teachers' performance in government-aided primary schools in Omoro District.
3. To determine the relationship between Teachers' empowerment and their performance in government-aided primary schools in Omoro District.

1.4 Research Questions

1. How are the teachers empowered in government-aided primary schools in Omoro District?
2. What is the teachers' performance in government-aided primary schools in Omoro District?
3. What is the relationship between the Teachers' empowerment and their performance in government-aided primary schools in Omoro district?

1.5 Significance of the Study

For policymakers, the findings of this study provided evidence to guide policymaking on teachers' empowerment initiatives within government-aided primary schools. By highlighting the gaps in Teachers' performance and the factors contributing to these gaps, the study generated evidence that can inform policy development aimed at enhancing educational quality.

This study contributed to the existing body of literature on teachers' empowerment and performance, providing researchers with empirical data specific to Omoro District.

Bridging the Research Gap: Although studies on teachers' empowerment and performance in various contexts exist, research specific to rural Ugandan settings, particularly Omoro District, remained limited. This study helped to address the research gap in the literature, providing a more comprehensive understanding of these issues in diverse educational contexts (Konte, 2020).

Stakeholders, including teachers, school administrators, and community leaders, stand to benefit from the insights generated by this study. By identifying effective strategies for enhancing Teachers' empowerment and performance, the study provided a guide for professional development programs and community engagement initiatives.

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was conducted in Omoro District, Northern Uganda, specifically targeting government-aided mixed primary schools. This focus on a single district allowed for an in-depth analysis of the unique contextual factors influencing Teachers' empowerment and performance within the local education system.

1.6.2 Content Scope

It examined key aspects of Teachers' empowerment, including professional development, decision-making participation, and recognition/rewards, and how these factors influenced Teachers' performance indicators such as classroom teaching effectiveness, learners' engagement in class activities, and lesson preparation and planning. Therefore, the content was limited to assessing Teachers' empowerment, examining Teachers' performance, and examining the relationship between Teachers' empowerment and their performance in government-aided primary schools in Omoro District.

1.6.3 Time Scope

The study was conducted between June 2025 and the beginning of August 2025, during Term Two of the school calendar. Both the questionnaire survey and the key informant interviews

were carried out within this period, when teachers, headteachers and School Management Committee representatives were available at their schools.

1.7 Conceptual Framework

The conceptual framework in Figure 1 shows the hypothesised relationship between teachers' empowerment (independent variable) and teachers' performance (dependent variable), with selected teacher characteristics as intervening variables. Each component of the framework corresponds to a specific objective of the study.

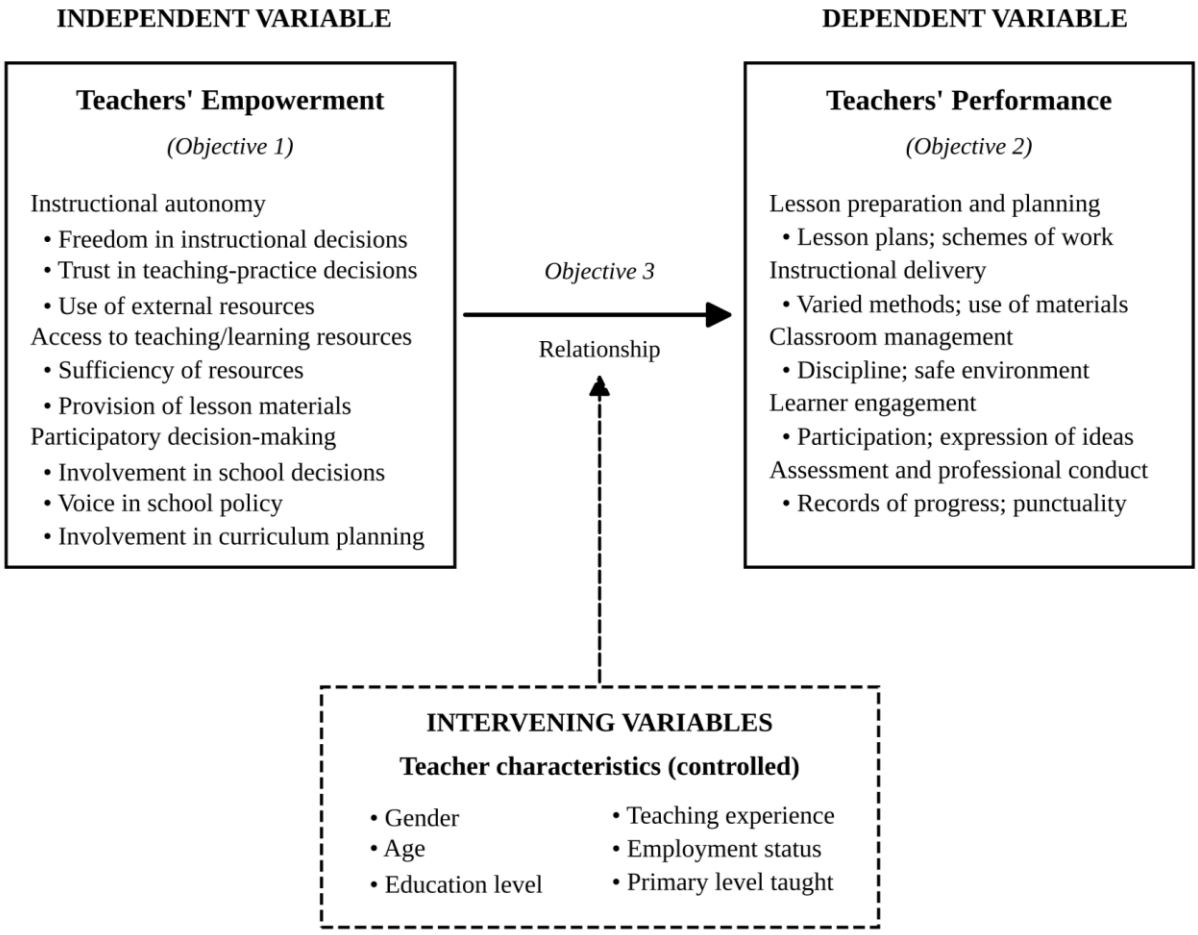


Figure 1.1: Conceptual Framework[1]

Teachers' empowerment (Objective 1). Teachers' empowerment is the extent to which teachers are given the autonomy, resources and voice needed to perform their professional

[1]**Source:** *Adapted from the Transformational Leadership Theory (Burns, 1978; Bass, 1985) and modified by the researcher (2026) to reflect the study objectives and the empowerment (SB1–SB8) and performance (SC1–SC10) indicators.*

roles. It is operationalised through three dimensions: instructional autonomy (SB1, SB2, SB8), access to teaching and learning resources (SB3, SB4), and participatory decision-making (SB5–SB7). These dimensions reflect the intellectual stimulation and individualised consideration components of transformational leadership, through which headteachers grant autonomy, provide support and involve teachers in school decisions (Bass, 1985). Measuring these indicators addresses the first objective, to assess teachers' empowerment in government-aided primary schools in Omoro District.

Teachers' performance (Objective 2). Teachers' performance is the extent to which teachers effectively carry out their instructional and professional duties. It is operationalised through five dimensions: lesson preparation and planning (SC1, SC7), instructional delivery (SC2, SC9), classroom management (SC3, SC4), learner engagement (SC5, SC6), and assessment and professional conduct (SC8, SC10). These indicators address the second objective, to examine teachers' performance in the district.

Relationship between empowerment and performance (Objective 3). The solid arrow represents the expected positive influence of teachers' empowerment on teachers' performance. Teachers who have autonomy, adequate resources and a voice in decision-making are expected to show greater commitment and effectiveness in their roles (Pearson & Moomaw, 2021). This relationship addresses the third objective and was tested using Pearson correlation and simple linear regression on the composite scores of the two constructs.

Intervening variables. Gender, age, education level, teaching experience, employment status and primary level taught may influence the strength of the relationship between empowerment and performance, as shown by the broken arrow. These characteristics were measured and taken into account so that the observed relationship between teachers' empowerment and teachers' performance could be interpreted validly.

Chapter Two

Literature Review

2.0 Introduction

This chapter presents recent literature on relationship between Teachers' empowerment and their performance, focusing on theoretical perspectives, empirical studies, and contextual factors. It is structured according to the objectives of the study, assessing teachers' empowerment, evaluating the impact of teachers' empowerment on teachers' performance, and identifying strategies for enhancing Teachers' performance in government-aided primary schools in Omoro District, Uganda.

2.1 The Teachers' Empowerment in Government-Aided Primary Schools

Teachers' empowerment is a multi-dimensional construct that includes professional growth, decision-making autonomy, access to resources, and participatory leadership (Short, 2020). According to Mishra (2021), effective empowerment practices give teachers' control over instructional decisions and school governance, which enhances their professional identity and motivation. Alibakhshi and Dehvari (2020) emphasized that when teachers are actively involved in policy implementation and curriculum development, their job satisfaction and retention improve significantly. Moreover, schools that empower teachers foster a sense of ownership and commitment (Mohamadi & Asadzadeh, 2022). While various forms of empowerment have been documented, few studies contextualize these within rural, under-resourced school systems like those in Omoro District. There is a need for local evidence on the specific forms of empowerment most accessible and impactful in Ugandan primary schools.

High teachers' turnover rates are linked to lower teachers' performance, as experienced teachers often leave schools with challenging environments (Ingersoll, 2018). The research indicated that insufficient support and resources contribute to frustration, leading to decreased effectiveness in teaching practices. Ingersoll (2018) found that teacher turnover in the United States is high and uneven. About 44% of new teachers leave within five years, and roughly half of all turnover happens in just 25% of public schools, mostly high-poverty, high-minority urban and rural schools. These schools keep losing teachers before they have built up experience, and teaching effectiveness improves markedly in the first five years. Frequent turnover therefore weakens instruction and learning outcomes. The main reasons teachers leave are poor working conditions rather than pay alone, especially weak administrative support, limited classroom

autonomy and little say in school decisions. The study concludes that better support and working conditions would keep teachers longer and improve their performance.

Arar (2019) interviewed 35 Arab educators in Israel (20 high-school principals and 15 teachers) using semi-structured, in-depth interviews. Participants said trust between principals and teachers was important for school success, better student achievement and good communication. Teachers wanted principals to give them more autonomy, endorse their work and communicate with emotional intelligence. Family and political connections often mattered more than trust within the school, and Ministry of Education regulation and supervision was seen as damaging trust. Nevertheless, this study's findings may not directly apply to the Ugandan educational context, where socio-cultural factors and resource availability may differ significantly from those in the Middle East, leaving a gap in localized understanding of teachers' performance in Omoro District. While this research highlights the role of leadership in teachers' performance, it lacks applicability to the Ugandan context, where resource limitations and cultural factors may influence teachers' dynamics differently than in the Middle East.

Teachers' empowerment in government-aided primary schools has emerged as a critical area of inquiry, with scholars increasingly recognising its influence on instructional quality, Teachers' retention, and overall school performance. Teachers who are actively involved in school decisions, encouraged to lead initiatives, or who believe they can influence education policy report higher levels of job satisfaction, and this pattern holds across nearly all education systems, suggesting that autonomy and professional agency contribute significantly to teachers' sense of professional purpose and engagement. In government-aided primary school settings, where teachers frequently operate under constrained institutional conditions, such participatory structures take on heightened importance (OECD, 2024)

Teachers' empowerment manifests strongly through professional growth opportunities, participatory decision-making, autonomy, and support that impact teachers' job satisfaction and commitment. Empirical research shows that empowerment programs and supportive professional learning communities enhance both individual teachers' efficacy and organizational climate, leading to improved teaching performance and satisfaction across various contexts. These findings are particularly relevant to government-aided primary schools, where formal support structures are often inconsistent, and teachers must rely heavily on school-level empowerment mechanisms to sustain their professional motivation (Yilmaz, et al., 2023)

Empowerment increases awareness of professional improvement and maintains harmonious communication that is conducive to a healthy school environment, with no sense of being forced to carry out tasks. More autonomy is needed for teachers to fulfil their responsibilities without being constrained by rigid guidelines such as technical instructions and implementation directives that restrict their creativity. In the context of government-aided primary schools, this dimension of structural empowerment is frequently undermined by top-down administrative practices, leaving teachers with little discretionary space to adapt instruction to the diverse learning needs of their pupils (Muliati et al, 2024)

Empowering leadership by school principals tends to develop a higher level of individual academic optimism among teachers, which encourages them to willingly participate in autonomous behaviours. This is especially significant in government-aided primary schools, where teachers often face demotivating conditions, including inadequate remuneration, large class sizes, and limited teaching materials. When head teachers actively cultivate empowering relationships with their staff, the resulting psychological empowerment can partially offset the effects of material deprivation on Teachers' performance (Kasapoğlu et al, 2025)

The autonomy granted to teachers contributes to their empowerment and increases student success by enabling educators to be more effective in their instructional practices. Teachers should be provided with the opportunity to use new methods and techniques, consider their students' needs, and make their own decisions in the learning process. Research affirms that when primary school teachers are trusted to exercise professional judgment in curriculum delivery, rather than being restricted to rigid scripted approaches, their intrinsic motivation and sense of professional identity are strengthened, contributing to improved learning outcomes (Yilmaz, K., et al., 2023)

In the Sub-Saharan African context, countries such as Kenya and Uganda have implemented policies to support in-service Teachers' training in primary schools, yet challenges such as limited funding and inconsistent training schedules continue to hinder progress. Retaining teachers in rural and underserved areas requires targeted professional development opportunities, mentorship, and leadership support (Chow et al 2023). In African and most developing countries, Teachers' shortages exacerbated by low pay, heavy workloads, and lack of respect for the profession have prompted a renewed focus on Teachers' retention, resulting in strategies aimed at improving retention through effective school support systems such as Teachers' incentives, continuous training, mentorship programs, career growth, and workload management strategies. In Ugandan government-aided primary schools specifically, these

structural deficiencies directly undermine empowerment, as teachers who lack adequate support and recognition are less likely to engage meaningfully in school governance or curriculum processes (Mamaran, 2025)

Professional development, as a key pillar of empowerment, has been shown to have a direct bearing on Teachers' performance in primary schools. Distributed leadership empowers teachers to collectively take responsibility and participate in school decision-making, enhancing members' leadership capabilities through empowerment and fostering opportunities for mutual learning through collaborative sharing of professional knowledge and effective teaching practices and strategies, with empirical evidence from schools in Jakarta confirming that implementing distributed leadership can enhance teachers' professional development (Kiral, 2025). Professional learning communities defined by cooperative decision-making and power-sharing between administrators and teachers foster democratic involvement among staff members, encourage leadership responsibilities, and create a culture of authority-sharing in which teachers actively participate in debates and decisions that shape instructional practice. In government-aided primary schools in Uganda, however, such collaborative professional structures are rarely formalised, leaving teachers to navigate performance challenges largely on their own (Mujuni, et al. 2022).

Despite the growing body of research on teachers' empowerment in primary schools in developing countries, a significant gap persists regarding rural government-aided schools in Uganda. Most existing studies are conducted in urban settings or draw on evidence from other countries whose socioeconomic and cultural conditions differ substantially from those of rural Uganda (Konte, 2020). Government-aided primary schools in districts such as Omoro face a unique combination of resource scarcity, geographic isolation and weak administrative structures. These conditions shape how teachers are empowered in ways that have not yet been adequately documented, which this study sought to address.

2.2 The Teachers' Performance in Government-Aided Primary Schools

Teachers' performance is commonly assessed through indicators such as lesson planning, classroom management, learner engagement, assessment practices, and professional behavior (Suleman et al., 2021). Studies such as Kanyesigye and Basheka (2020) found that Teachers' performance in Ugandan schools is often hindered by poor remuneration, absenteeism, and overcrowded classrooms. According to Akintunde and Musundire (2023), performance is also influenced by motivation, working conditions, and administrative support. Despite extensive studies on Teachers' performance, few have measured it in connection with empowerment

within government-aided schools in Uganda, and fewer still within the specific socio-economic context of Omoro District.

According to Tsai and Chang (2019), higher levels of Teachers' empowerment are associated with increased job satisfaction, motivation, and performance. Teachers reported feeling more engaged in their professional roles when they had a voice in decision-making processes. However, the study's focus on a Taiwanese context limits its applicability to Uganda, where cultural and systemic differences may influence the empowerment dynamics in Omoro District schools. While this study offers valuable insights into the relationship between empowerment and job satisfaction, its findings may not be directly applicable to Uganda, particularly in rural contexts where cultural and systemic differences could impact empowerment dynamics.

Blase and Blase (2018) studied how principals empower teachers. Their work was based on accou nts from over 800 K–12 teachers in the United States, not on a literature review. Successful principals empowered teachers by sharing governance, trusting them as experts, giving them resources and support, encouraging autonomy and experimentation, recognising good work, and leading in a collaborative, democratic way. Empowered teachers reported higher self-esteem and confidence, stronger professional commitment, more innovation and more reflective practice, which improved classroom effectiveness. Controlling or critical supervision had the opposite effect. The authors concluded that principals' everyday behaviour shapes school culture and teacher growth. Although the review emphasizes the importance of Teachers' empowerment, it lacks specific empirical evidence from the Ugandan context, particularly concerning the challenges faced by teachers in rural areas like Omoro District.

Teachers' empowerment fosters a supportive school environment and leads to better student performance. Ngcobo and Tikly (2020) explored this through in-depth interviews with 30 South African teachers, finding that those who felt empowered reported greater job satisfaction and were more effective in their instructional roles. While their study underscores empowerment's capacity to cultivate a positive school culture and boost learner outcomes, its focus on a different national and institutional context limits its relevance to the rural Ugandan setting, revealing a clear gap in the literature.

Teachers in empowered environments tend to perform better and have higher levels of job satisfaction, contributing positively to student learning (Hazarika, 2021). However, this review does not provide empirical evidence from Uganda or specifically address the dynamics in Omoro District, underscoring the need for localised research on Teachers' empowerment.

Teachers' performance in government-aided primary schools is a multi-dimensional construct that encompasses a range of professional competencies and behavioral indicators. Teachers are expected to gain information about the learning progress of students as well as their own teaching process and ensure students' learning improvement through involvement in self- and peer-assessment, while ensuring that educational objectives and specific goals of subject matters are met. Beyond assessment, effective performance also demands competence in lesson planning, learner engagement, classroom management, and professional conduct (Suleman et al., 2021). High-quality classroom management practices are an essential set of skills for teachers to acquire, characterized by positive and proactive strategies that promote effective teaching and instruction as well as student motivation, engagement, and success, requiring teachers to be continuously sensitive to students' needs and to respond to disruptions in proactive ways that maintain discipline while considering students' social-emotional development. In government-aided primary schools, where class sizes are large and resources are scarce, sustaining these performance dimensions simultaneously poses a formidable professional challenge (Gebremariam & Gedamu, 2023)

The welfare and working conditions of teachers in government-aided primary schools have been consistently identified as critical determinants of performance. A study of 118 government-aided primary schools in Isingiro District, Uganda, involving 475 respondents, including district officials, head teachers, teachers, and school management committee members, revealed a positive and significant relationship between teachers' welfare and school performance at the 99% confidence level, signifying that increased Teachers' welfare is highly associated with good performance of government-aided primary schools. Corroborating these findings, Teachers's in government-aided primary schools in Isingiro District, Uganda, were found not to receive allowances for discipline, counselling and guidance, staff meetings, remedial lessons, and marking of tests, a situation that negatively affected their living conditions and motivation, in turn affecting both Teachers' and school performance (Kanyesigye et al, 2020).

Teachers' absenteeism, itself a product of poor motivation and inadequate welfare, represents one of the most visible manifestations of diminished performance in government-aided primary schools. A survey in Kaptum Subcounty, Kween District, Uganda, revealed that over 40% of primary school teachers feel demotivated (Muhindo, 2024), while a UNICEF study found that at least 60% of Uganda's teachers are not present in the classroom at half of all public schools, with such absences contributing directly to poor pupil grades. Similarly, in Sub-Saharan Africa,

most schooling systems face a Teachers' motivation crisis related to salary, career advancement, achievement, recognition, responsibility, poor school facilities, and inadequate remuneration, with some schools being inadequate, dilapidated, and overcrowded and lacking teaching materials as factors that have a profound impact on Teachers' performance and academic quality (Bennell, 2024).

Supervision and administrative support have also emerged as significant factors shaping Teachers' performance in Uganda's government-aided primary schools. Teachers' performance remains a core area of focus for educational supervisors in public primary schools in Sub-Saharan Africa and Uganda in particular, and research suggests that supervision significantly influences the way teachers perform, though there remains limited context-specific empirical evidence on specific supervisory approaches and their effects on primary school Teachers' performance (Bennell, 2024). A study focusing on Ibanda Municipality, Uganda, established that nondirective supervision moderately improves Teachers' performance and strongly enhances Teachers' effectiveness, and other studies strongly link nondirective supervision to open communication, support, and improved Teachers' performance, pointing to the importance of the supervisory relationship in unlocking teachers' professional potential. Where administrative support is withdrawn or inconsistent, as is common in under-resourced government-aided primary schools, Teachers' performance tends to deteriorate significantly (Akintunde & Musundire, 2023).

2.3 Relationship between Teachers' empowerment and their performance in Government-Aided Primary Schools

Empirical evidence indicates that when teachers are actively involved in decision-making, receive continuous professional development, and participate in in-service training, there is a significant improvement in school performance. A study in Ethiopia's Konso Zone revealed a strong positive correlation ($p < 0.01$; $R^2 > 0.8$) between Teachers' empowerment and school performance. Specifically, a unit increase in decision-making involvement led to a 0.042 unit rise in school performance, while professional development and in-service training contributed to 0.022- and 0.043-unit increases, respectively (Tukura & Sapo, 2023). While this study provides valuable insights, it focuses on secondary schools in Ethiopia. There is a need for similar research in Ugandan primary schools to understand the dynamics of Teachers' empowerment and its impact on performance in that specific context.

Leadership behaviors, particularly those that are relationship-oriented, have a significant effect on Teachers' empowerment. In Uganda's Kayunga District, a study found that task-oriented,

relationship-oriented, and change-oriented leadership behaviors positively influenced Teachers' empowerment, leading to improved decision-making, access to organizational information, and enhanced job-related skills (Naiga, 2016). This research emphasizes secondary schools, leaving a gap in understanding how leadership styles affect Teachers' empowerment and performance in primary school settings within Uganda.

Professional development initiatives contribute significantly to Teachers' performance. In Mbale District's Bungokho Sub-County, Uganda, a study found that professional development programs accounted for 30.6% of the variance in Teachers' performance. However, only 7.8% of teachers were found to be highly effective, indicating room for improvement in these programs (Kakai, 2018). The study highlights the importance of professional development but does not delve into how these programs can be tailored to address specific challenges faced by teachers in rural districts like Omoro.

Support supervision, when conducted as a professional development practice rather than a compliance activity, significantly improves Teachers' performance. In Uganda's Teso Sub-region, support supervision aspects like dialogue, team promotion, and task-oriented guidance contributed to about 46.3% of teachers' work performance (Okia, 2022). While the study underscores the benefits of support supervision, it does not explore its implementation and effectiveness in other regions, such as Omoro District, where contextual factors may differ.

Ogwang (2023) used a qualitative case study of two UPE schools, applying Priestley et al.'s ecological approach to teacher agency. Teachers were strongly achieving agency in daily practice through forms of resistance, mitigation and cooperation, shaped by temporal dimensions mediated by the affordances and constraints of their cultures, structures and materials. Positively, increased cooperation and mitigation of inadequate materials helped maintain learning; however, resistance to policies such as automatic grade promotion caused over-enrolment, undermining quality and raising costs. The study concluded that stakeholders need to better explicate teacher agency in policy and scholarship.

Recent studies reveal a positive correlation between teachers' empowerment and performance. Empowered teachers tend to be more committed, innovative, and effective in their classrooms (Zarei & Rastegar, 2021). Research by Masumbuko and Oduor (2022) in East Africa suggests that empowering leadership styles directly contribute to improved teaching outcomes. Similarly, Akinyemi et al. (2020) found that school environments that support empowerment led to better learner performance. Most of the existing literature is based on urban or national-

level studies, with limited investigation into the rural dynamics and structural constraints that may moderate this relationship. There is also a lack of qualitative data linking specific empowerment strategies to measurable Teachers' performance in Omoro District.

Despite the substantial body of evidence linking empowerment to enhanced teachers' performance, significant gaps persist in the literature with respect to government-aided primary schools in rural Uganda. Research shows there are limited context-specific empirical studies on the relationship between supervisory practices and teachers' performance in public primary schools in Uganda. Teachers' performance remains a core area of focus for educational supervisors, yet persistent challenges such as low teacher productivity continue to signal the need for creative and locally grounded approaches. Most existing studies either concentrate on urban school settings or draw on evidence from contexts that differ markedly from the socioeconomic realities of rural districts such as Omoro. Carved out of Gulu District in 2016, Omoro is a predominantly rural, post-conflict district whose schools continue to register weak learning outcomes. In 2025, for instance, Awere Primary School in Odek Sub-county celebrated its first Division One in the Primary Leaving Examinations since 1985, an achievement the head teacher attributed to teacher devotion, mentorship, leadership, and parental involvement (Daily Monitor, 2025). Such cases suggest that teacher-level factors are pivotal to performance in the district. However, the compounding effects of inadequate remuneration, high absenteeism, poor working conditions, and limited professional development that characterise government-aided primary schools in Omoro have not yet been adequately studied in relation to teachers' empowerment.

2.4 Summary of Literature Review

The literature consistently finds a positive relationship between Teachers' empowerment and their performance. Empowered teachers, those given professional development opportunities, decision-making roles, and recognition, demonstrate higher commitment, job satisfaction, and instructional effectiveness (Pearson & Moomaw, 2021; Blase & Blase, 2018). Studies from Ethiopia (Tukura & Sapo, 2023) quantified this, showing that increased decision-making involvement and professional development each produce statistically significant gains in school performance. In Uganda specifically, leadership quality, support supervision, and professional development have been identified as key drivers of Teachers' performance, with supervision alone accounting for up to 46.3% of performance variance in the Teso Sub-region (Okia, 2022).

Several recurring themes emerge: the centrality of professional development, the role of school leadership in empowerment, the negative impact of inadequate resources and poor remuneration, and the importance of community participation in sustaining performance. A consistent pattern across studies is that Teachers' disempowerment, characterised by absenteeism, low morale, and limited autonomy, directly undermines learner outcomes.

The dominant gap in the literature is geographical and contextual. Most studies were conducted in urban Uganda (Nakaweesi, 2020), secondary schools (Naiga, 2016), or entirely different contexts such as East Asia, the Middle East, and South Africa, rendering their findings less transferable to a rural, post-conflict setting like Omoro District. Additionally, there is a notable absence of qualitative data linking specific empowerment strategies to measurable Teachers' performance outcomes at the primary school level in such under-resourced environments, which this study directly sought to address.

Chapter Three

Methodology

3.0 Introduction

This chapter presents the methodology used to assess relationship between Teachers' empowerment and their performance, and identify strategies for enhancing teachers' performance in government-aided primary schools in Omoro District, Uganda. The methodology includes the approach, research design, population, sample size, sampling techniques, data collection methods, data analysis, and ethical considerations.

3.1 Approach and Research Design

This study employed a Mixed Methods approach and a cross-sectional Convergent Parallel Design, as conceptualised by Creswell and Plano Clark (2018), in which quantitative and qualitative data are collected concurrently, analysed independently, and subsequently merged during interpretation to produce a more comprehensive understanding of the phenomenon under investigation.

Given that this study sought both to quantify the relationship between teachers' empowerment and performance and to explain the mechanisms and contextual factors that shape that relationship, a mixed methods approach offered the most rigorous and contextual framework for generating actionable, evidence-based findings (Tashakkori & Teddlie, 2021)..

3.2 Study Population

The target population comprised District Education Officers, headteachers, teachers, School Management Committee (SMC) representatives in government-aided primary schools in Omoro District. According to the District Education Office (2024), the estimated total number of teachers was 640, with 40 headteachers, 40 SMC representatives, and 5 district education officials. These categories were included because; Teachers are the primary unit of analysis, providing quantitative data on their empowerment and performance. Headteachers, SMC representatives and District Education Officers supervise, govern and set policy for teachers. Their interviews offered independent perspectives that triangulated teachers' self-reports, strengthening the validity of the findings

3.3 Sample Size and Sampling Techniques

3.3.1 Sample Size

The study targeted 319 respondents selected from a total population of 725 individuals, as determined using Krejcie and Morgan's (1970) table for sample size determination. This sample size was considered adequate to yield statistically reliable and valid findings. The study focused on 19 out of 21 government-aided primary schools in Omoro District.

Two schools were excluded because they could not be reached during data collection. The remaining 19 schools still provided enough teachers to meet the required sample of 319, so representativeness was not affected.

3.3.2 Study sample

Table 3.1: *Study Sample using Krejcie and Morgan's (1970)*

Category of respondents	**Target Population (N)**	**Sample Size(S)**	**Sampling Procedure**
District education officials	5	5	Purposive Sampling
SMCs representative	40	36	Simple Random Sampling
HeadTeachers	40	36	Simple Random Sampling
Teachers	640	242	Simple random sampling
Total	**725**	**319**	

***Source**: Krejcie and Morgan's (1970) table for sample size determination*

The study drew from a target population of 725 respondents across four categories, yielding a total sample size of 319 participants

District Education Officials represented the highest administrative level in this study. Because they had a complete, birds-eye view of policy implementation, budgeting, and resource allocation for government-aided schools, the researchers sampled 100% of the target population using purposive sampling. They were vital because they could provide context on the systemic, macro-level factors influencing empowerment, for example, professional development budgets, policy frameworks and how district-wide performance metrics were evaluated. 60 % (3) of teachers were male and 40% (2) female.

Representative School Management Committees (SMCs) acted as the bridge between the school administration, the local community, and parents. They were responsible for local

governance, monitoring school operations, and facilitating the local work environment. Their perspective was crucial because they observed "Teachers' empowerment" through a governance and community accountability lens. They saw whether empowered teachers actively engaged with the community and if administrative autonomy translated to better school-level results. 55 % (22) of teachers were male and 45% (18) female.

Headteachers were the direct supervisors and primary evaluators of classroom teachers. They acted as the "gatekeepers" of empowerment; they were the ones who decided whether to delegate authority, involve teachers in decision-making, or grant autonomy. In this study, headteachers provided an objective, managerial evaluation of teachers' performance, for example, lesson planning, scheme of work completion, punctuality, and pupil outcomes, to triangulate and validate the self-reported data provided by the teachers themselves. 62.5 % (25) of teachers were male and 37.5% (15) female.

Teachers formed the largest stratum (242 of 319 respondents; 37.8% of 640 teachers) and were the central focus of the study. They provided primary data on their perceived empowerment and classroom performance, which was essential for testing whether a significant relationship existed between the two. Half (121) were male and half (121) female. Simple random sampling was used for teachers, headteachers and SMC representatives (36 of 40 each; 90%), giving every member an equal chance of selection and enhancing representativeness and generalisability. All five District Education Officials (100%) were purposively selected as information-rich respondents with specialised knowledge. Government-aided primary schools were chosen because of their persistently poor performance relative to private schools, despite UPE grants.

3.4 Data Collection Methods and Instruments

The study used two data collection methods, a questionnaire survey and interviews, in line with the convergent parallel mixed methods design. The questionnaire survey produced quantitative data on teachers' empowerment and their performance, which address Objectives One, Two and Three. The interviews produced qualitative data that explained and triangulated the survey findings (Creswell & Plano Clark, 2018).

3.4.1 Questionnaire Survey Using a Questionnaire

Data collection method: questionnaire survey

The questionnaire survey was the main method for collecting quantitative data from teachers, who were the primary unit of analysis. A survey suited the study because it allowed standardised data to be collected from a large sample (242 teachers) across 19 government-aided primary schools in Omoro District within a short time. It also gave every respondent identical items, so responses could be compared across schools (Cohen et al., 2018). The researcher delivered the questionnaires in person at each school after obtaining permission from the headteacher. The purpose of the study was explained, informed consent was obtained, and respondents filled in the questionnaires themselves. The researcher stayed available to clarify items. Completed questionnaires were checked on collection for completeness and consistency, then coded with unique identifiers so that respondents remained anonymous.

Data collection tool: structured questionnaire

The tool was a self-administered structured questionnaire (Appendix I) with three sections:

Section A: Demographic information. Six items covering gender, age group, education level, teaching experience, employment status and primary levels taught. These described the respondents and the context of the findings.

Section B: Teachers' empowerment (SB1–SB8). Eight items measuring three dimensions: instructional autonomy (SB1, SB2, SB8), access to teaching and learning resources (SB3, SB4) and participatory decision-making (SB5–SB7). This section addressed Objective One.

Section C: Teachers' performance (SC1–SC10). Ten items measuring five dimensions: lesson preparation and planning (SC1, SC7), instructional delivery (SC2, SC9), classroom management (SC3, SC4), learner engagement (SC5, SC6), and assessment and professional conduct (SC8, SC10). This section addressed Objective Two.

Sections B and C used a five-point Likert scale scored Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2 and Strongly Disagree = 1. Composite means were calculated for each construct, and these composite scores were used in the correlation and regression analyses for Objective Three. The researcher developed the items from the study's conceptual framework, which draws on Transformational Leadership Theory (Bass, 1985), and from the reviewed literature. Closed-ended items were chosen because they are quick to complete, easy to code and suitable for statistical analysis (Cohen et al., 2018).

3.4.2 Interviews Using Interview Guides

Data collection method: face-to-face interviews

Face-to-face semi-structured interviews were used to collect qualitative data from key informants: the five District Education Officials, headteachers and SMC representatives. These participants supervise, govern and set policy for teachers, so they could give independent views on how empowerment is provided and how performance is monitored at school and district level. Semi-structured interviews kept every interview focused on the study variables while allowing the researcher to probe for detail and follow up on new issues (Kvale & Brinkmann, 2015). Interviews were scheduled at times convenient to participants and held at their workplaces. Before each interview, the purpose was explained, informed consent was obtained and permission to audio-record was sought. Interviews were recorded and backed up with field notes, then transcribed verbatim. Participants were identified by codes (e.g., HT-C3, SMC-B1) to protect confidentiality.

Data collection tool: interview guides

Three interview guides with open-ended questions were developed, one for each category of key informant:

Interview guide for District Education Officials (Appendix II). Section 1 had six questions on empowerment initiatives: resource support, teacher involvement in decision-making, professional autonomy, capacity building and implementation challenges. Section 2 had six questions on monitoring performance: tools and indicators, frequency of appraisal, the headteacher's role, use of performance data and major performance gaps.

Interview guide for SMC representatives (Appendix III). Section 1 had five questions on the SMC's role in empowering teachers, including teachers' welfare, resource support and involvement in planning and budgeting. Section 2 had five questions on how the SMC follows up performance, supports underperforming teachers, ensures teachers are regular and punctual, and works with headteachers.

Interview guide for headteachers (Appendix IV). Section 1 had six questions on promoting professional autonomy, resource provision, participatory decision-making, professional development, teachers' working conditions and empowerment challenges. Section 2 had six questions on day-to-day performance monitoring, indicators of teaching quality,

implementation of schemes of work and assessment, classroom observation and appraisal, support for struggling teachers, and engagement with stakeholders.

3.5 Data Analysis

To assess the teachers' empowerment in government-aided primary schools in Omoro district, data on teachers' empowerment dimensions (professional autonomy, access to resources, professional development, and participatory decision-making) were subjected to descriptive statistical analysis. Measures from the Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree) were obtained and a composite measure from the Likert scale where the composite means were computed. Qualitatively, thematic analysis was done, and aspects/insights of Teachers' empowerment were obtained and reported

Similarly, to assess the Teachers' performance in government-aided primary schools in Omoro district, data were analyzed using descriptive statistics. Collected data on performance indicators, for example, instructional quality, classroom management and processed to obtain measures from the Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree) and a composite measure from the Likert scale where the composite means were computed. Qualitatively, thematic analysis was done, and aspects of teachers' performance were obtained and reported. This analysis provided insights into the overall performance of teachers.

To examine the relationship between Teachers' empowerment and their performance in government-aided primary schools in Omoro District, Pearson Product-Moment Correlation was used to determine the direction, strength, and statistical significance of the relationship between the two composite variables, Teachers' empowerment and their performance. This technique is appropriate where both variables are measured on a continuous scale, and the data approximate a normal distribution (Cohen et al., 2018). Subsequently, Simple Linear Regression Analysis was conducted to establish the predictive power and the effect of Teachers' empowerment on Teachers' performance, confidence intervals, and the proportion of variance in performance explained by empowerment was reported and interpreted. Further, the model diagnostics were done using a histogram with a superimposed curve and a probability plot, which assessed the goodness of fit of the data for assurance of validity, accuracy, and reliability of the model results. These model diagnostics were then visually presented and interpreted.

3.6 Validity and Reliability

3.6.1 Validity

To ensure content validity, instruments were reviewed by experts in education research and piloted in a neighboring district. Suggestions were incorporated to improve clarity and relevance by employing the Validity Index formula:

$$\text{Validity Index} = (\frac{OC}{TotalOC}) \times 100$$

Where: OC = Number of items rated as "valid" (or correct, clear, or relevant) by the experts

3.6.2 Reliability

The reliability of the questionnaire was tested using Cronbach's Alpha, and a coefficient of 0.70 or above was considered acceptable (Taber, 2018). Pilot data were analyzed to refine question items. For the qualitative strand, reliability was ensured through inter-rater reliability, where a second independent coder analysed a portion of the transcripts and compared themes with the researcher, achieving consensus through discussion. Additionally, member checking was employed, whereby key findings were returned to selected participants for verification of accuracy. An audit trail of analytical decisions was also maintained to ensure dependability (Lincoln & Guba, 1985).

3.7 Ethical Considerations

About ethical approval, the study protocol was reviewed and approved by the university's ethical review board to ensure that the research adhered to ethical standards and guidelines, and the Dean of Students, Faculty of Education and Humanities, provided a field introductory letter.

Participants were provided with detailed information about the study's purpose, procedures, and their rights as participants. Informed consent was obtained from all participants before data collection began. Participants' names were not recorded; instead, unique identifiers were used to ensure confidentiality in protecting participants' privacy.

3.8 Limitations of the Study

The study employed a cross-sectional design**,** collecting data at a single point in time. Consequently, it was unable to capture changes in Teachers' empowerment and their performance over time, limiting the ability to establish causal relationships between Teachers' empowerment and their performance.

Some respondents withheld information due to fear of the repercussions. To mitigate this, confidentiality was assured

Time constraints due to a large target population. This was solved through the sampling part of the representative population.

Financial challenge in terms of transportation, as the majority of the schools in Omoro are remote. This was solved through obtaining respondents' contacts from the district, and some were reached via telephone calls.

3.9 Delimitations of the Study

The study was deliberately confined within the following boundaries.

Geographical delimitation. The study was delimited to government-aided primary schools in Omoro District, Northern Uganda. Private primary schools and schools in other districts were excluded, and data were collected from 19 of the 21 government-aided primary schools in the district.

Content delimitation. The study was delimited to teachers' empowerment, measured through instructional autonomy, access to teaching and learning resources and participatory decision-making, and teachers' performance, measured through lesson preparation and planning, instructional delivery, classroom management, learner engagement, and assessment and professional conduct. Other determinants of performance, such as remuneration, school infrastructure and pupils' socio-economic background, were not directly measured.

Respondent delimitation. The respondents were delimited to teachers, headteachers, School Management Committee representatives and District Education Officials. Pupils and parents were not included as respondents, so learners' outcomes were not assessed directly.

Theoretical delimitation. The study was delimited to Transformational Leadership Theory (Burns, 1978; Bass, 1985) as the lens for explaining how school leadership shapes teachers' empowerment and performance.

Time delimitation. The study was delimited to the period between June 2025 and the beginning of August 2025, during Term Two of the school calendar.

Chapter Four

Presentation, Analysis and Interpretation of Results

4.0 Introduction

This chapter presents the results for the three specific objectives of the study: to assess Teachers' empowerment, to assess Teachers' performance, and to examine the relationship between Teachers' empowerment and their performance in government-aided primary schools in Omoro District.

In line with the convergent parallel design, the quantitative and qualitative results are presented concurrently under each objective. For each objective, the questionnaire results are presented first, followed by the themes that emerged from the interviews with headteachers, School Management Committee representatives and District Education Officials, and then a short integration of the two strands. The demographic characteristics of the respondents are presented first.

Qualitative data from head Teachers' interviews, School management committees and District Education Official interviews provided rich contextual insight into how empowerment and performance were experienced and practised at the school level in Omoro District. Using Braun and Clarke's (2006) six-phase thematic analysis framework, nine major themes emerged from the data.

4.1 Demographic Characteristics of Respondents

Table 4.1: Demographic characteristics of the respondents

Demographic characteristics	Categories	Frequency(n)	Percentage (%)
Gender	Male	178	56.33
	Female	138	43.67
Age	20-30	22	6.90
	31-40	142	44.51
	41-50	115	36.05
	51+	40	12.54
Education level	Certificate	83	26.02
	Diploma	186	58.31
	Bachelor's Degree	42	13.17
	Master's Degree	8	2.51
Teaching Experience	Below 1 year	19	6.03
	1-5 Years	18	5.71
	6-10 years	50	15.87
	11+ years	227	72.06
Employment status	Full-time	243	76.75
	Part-time	68	21.66

Primary levels taught	Lower primary	70	21.94
	Upper primary	137	42.95
	Both	112	35.11

Source: Primary Data from Omoro district, 2025

Table 4.1 presents the demographic characteristics of respondents across six key characteristics: gender, age, education level, teaching experience, employment status, and primary levels taught. In terms of gender, males constituted the slight majority at 56.33% (n=178) compared to females at 43.67% (n=138). The age distribution revealed that most respondents were aged 31–40 years (44.51%, n=142), followed by those aged 41–50 (36.05%, n=115), indicating a relatively mature sample. Regarding education, the majority held a Diploma qualification (58.31%, n=186), with Certificate holders forming the second largest group at 26.02% (n=83), while Master's Degree holders were the least represented at 2.51% (n=8). Teaching experience was notably high, with 72.06% (n=227) reporting 11 or more years in the profession, suggesting a largely seasoned workforce. Employment status data showed that the overwhelming majority were employed full-time (76.75%, n=243), with only 21.66% (n=68) working part-time. Finally, with respect to primary levels taught, upper primary teachers formed the largest group (42.95%, n=137), followed by those teaching both levels (35.11%, n=112), and lower primary teachers at 21.94% (n=70). Overall, the sample was predominantly male, mid-career, diploma-qualified, highly experienced, and engaged in full-time employment.

Based on the demographic profile, the results revealed that the sample for Objective One "assessing Teachers' empowerment," comprised a predominantly experienced, diploma-qualified, and full-time teaching workforce. With 72.06% of teachers having 11 or more years of experience and 76.75% employed full-time, the sample represented a seasoned professional cohort whose responses on empowerment dimensions, particularly professional development participation, decision-making involvement, and recognition, carried considerable professional validity. The maturity and stability of this workforce suggested that empowerment assessments reflected professional autonomy and provided a reliable baseline for measuring the actual state of Teachers' empowerment in government-aided primary schools in Omoro District.

Table 4.1a: Response Rate

Instrument	**Respondents**	**Sampled (n)**	**Returned (n)**	**Response Rate (%)**
Questionnaire	Teachers	319	319	100.00
Total		**319**	**319**	**100.00**

Source: Primary Data, Omoro District, 2025

All 319 sampled respondents returned the questionnaire, a response rate of 100%. This was well above the 70% threshold Mugenda and Mugenda (2003) consider very good for analysis and reporting, so the data adequately represented teachers in government-aided primary schools in Omoro District.

Justification of data on background characteristics of the respondents and implication to the study

Data on respondents' background characteristics were collected because gender, age, education, teaching experience, employment status and level taught shape how teachers perceive empowerment and how they perform. These characteristics showed whether respondents were competent to provide reliable information, and they allowed the findings to be interpreted in context. The sample was mainly male (56.33%), aged 31–50 years (80.56%), Diploma-qualified (58.31%), highly experienced (72.06% with 11+ years) and employed full-time (76.75%). This mature and stable workforce understood school decision-making, resource allocation and performance expectations, which strengthened the credibility of its ratings of empowerment and performance. However, the dominance of experienced teachers may have inflated self-reported performance scores through social desirability bias. In addition, the low proportion of degree holders (15.68%) may have indicated limited access to professional development, which is relevant to teachers' empowerment. Overall, these characteristics provided a credible basis for examining the relationship between teachers' empowerment and their performance in Omoro District.

4.2 Teachers' Empowerment in Government-Aided Primary Schools (Objective One)

4.2.1 Quantitative Results on Teachers' Empowerment

Teachers' empowerment was measured across eight Likert-scale items in Section B of the questionnaire (SB1-SB8), covering three dimensions: instructional autonomy (SB1-SB2), access to teaching and learning resources (SB3-SB4), and participatory decision-making (SB5-SB8). Responses were scored on a five-point scale (SA=5, A=4, N=3, D=2, SD=1). A composite mean score was computed across all items. The findings are presented in Table 4.3 below.

Table 4.2: Teachers' Empowerment Items (n = 319)

S/N	Statement	SA	A	N	D	SD	SA+A (%)	N (%)	D+SD (%)	Mean	SD	Remark
SB1	I have the freedom to make instructional decisions in my classroom.	147	115	16	41	0	82.13	5.02	12.85	4.06	1.06	Agree
SB2	I am trusted to make decisions that affect my teaching practice.	35	185	24	58	17	68.96	7.52	23.51	3.45	1.13	Neutral
SB3	I have sufficient access to teaching and learning resources.	57	142	79	29	12	62.38	24.76	12.85	3.71	0.99	Agree
SB4	The school provides the materials I need to conduct effective lessons.	91	109	67	49	3	62.70	21.00	16.30	3.71	1.10	Agree
SB5	I am involved in key decision-making processes at school.	51	151	95	19	3	63.33	29.78	6.90	3.75	0.83	Agree
SB6	My opinions are considered in decisions regarding school policies.	26	183	83	24	3	65.52	26.02	8.46	3.69	0.75	Agree
SB7	I am involved in discussions related to curriculum and lesson planning.	57	156	35	68	3	66.77	10.97	22.26	3.57	1.07	Agree
SB8	I am encouraged to use external resources to enhance my teaching.	77	176	56	5	5	79.31	17.55	3.14	4.03	0.74	Agree
	Composite Mean (Teachers' Empowerment)									3.75		Agree

Source: Primary Data, 2025. Key: SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree. Interpretation: 4.50-5.00=Strongly Agree; 3.50-4.49=Agree; 2.50-3.49=Neutral; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree.

The findings from Table 4.2 revealed that Teachers' empowerment in government-aided primary schools in Omoro District was moderate, as reflected by a composite mean of 3.75, falling within the "Agree" interpretation range. This indicated that while teachers generally perceived themselves as empowered, the empowerment was neither comprehensive nor uniformly distributed across all dimensions measured.

The analysis identified a clear hierarchy of empowerment across three dimensions. Instructional autonomy emerged as the strongest dimension, with SB1 (M=4.06) and SB8 (M=4.03) recording the highest means, suggesting that teachers felt most empowered when

operating within their own classrooms, where they exercised relatively unchallenged professional discretion over pedagogical decisions.

The analysis revealed a critical empowerment deficit at the institutional level. SB2, measuring institutional trust in teachers' professional judgment, recorded the only neutral-range mean (M=3.45), with nearly one-quarter of respondents (23.51%) disagreeing that they were trusted to make decisions affecting their own teaching practice. This divergence between felt classroom autonomy and institutional trust signalled a paradox of partial empowerment: teachers were formally free to make instructional choices but did not feel institutionally recognised or trusted in doing so.

Resource-related empowerment items (SB3 and SB4, both M=3.71) revealed a moderate but insufficient provision of teaching and learning materials. With approximately 13% of respondents reporting inadequate resource access, the findings suggested that material deprivation continued to constrain teachers' capacity to perform effectively, regardless of the autonomy they were formally afforded

Participatory decision-making items (SB5–SB7) recorded means ranging from 3.57 to 3.75, all within the "Agree" range but consistently at the lower end. Notably, SB7 (M=3.57) recorded the second lowest mean, with 22.26% of respondents disagreeing that they were involved in curriculum and lesson planning discussions.

4.2.2 Theme 1: Participatory Decision-Making and Delegation of Responsibilities

The most universally reported empowerment strategy across all headteachers' respondents was the deliberate inclusion of teachers in school-level decision-making. Headteachers described formal structures, including staff meetings, departmental planning sessions, and budget discussions, as the primary forums for Teachers' participation.

> *"Engagement of teachers in discussion is very important. We assign roles and responsibilities to staff so that they feel they are part of what is happening in the school."* **(HT-B1)**

> *"We have financial meetings and planning where all teachers are involved. Each department is allowed to include their budget. This way, teachers feel responsible for how the school money is used."* **(HT-A)**

Delegation of roles was described as both empowering and performance-enhancing. HT-F1 noted: 'We give orientation in work and delegate responsibilities to gain experience. Supervision is done to support them, not just to check on them.' HT-J1 emphasised that

delegation was conducted with sensitivity to individual capacity: 'Responsibilities are given according to the abilities and interests, but not forced on people.' These findings aligned with Blase and Blase (2018), who argue that participatory decision-making is among the strongest predictors of Teachers' job satisfaction and professional commitment.

Participatory decision-making and delegation of responsibility improved teachers' performance by strengthening motivation, ownership and professional growth. When teachers were involved in decision-making, they felt valued and respected. This sense of inclusion boosted morale and commitment, making them more willing to put extra effort into their work. Additionally, both participation and delegation promoted teamwork and collaboration among staff. Teachers learnt from one another, shared best practices and supported one another, which has improved the overall performance for some teachers.

4.2.3 Theme 2: Resource Provision and Material Access

Resource provision was identified as a central pillar of Teachers' empowerment across all 13 headteachers respondents and all 19 SMC FGD participants. HeadTeachers described using UPE grants and PTA collections as primary funding mechanisms for procurement of instructional materials.

> *"Instructional material is bought and put in open place so that every Teachers' can access what they need. We also give teachers opportunity to give opinion on the usages of the materials and school resources."* **(HT-A)**

> *"We use UPE funds and PTA funds to purchase the items that Teachers's need. Without this, many Teachers's would have nothing to work with."* **(HT-D1)**

Library access and decentralisation of resources to the classroom level were also described as empowerment mechanisms. HT-K1 noted: 'We make use of the library. Easy access to books and materials is important. We allocate it in the budget so it is sustainable.' HT-Q1 reported: 'Decentralisation of resources at class level where the Teachers' can access material from the classroom.' These approaches reflected head teachers' understanding that resource provision was a form of professional empowerment that communicated institutional respect for teachers work (Hazarika, 2021).

According to headteachers and District Education Officers (DEOs), it was revealed that the provision of resources and access to teaching materials played a major role in improving Teachers' performance by making teaching more effective, organised, and impactful. When teachers had access to adequate resources, such as textbooks, study aids, chalk/markers, ICT

tools, and reference materials, lesson presentations became easier and more meaningful. Ultimately, a well-prepared Teachers' was more confident and could deliver content clearly, which significantly improved both the quality of teaching and learner understanding.

4.2.4 Theme 3: Professional Development and Capacity Building

Professional development was the most frequently cited empowerment strategy, reported by all 13 headteachers and all 5 DEOs, with three sub-categories: encouragement of further studies; facilitation of workshops and training; and organisation of CPD activities.

> *"We encourage them to go for upgrading. A Teachers' who knows more is more confident and more motivated to do their work."* **(HT-A)**

> *"We encourage upgrading along the professional line for skill development. It is not just about getting a certificate. It is about improving the skills and methods of doing work and evaluating responsibilities and successes."* **(HT-C3)**

At the district level, a DEO stated: 'We organise termly refresher training for teachers focusing on identified weaknesses. Schools that participate consistently show improvement in lesson delivery. HT-K1 noted: 'We carry out support supervision and organise CPD activities regularly. This keeps teachers updated.' These findings were consistent with Darling-Hammond and Richardson (2018), who argue that sustained professional development is one of the most powerful mechanisms for enhancing teachers' effectiveness.

In general, professional development and capacity building improved some teachers' performance since it strengthened competence, boosted confidence, enhanced teaching methods and increased motivation and accountability, according to 70% headteachers and all District Education Officers.

4.2.5 Theme 4: Teachers' Motivation and Welfare

Motivational and welfare-oriented strategies were reported by 11 of 13 headteachers and all SMC representatives. Three sub-categories emerged: appreciation and recognition; welfare support; and motivation through tangible rewards.

> *"Motivate teachers through appreciation of good performance and provision of lunch."* **(SMC Representative, B1)**

> *"Motivation, oral and tangible. When a Teachers' does well, we recognise them publicly. This encourages others."* **(HT-C3)**

Welfare support encompassed both material welfare provision of lunch, accommodation, and essential resources and psychosocial welfare through counselling and guidance. HT-A noted: 'Listening to individual problems and handling them.' HT-P1 described: 'By motivating staff through tokens.' These findings were consistent with Herzberg's (1959) two-factor theory, which distinguishes between hygiene factors and motivating factors. The data suggested that head teachers attempted to address both dimensions within the constraints of available resources.

Teachers' motivation and welfare were key drivers of improved performance because they directly influenced a teacher's attitude, commitment and effectiveness in the classroom, according to the HeadTeachers. When teachers were well motivated through fair salaries, recognition, promotions and incentives, they developed a positive attitude towards their work. This increased dedication, punctuality and willingness to go the extra mile, such as preparing better lessons and supporting learners beyond class time, and this has improved the performance of some teachers according to DEOs and SMCs.

4.2.6 Integration of Quantitative and Qualitative Results on Teachers' Empowerment

The two strands of evidence converged. The questionnaire results showed that empowerment was moderate (composite M = 3.75) and strongest at classroom level, through instructional autonomy (M = 4.06) and encouragement to use external resources (M = 4.03). The interviews confirmed that headteachers involved teachers through staff meetings, departmental budgeting and delegation of roles, and supported them through teaching materials, professional development and welfare measures. Both strands also pointed to the same gaps. The lower scores on institutional trust (M = 3.45), curriculum participation (M = 3.57) and resource access (M = 3.71) matched interview accounts of participation that varied from school to school and of schools depending on UPE grants and PTA collections for teaching materials.

4.3 Teachers' Performance in Government-Aided Primary Schools (Objective Two)

4.3.1 Quantitative Results on Teachers' Performance

The second objective was to assess the level of Teachers' performance in government-aided primary schools in Omoro District. Teachers' performance was measured through seventeen Likert-scale items in Section C of the questionnaire, organised into two sub-sections: direct performance indicators (SC1-SC10). Findings are presented in Table 4.3.

Table 4.3: Teachers' Performance Items (n = 319)

S/N	Statement	SA	A	N	D	SD	SA+A (%)	N (%)	D+SD (%)	Mean	SD	Remark
SC1	I plan my lessons thoroughly and in line with curriculum objectives.	144	164	8	1	2	96.55	2.51	0.94	4.38	0.61	Agree
SC2	I use varied instructional methods to meet learners' needs.	116	154	44	5	0	84.64	13.79	1.57	4.22	0.69	Agree
SC3	I maintain discipline and order in my classroom.	169	149	0	1	0	99.69	0.0	0.31	4.47	0.52	Agree
SC4	I create a safe and respectful learning environment.	135	177	7	0	0	97.81	2.19	0.0	4.38	0.54	Agree
SC5	I actively involve students in classroom discussions and activities.	164	153	1	1	0	99.37	0.31	0.31	4.44	0.53	Agree
SC6	I encourage learners to participate and express their ideas.	174	132	10	3	0	95.92	3.13	0.94	4.47	0.55	Agree
SC7	I submit schemes of work and lesson plans on time.	98	209	9	3	0	9624	2.82	0.94	4.27	0.57	Agree
SC8	I consistently assess and record learners' progress.	80	189	47	1	2	84.33	14.73	0.94	4.13	0.61	Agree
SC9	I regularly use instructional materials in my teaching.	79	209	25	5	1	90.28	7.84	1.88	4.10	0.63	Agree
SC10	I maintain punctuality and regular attendance.	157	148	13	0	1	95.61	4.08	0.31	4.39	0.60	Agree
	Composite Mean (SC1-SC10)									4.33		Agree

The findings from Table 4.3 revealed that Teachers' performance in government-aided primary schools in Omoro District was generally high, as reflected by a composite mean of 4.33, firmly within the "Agree" interpretation range. This indicated that teachers collectively perceived their professional performance as commendably strong across the ten measured dimensions, spanning lesson planning, classroom management, learner engagement, professional responsibility, and assessment practices.

The analysis identified classroom management and learner engagement as the strongest performance dimensions. SC3 ("I maintain discipline and order in my classroom", M=4.47)

and SC6 ("I encourage learners to participate and express their ideas", M=4.47) recorded the highest item means, with near-universal agreement rates of 99.69% and 95.92% respectively. SC5 ("I actively involve students in classroom discussions", M=4.44, SA+A=99.37%) further reinforced this pattern.

Professional responsibility and lesson planning also emerged as strong performance dimensions. SC10 ("I maintain punctuality and regular attendance", M=4.39, SA+A=95.61%) and SC1 ("I plan my lessons thoroughly", M=4.38, SA+A=96.55%) indicated that teachers demonstrated considerable commitment to their professional obligations. SC4 ("I create a safe and respectful learning environment", M=4.38, SA+A=97.81%) similarly reflected strong professional conduct

Instructional variety and administrative compliance recorded moderate but acceptable performance levels. SC2 ("I use varied instructional methods", M=4.22, SA+A=84.64%) and SC7 ("I submit schemes of work and lesson plans on time", M=4.27, SA+A=96.24%) suggested that while teachers generally complied with administrative requirements and attempted varied pedagogy, differentiated instruction remained an area where professional development support could further enhance performance. The relatively wider spread of responses on SC2 (SD=0.69) indicated greater variability among teachers in their use of diverse instructional strategies, suggesting that this competency was less uniformly developed across the sample.

The most critical performance gaps were identified in continuous assessment and instructional material utilization. SC8 ("I consistently assess and record learners' progress", M=4.13, SD=0.61) and SC9 ("I regularly use instructional materials in my teaching", M=4.10, SD=0.63) recorded the lowest item means, with disagreement rates of 14.73% and 7.84% respectively. Although both items remained within the "Agree" range, their comparatively lower means and higher neutral and disagreement responses signaled that a meaningful proportion of teachers struggled to consistently integrate formative assessment and instructional materials into their daily teaching practice. The weakness in these areas likely reflected the resource constraints identified under Objective One, where moderate scores on resource access (SB3, SB4, M=3.71) suggested that insufficient teaching materials limited teachers capacity to perform optimally in these dimensions.

4.3.2 Theme 5: Performance Monitoring and Classroom Supervision

Structured monitoring and classroom supervision were reported by all headteachers and all 5 DEOs as the primary performance management mechanisms, with three sub-dimensions: attendance and time-on-task monitoring; lesson observation; and scheme of work approval.

> *"Duties roster and time table are put in place. Daily attendance is taken and Teachers' time on task is monitored."* **(HT-A)**

> *"We use the Fela system for monitoring teachers' arrival and departure, and use Teachers' daily attendance books."* **(HT-B1)**

Lesson observation was described with varying degrees of formality and frequency. HT-C3 stated: 'Classroom observation is done weekly. Appraisal is done termly for unconfirmed teachers. Those confirmed are observed once a year.' HT-D1 described peer supervision: 'Peer supervision is done three times a term.' The scheme of work approval was described by 12 of 36 headteachers. HT-E1 elaborated: 'We use the Head of Department and later approval by the head Teachers'. Checking the scheme of work according to the curriculum is done regularly.

Conclusively, it was revealed that performance monitoring helped track teachers' work through lesson plans, schemes of work, attendance, assessment records, and learner progress. This kept teachers focused on their responsibilities and encouraged consistency in planning, teaching and evaluation. When teachers knew that their work was being reviewed, they became more organised, punctual and committed to delivering quality lessons, hence better performance for teachers.

4.3.3 Theme 6: Assessment and Record Keeping

Assessment and record keeping were positioned as key performance indicators by all 36 headteachers and all 5 District Education Officers. Three sub-categories emerged: pupil assessment as a performance proxy; record of work and syllabus coverage monitoring; and formal Teachers' appraisal systems.

> *"Checking pupils' books, records of work of the Teachers', supervision of teachers, Teachers' time on task, and seating arrangement are all indicators we use."* **(HT-A)**

HT-Q1 described multiple pupil-level indicators: 'Records of pupils' progress; records of topic coverage; end of unit assessment.' HT-C3 described a systematic results analysis process: 'We analyse results, discuss results, and disseminate in a parents' meeting. This way, both teachers

and parents are aware of performance.' The DEO noted: 'Performance appraisal forms must be completed annually and submitted to our office. We use them to identify teachers for further training and disciplinary review.'

In general, it was revealed that teachers who regularly tested, quizzed and evaluated learners could identify gaps in understanding and adjust their teaching methods accordingly. This led to more effective lesson delivery and better learner outcomes, a reason behind better-performing teachers.

4.3.4 Theme 7: Responses to Teachers' Underperformance

HeadTeachers described a predominantly rehabilitative approach to underperformance, reported by 85% of head teachers and all 5 District Education Officers. The hierarchical response model comprised: (1) counselling and guidance; (2) professional development as a corrective tool; (3) formal warning letters; (4) presentation before school management; and (5) referral to DEO.

> *"We do follow up, counselling and guidance, listening to their concerns and making referrals in case of a serious situation."* **(HT-L1)**
>
> *"We take disciplinary steps. Setting one-to-one, giving a warning letter, presenting him or her before the School Management. This is a last resort, but sometimes it is necessary."* **(HT-P1)**

A DEO stated: 'Our first response is always to support. We want to understand why a Teachers' is underperforming before we discipline. Sometimes it is a personal issue, sometimes it is a resource issue. We address each case accordingly.' The rehabilitative orientation reflected a relational leadership culture consistent with the Individualised Consideration component of Transformational Leadership Theory (Bass, 1985; Ford & Ware, 2018).

Conclusively, the Headteachers and DEOs' responses to Teachers' underperformance revealed that through monitoring, counselling, mentoring, training, supervision and, where necessary, disciplinary action, improved teaching performance and better learner outcomes.

4.3.5 Theme 8: Community and Stakeholder Engagement

Community and stakeholder engagement was reported by all headteachers, SMC representatives, and all 5 District Education Officers as an important mechanism for sustaining Teachers' empowerment and supporting performance accountability.

"We encourage parents to support their children with books, pens, bags and many others. We also ensure parents make payment. Remedial lessons are paid for and that motivate teachers." **(HT-A)**

"SMC ensures that teachers and school get their basic needs. SMC checks on the relationship of Teachers' with the community." **(HT-B1)**

HT-J1 noted: 'In the budgeting process, class parents' meetings, and in the Annual General Meeting, we make the annual budget for the school together.' The DEO reinforced this: 'We expect SMCs to be active in monitoring teachers' welfare and reporting challenges to our office. Community involvement is not optional; it is part of how we ensure accountability.

Conclusively, it was found that when the community (parents, local leaders, school boards, and education partners) was actively involved, teachers felt supported in their work. This support came through providing teaching materials, improving school facilities, or participating in school development projects. With better resources and a conducive environment, teachers were able to perform their duties more effectively.

4.3.6 Integration of Quantitative and Qualitative Results on Teachers' Performance

The quantitative and qualitative results were consistent. Teachers rated their performance highly (composite M = 4.33), with the strongest ratings for classroom management (M = 4.47) and learner engagement (M = 4.44). Headteachers and District Education Officials described routine monitoring of attendance, time on task, lesson plans and schemes of work, which helped to explain the high ratings for punctuality and regular attendance (M = 4.39) and timely submission of schemes of work and lesson plans (M = 4.27). The comparatively lower ratings for continuous assessment (M = 4.13) and use of instructional materials (M = 4.10) matched the interview evidence that assessment records were key indicators of performance and that teachers depended on school-provided materials, which were limited by funding.

4.4 Relationship between Teachers' empowerment and their performance (Objective Three)

Pearson correlation and simple linear regression analyses were conducted using the SPSS composite scores for Teachers' empowerment and their performance.

4.4.1 Pearson Correlation Analysis

Table 4.4: Pearson Correlation between Teachers' empowerment and their performance (n = 319)

Correlations			
		Teachers' Empowerment	Teachers' Performance
Teachers' Empowerment	Pearson Correlation	1	.487**
	Sig. (2-tailed)		.000
	N	319	319
Teachers' Performance	Pearson Correlation	.487**	1
	Sig. (2-tailed)	.000	
	N	319	319
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.4 indicates the Pearson correlation coefficient between Teachers' empowerment and their performance (r = .487), which was statistically significant at the p < .01 level. The obtained value of r = .487 represented a moderately meaningful positive relationship between Teachers' empowerment and their performance. This implied that based on the composite measures, an improvement in Teachers' empowerment significantly and positively improved teachers' performance.

4.4.2 Linear Regression Analysis

Tables 4.5 and 4.8 present the regression model summary and coefficients for the prediction of Teachers' performance from Teachers' empowerment.

Table 4.5: Model Summary for Regression of Teachers' Performance on Teachers' Empowerment

Model	**R**	**R-squared**	**Adjusted R-squared**	**Std. Error of Estimates**
1	.600[a]	.360	.345	.2873

Table 4.5 indicates that 34.5% of the variations in Teachers' performance was explained by Teachers' empowerment if other factors are held constant.

Table 4.6: Regression Coefficients for how Teachers' Empowerment Predicts Teachers' Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.832	.137		6.064	.000	.562	1.102
	Teachers' Empowerment	.266	.033	.429	7.977	.000	.200	.332
	Gender	-.013	.038	-.018	-.334	.739	-.088	.063
	Age group	.121	.025	.276	4.797	.000	.071	.171
	Education level	.010	.025	.020	.406	.685	-.039	.060
	Teaching experience	-.035	.022	-.086	-1.582	.115	-.078	.009
	Employment status	.114	.037	.168	3.059	.002	.041	.188
	Teaching level	-.045	.020	-.113	-2.242	.026	-.085	-.006

a. Dependent Variable: Teachers' Performance

Results from Table 4.6 revealed that Teachers' Empowerment was a statistically significant and the strongest predictor of Teachers' Performance in the model. Specifically, Teachers' Empowerment recorded a coefficient of B = 0.266 (SE = 0.033), indicating that for every one-unit increase in Teachers' Empowerment, Teachers' Performance increased by 0.266 based on composite measures, holding all other variables constant. This confirmed that Teachers' Empowerment exerted the greatest relative influence on Teachers' Performance compared to the other independent variables included. The relationship was highly statistically significant ($p < .001$), meaning the probability of obtaining this result by chance was less than 0.1%, providing very strong evidence about relationship between Teachers' empowerment and their performance. Further affirming the reliability and precision of this estimate. Overall, these findings strongly suggested that enhancing Teachers' empowerment was a critical and meaningful driver of improved Teachers' performance, and that this relationship was both statistically robust and practically significant within the context of the study.

Model diagnostics for goodness of fit

The figures 4.1 and 4.10 below assessed the goodness of the model, that is to say how well the model fits the data collected using residual and probabilities respectively. This indicated the validity, reliability and accuracy of the results generated from the collected data as explained.

Figure 4.1: Normality for model fit

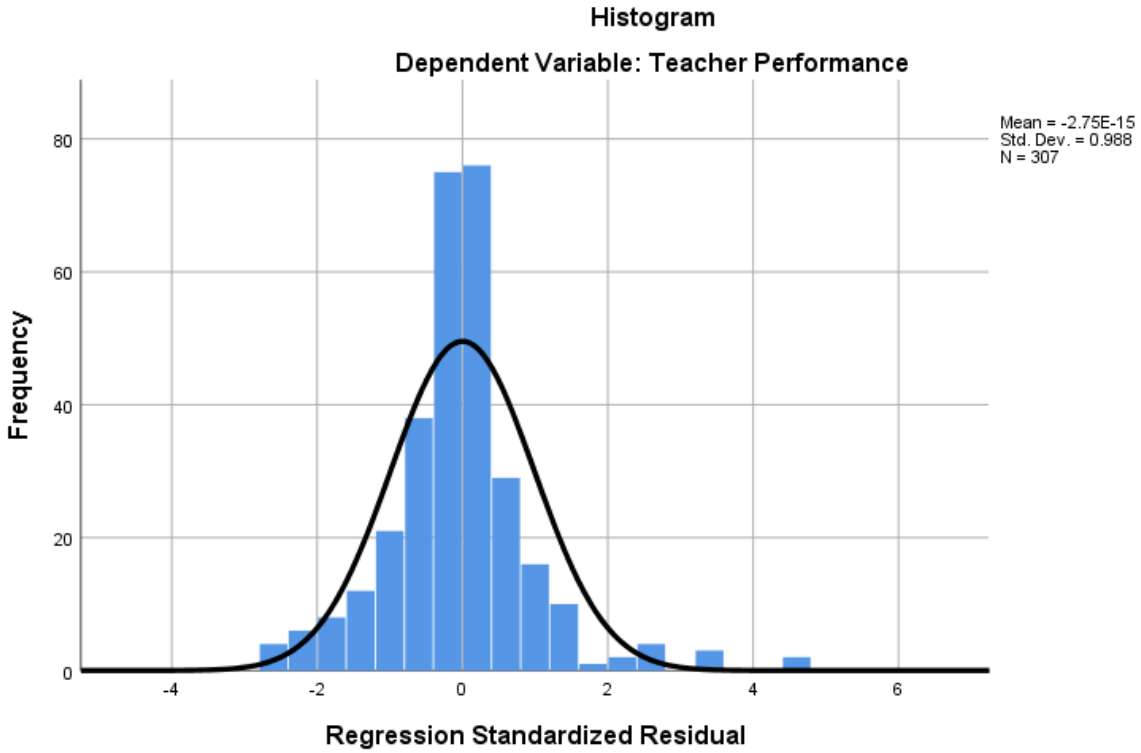


Figure 4.1 of regression standardized residuals for the dependent variable, Teachers' Performance, provides a visual assessment of the normality assumption underlying the regression model. Based on a sample of 307 observations, the residuals exhibited a mean of approximately zero (Mean = -2.75E-15), which was essentially indistinguishable from zero and consistent with the expectations of an ordinary least squares regression model. The standard deviation of the residuals was 0.988, closely approximating the value of 1.0 expected for standardized residuals, further affirming the adequacy of the model.

The distribution of residuals was largely bell-shaped and centered near zero, with the majority of values falling within the -2 to +2 standardized residual range, which is generally considered acceptable in regression diagnostics. However, a noticeable positive skew was evident, as the distribution exhibited a longer right tail extending beyond +4 and up to approximately +6. This rightward elongation suggested the presence of a small number of outliers or influential observations with unusually large positive residuals, which may warrant further investigation through additional diagnostic measures such as Cook's Distance or leverage statistics.

Despite this slight departure from perfect normality at the upper tail, the overall shape of the histogram approximates the superimposed normal curve reasonably well across the central portion of the distribution. This indicated that the normality assumption was largely, though

not perfectly, satisfied. The minor violations observed at the extreme right tail are not uncommon in social science research and are unlikely to substantially bias the regression estimates. Overall, the histogram suggested that the regression model for Teachers' Performance met the key diagnostic criteria to a satisfactory degree, supporting the validity of the inferential conclusions drawn from the analysis.

Figure 4.2: Probability Plot

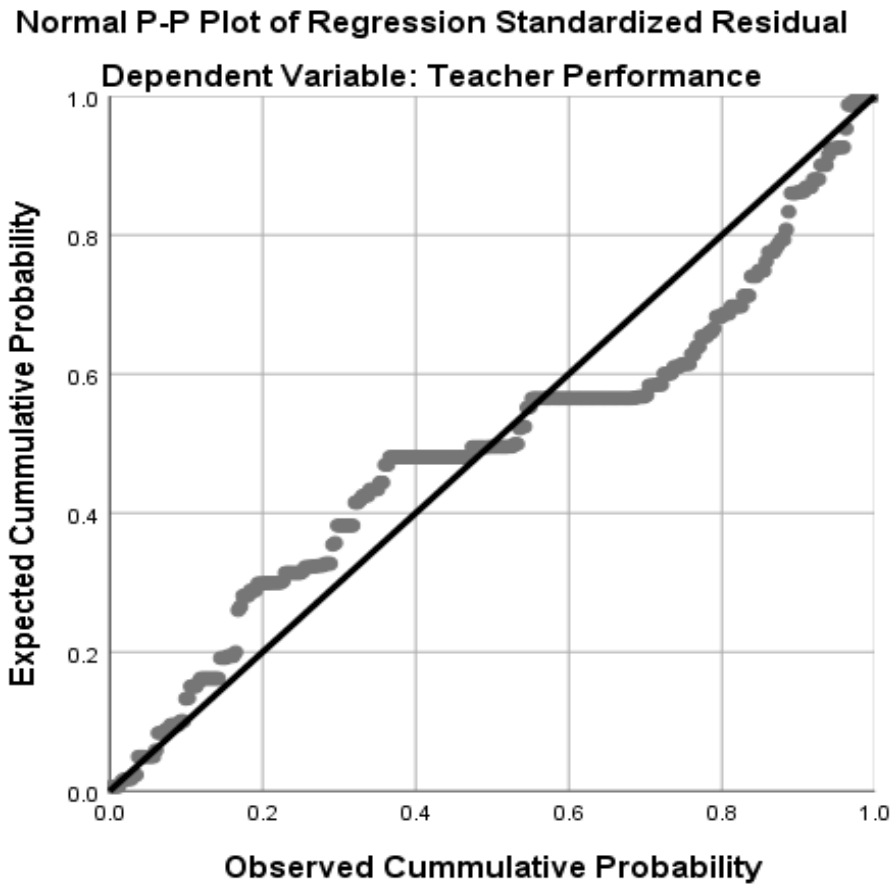


Figure 4.2 of Regression Standardized Residuals for the dependent variable, Teachers' Performance, provides a cumulative probability-based assessment of the normality assumption for the regression model. In an ideal scenario, perfect normality would be indicated by all data points falling precisely along the diagonal reference line, representing a perfect correspondence between observed and expected cumulative probabilities.

The plot revealed that the majority of data points tracked closely along the diagonal reference line, particularly in the lower and upper regions of the distribution, suggesting that the residuals conformed reasonably well to a normal distribution across most of the probability range. However, notable step-like deviations were observed in the mid-range of the distribution, approximately between the 0.4 and 0.6 cumulative probability region, where clusters of points

appeared to plateau horizontally before rejoining the reference line. These step patterns were indicative of a concentration of residuals at particular values, which may reflect the discrete or ordinal nature of the underlying data, a common characteristic in survey-based educational research.

Additionally, slight deviations were visible in the lower tail (around 0.1 to 0.2 cumulative probability), where points fell marginally above the reference line, and at the upper tail, where points hugged the line more tightly. These departures, while noticeable, were not severe enough to constitute a fundamental violation of the normality assumption. Such patterns are frequently encountered in social science research involving Likert-scale data and are generally considered acceptable for regression analysis purposes.

Overall, the Normal P-P Plot provided reasonable evidence that the normality assumption for the regression residuals of Teachers' Performance was sufficiently met, thereby supporting the statistical validity of the regression model and the reliability of the inferential conclusions derived from it.

4.4.3 Qualitative Evidence on the Link between Empowerment and Performance

The interviews supported the quantitative relationship. Across the themes presented under Objectives One and Two, headteachers, School Management Committee representatives and District Education Officials linked specific empowerment practices to better performance: participation in decisions and delegated roles built ownership and commitment; access to materials made lesson delivery easier; professional development strengthened competence and confidence (reported by 70% of headteachers and all District Education Officials); and recognition and welfare support improved punctuality and dedication. One District Education Official summarised the mechanism: "empowerment creates ownership, and ownership drives performance." A District Education Official also observed that "implementation differs from school to school", which is consistent with empowerment explaining a substantial but partial share of the variance in performance.

4.4.4 Theme 9: Challenges to Empowerment and Performance

All headteachers, all 5 DEOs, and all SMC FGD participants identified significant barriers, with three dominant sub-categories: financial constraints; negative Teachers' attitudes; and inadequate staffing and high pupil enrolment.

> *"Financial constraint hinders the activities. Without money, we cannot buy materials, we cannot send teachers for training, and we cannot give incentives."* **(HT-A)**

> *"Some teachers are rebellious. They give dead ears to the administrator. You try to empower them, but they do not respond."* **(HT-B1)**

HT-E1 highlighted: 'Inadequate support from parents and late UPE grant disbursement.' HT-F1 observed: 'Teachers'-pupil ratio and financial constraint.' HT-C3 described the compound challenge: 'Fixed mindset; financial challenges; inadequate staff.' An SMC representative added: 'The money from the government comes late and is not enough. We try our best but the gap is still there.

In general, it was revealed by headteachers and school management committees that limited resources were a major challenge. In many schools, lack of teaching materials, inadequate infrastructure and insufficient funding made it difficult for teachers to perform effectively even when they were empowered.

4.4.5 Integration of Quantitative and Qualitative Results on the Relationship

Both strands showed that teachers' empowerment and performance were linked. The correlation ($r = .487$, $p < .01$) and regression results ($B = 0.266$, 95% CI [0.200, 0.332], $p < .001$; adjusted $R^2 = .345$) established a moderate, positive and significant relationship, while the interviews described how empowerment practices translated into ownership, competence and commitment. The qualitative data also identified the conditions that weakened the relationship, namely financial constraints, late UPE grant disbursement, inadequate staffing, high pupil enrolment and negative attitudes among some teachers. These conditions help to explain why empowerment accounted for about one-third, rather than most, of the variance in performance.

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter presents a synthesis and critical discussion of the key findings reported in Chapter Four in relation to the existing body of empirical and theoretical literature on Teachers' empowerment and their performance. The discussion is organized around the three specific objectives of the study: (i) to assess Teachers' empowerment, (ii) to assess Teachers' performance, and (iii) to examine the relationship between Teachers' empowerment and their performance in government-aided primary schools. The chapter subsequently presents the overall conclusions arising from the study, followed by practical and policy-oriented recommendations addressed to the relevant stakeholders.

5.1 Discussions

5.1.1 Teachers' Empowerment in Government-Aided Primary Schools

The findings revealed that Teachers' empowerment in Omoro District was moderate (Composite Mean = 3.75), indicating that teachers generally felt empowered, though not optimally. Teachers reported strong autonomy in classroom instructional decisions and encouragement to use external resources. However, a critical gap emerged in institutional trust (Mean = 3.45) and limited participation in curriculum-related discussions and development.

These findings are consistent with earlier studies (e.g., Mishra, 2021; Mohamadi & Asadzadeh, 2022), which argue that empowerment involves not only autonomy but also meaningful participation in institutional decision-making. While autonomy at classroom level appeared strong, the limited trust and partial exclusion from broader school governance suggested partial empowerment rather than full professional agency.

The qualitative findings reinforced this interpretation. Although participatory decision-making structures existed, they were constrained by financial limitations, administrative control, and systemic barriers. This aligned with literature highlighting that empowerment in low-resource settings is often structurally limited rather than conceptually absent (Konte, 2020).

The resource findings also had direct implications for instructional autonomy. As Freire (1970) argued, empowerment cannot be achieved without the material conditions that enable agency, a perspective that found empirical support in the present study, where the weakest empowerment items (Teachers having sufficient access to teaching and learning resources, the

school provision of materials teachers need to conduct effective lessons) were precisely those that measured the material preconditions for instructional autonomy. This convergence of quantitative and qualitative evidence suggested that resource provision and felt professional trust were not independent dimensions of empowerment but were structurally interdependent.

Furthermore, the findings supported the Transformational Leadership Theory, particularly the dimensions of intellectual stimulation and individualized consideration, where empowerment depends on leadership practices. The observed gap in trust suggested that leadership practices may not have fully supported Teachers' autonomy at institutional levels.

5.1.1.1 Instructional Autonomy

Teachers' freedom to make instructional decisions (M = 4.06) was the strongest empowerment dimension recorded in this study. This finding was consistent with Pearson and Moomaw (2021), who identify instructional autonomy as the foundational dimension of Teachers' empowerment and who found that teachers who feel trusted in their pedagogical judgments demonstrate higher motivation, professional commitment, and instructional effectiveness. The strong score on SB1 suggested that headteachers in Omoro District generally created conditions in which teachers felt professionally trusted at the classroom level, a finding that aligns with the Individualized Consideration component of Transformational Leadership Theory (Bass, 1985), which emphasises leaders' sensitivity to individual followers' professional needs and capacities.

However, the contrasting result on ("trusted to make decisions affecting teaching practice" with M = 3.45, Neutral, 27.2% disagreement) revealed an important distinction between formal and felt autonomy. While teachers were nominally free to make instructional choices, a substantial minority did not feel institutionally trusted to do so. This gap between formal policy and experienced reality has been identified by Hazarika (2021) as a recurring pattern in Teachers' empowerment in developing countries, where hierarchical school management cultures often retain decision-making authority at the leadership level while formally delegating responsibility to teachers. The qualitative data supported this interpretation, where HT-A noted that 'freedom is limited by the lack of materials,' suggesting that autonomy without corresponding resources was experienced as hollow rather than genuinely empowering.

This finding diverged from Mishra (2021), who reported that effective empowerment practices give teachers full control over both instructional decisions and school governance in well-resourced settings. The discrepancy may have reflected the resource-constrained and post-

conflict context of Omoro District, where the material conditions that underpin meaningful autonomy, adequate teaching materials, manageable class sizes, and stable school governance were not yet fully restored (Omoro District Local Government, 2020; Kwiringira et al., 2019).

5.1.1.2 Access to Teaching and Learning Resources

Teachers having sufficient access to teaching and learning resources (M = 3.71) and the school provision of materials teachers need to conduct effective lessons (M = 3.71) recorded positive scores in the Agree range, yet with disagreement rates of 11.7% and 19.7% respectively, indicating persistent resource gaps affecting a significant minority of teachers. These findings were broadly consistent with Nabukenya et al. (2020), who documented inadequate teaching and learning resources as a primary constraint on Teachers' effectiveness in Omoro District schools, and with Kanyesigye and Basheka (2020), who identified resource inadequacy as one of the most consistently cited barriers to effective teaching across Ugandan government-aided primary schools.

The reliance on UPE grants and PTA collections as the primary resource funding mechanisms, as described by all SMC respondents and most headteachers, reflected the structural vulnerabilities of government-funded primary education in Uganda, where school-level resource provision is contingent on the regularity and adequacy of central government disbursements (Ministry of Education and Sports, 2018). The Ministry of Education and Sports' own National Teachers' Policy (2018) acknowledges that UPE grant delays represent one of the most significant operational challenges for government-aided primary schools, a finding that resonated strongly with the qualitative data from this study.

5.1.1.3 Participatory Decision-Making

The participatory decision-making dimension yielded a mixed picture, where teachers were encouraged to use external resources and teachers' involvement in key decision-making recorded positive Agree scores, while Teachers' involvement in curriculum and lesson planning discussions recorded disagreement, revealing that a quarter of teachers felt excluded from curriculum governance, arguably the most directly performance-relevant form of participation. These findings were consistent with Blase and Blase (2018), who found that participatory decision-making is among the strongest predictors of Teachers' job satisfaction and commitment, but also noted that the depth and consistency of participation vary considerably across schools and leadership styles.

The variability in participation documented in the present study, ranging from structured budgetary inclusion “each department is allowed to include their budget” to ad hoc consultation, aligned with Alibakhshi and Dehvari (2020), who found that when teachers are actively and systematically involved in policy implementation and curriculum development, their job satisfaction and retention improve significantly, but that sporadic inclusion yields weaker empowerment effects.

The DEO's observation that 'in some schools, teachers are very much part of the decision-making; in others, the headteachers does everything alone' suggested that transformational leadership behaviours were inconsistently distributed across the district, a finding that had direct implications for headteachers’ professional development programmes. This aligned with the Transformational Leadership Theory perspective (Burns, 1978; Bass, 1985), the variability in participatory practices across schools may have reflected differences in headteachers’ leadership orientations. Schools where headteachers’ score higher on Inspirational Motivation and Intellectual Stimulation, encouraging teachers to innovate, share ideas, and co-construct school goals, are likely to generate stronger participatory empowerment cultures.

5.1.1.4 Challenges to Teachers’ Empowerment

According to the Omoro district education officer, the school management committee and headteachers identified three dominant challenges to teachers’ empowerment: financial constraints, negative Teachers’ attitudes, and inadequate staffing, that affected Teachers’ empowerment and directly affected Teachers’ performance. Financial constraints were universally cited as the most pervasive barrier, a finding that resonated with the broader literature on educational financing in sub-Saharan Africa (UNESCO, 2019; Mumba & Sinyangwe, 2018). The specific challenge of UPE grant delays in Uganda has been documented by multiple researchers (Atuhurra & Kaffenberger, 2023; Ministry of Education and Sports, 2018) and represents a systemic structural barrier that individual school leaders cannot resolve through leadership alone.

The identification of negative Teachers’ attitudes as a significant empowerment challenge, reported by eleven headteachers, was a more nuanced finding that invited consideration of the psychological dimensions of empowerment. The headteachers’ perspective that 'some teachers are rebellious' may have reflected a rational protective response to a history of unfulfilled institutional promises. This aligned with the phenomenon described by Ogwang (2023) in the context of Ugandan UPE Teachers’ agency responses to repeated curriculum reform.

5.1.2 Teachers' Performance in Government-Aided Primary Schools

The study found that Teachers' performance was generally high (Composite Mean = 4.33), with strong performance in classroom management, lesson planning, learner engagement, and professional responsibility.

This finding was consistent with Suleman et al. (2021) and Akintunde & Musundire (2023), who indicate that Teachers' performance is often reflected in instructional delivery, discipline, and engagement. The strong performance observed suggested that teachers in Omoro District were professionally committed despite contextual challenges.

Strengthening classroom management (Mean = 4.47) and student engagement (Mean = 4.44) were the strongest indicators. This suggested that, despite being under-resourced, teachers in Omoro exhibited high "Inspirational Motivation". Peer collaboration emerged as the strongest motivator (Mean = 4.66), supporting Darling-Hammond and Richardson's (2018) theory that professional communities drive innovation better than individual incentives.

However, relatively lower scores in continuous assessment practices, use of instructional materials, and differentiated instruction indicated areas requiring improvement. These findings aligned with Nakaweesi (2020), who identified resource limitations and insufficient training as barriers to optimal Teachers' performance.

Interestingly, despite moderate empowerment, Teachers' performance was high. This suggested that teachers may have relied on professional experience (majority had 11+ years), personal motivation and established routines rather than formal empowerment structures alone.

Qualitative findings further showed that structured supervision, monitoring, and accountability systems played a major role in sustaining performance. This supported Blase and Blase (1998), who emphasize instructional supervision as a key driver of Teachers' effectiveness.

5.1.3 Relationship between Teachers' empowerment and their performance

The study revealed a statistically significant moderate positive relationship ($r = 0.487$, $p < 0.01$) between Teachers' empowerment and their performance. Regression results further showed that Teachers' empowerment significantly predicts Teachers' performance ($B = 0.266$, $p < 0.001$), explaining 34.5% of the variance.

This finding strongly supported existing empirical literature by Zarei & Rastegar (2021) and Tukura & Sapo (2023), which consistently demonstrates that empowered teachers are more

effective, motivated, and productive. The implication was that increasing Teachers' empowerment would lead to measurable improvements in performance, even in resource-constrained environments.

Naiga (2016) found in Kayunga District, Uganda, that relationship-oriented leadership behaviours, which closely mirror the empowerment strategies documented in this study, positively influenced Teachers' empowerment and performance at the school level. The present study extended Naiga's (2016) work from secondary to primary school settings, demonstrating that the empowerment-performance relationship was robust across school levels within the Ugandan context. Masumbuko and Oduor (2022), writing on empowering leadership in East Africa, similarly found that empowering leadership styles directly contribute to improved teaching outcomes, reinforcing the cross-national validity of the present findings.

The explained variance of 34.5% indicated that Teachers' empowerment was a substantial but not exhaustive predictor of performance. The remaining 65.5% of variance was attributable to other factors identified in the conceptual framework, including school climate, community engagement, instructional competency, and ethical standards, as well as factors not captured in the study design, such as individual Teachers' personality, student socio-economic background, and school infrastructure quality. This finding was consistent with Akinyemi et al. (2020), who found that school environments supporting empowerment account for approximately 25-35% of variance in Teachers' performance outcomes across sub-Saharan African contexts.

The findings also validated the Transformational Leadership Theory, confirming that leadership practices that promoted empowerment (participation, support, professional growth) led to improved performance outcomes.

However, the moderate strength of the relationship suggested that other factors also influenced Teachers' performance, including age and experience (significant predictors in regression), employment status, and resource availability. This indicated that Teachers' empowerment was a key but not exclusive determinant of performance in schools.

5.1.3.1 Theoretical Interpretation

The empirical relationship between Teachers' empowerment and performance in this study provided strong support for Transformational Leadership Theory (Burns, 1978; Bass, 1985) as an explanatory framework for understanding how school leadership generates Teachers' performance outcomes. The four components of transformational leadership, Idealized

Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, mapped directly onto the empowerment strategies documented in the qualitative data of this study.

Idealised Influence was reflected in headteachers self-described role-modelling behaviours, including being exemplary, providing guidance and counselling, and maintaining ethical leadership standards that teachers respect and emulate. Inspirational Motivation was expressed through headteachers articulation of a shared vision for school improvement and their active encouragement of teachers to pursue further studies and professional growth. Intellectual Stimulation was evident in continuous professional development activities, workshop facilitation, and the encouragement to use external resources (M = 4.03). Individualized Consideration was most clearly expressed in headteachers' rehabilitative responses to underperformance, counselling, guidance, and individually tailored support, and in their attention to Teachers' welfare and working conditions.

The convergence between the theoretical framework and the empirical findings suggested that Transformational Leadership Theory did not merely reflect an imported Western construct but had genuine explanatory power in the Omoro District context. This was an important contribution to the growing literature on educational leadership in post-conflict East African settings, where the applicability of Western leadership theories has sometimes been questioned (Hargreaves & Fullan, 2012). The present study provided empirical evidence that transformational leadership practices, as enacted by Ugandan primary school headteachers, yielded measurable performance outcomes consistent with the theory's predictions.

5.1.3.2 Qualitative Contextualisation of the Relationship

The qualitative data provided important contextual depth to the quantitative relationship. The headteachers assertion that 'empowerment creates ownership, and ownership drives performance' (DEO interview) encapsulated a causal mechanism that the quantitative analysis confirmed but could not fully explain. The qualitative themes suggested that the empowerment-performance relationship operated through at least three mediating pathways, which include Teachers' motivation and welfare, professional development and capacity building, and performance monitoring and supervision.

These mediating pathways closely aligned with the intervening variables identified in the conceptual framework: school leadership, school climate, and community engagement, which together constituted the institutional context in which Teachers' empowerment translates into

performance outcomes. The qualitative finding that these mediating conditions varied considerably across schools (DEO: 'implementation differs from school to school') helped explain why the empowerment-performance relationship, while statistically robust at the aggregate level, did not account for all variance in individual performance outcomes.

The challenges to empowerment and performance further contextualised the relationship by highlighting the systemic barriers that moderate empowerment's effectiveness as a performance driver. Financial constraints, negative attitudes, and inadequate staffing were not merely confounding variables but active mediators that could amplify or suppress the empowerment-performance relationship, depending on their severity. This finding was consistent with Zarei and Rastegar (2021), who found that in resource-constrained environments, the positive effect of empowerment on performance is partially moderated by contextual barriers that reduce teachers' capacity to translate empowerment into practice.

5.2 Conclusions

This study examined Teachers' empowerment and its relationship with Teachers' performance in government-aided primary schools in Omoro District. The findings led to the following conclusions, drawn systematically across the three study objectives.

Regarding the first objective, Teachers' empowerment in government-aided primary schools in Omoro District was moderate, with teachers feeling most empowered in classroom instructional autonomy and encouragement to utilise external resources, while institutional trust, curriculum participation, and resource access remained insufficiently developed, reflecting a pattern of partial rather than comprehensive professional empowerment.

Regarding the second objective, Teachers' performance was generally high, particularly in classroom management, learner engagement, lesson planning, and professional punctuality. However, continuous assessment practices and the consistent use of instructional materials represented comparatively weaker performance dimensions, reflecting the direct consequences of the resource and institutional support deficits identified under the first objective.

Regarding the third objective, a statistically significant, moderate positive relationship existed between Teachers' empowerment and their performance ($r = 0.487$, $p < 0.01$), with Teachers' empowerment significantly predicting Teachers' performance and explaining 34.5% of its variance. This confirmed that strengthening empowerment structures, particularly institutional trust, participatory governance, and resource provision, would yield measurable improvements in Teachers' performance and, ultimately, learner outcomes in Omoro District.

5.3 Lessons Learnt from the Study

Empowerment counts as a performance strategy, not only a welfare issue. Teachers' empowerment had a significant positive relationship with their performance ($r = 0.487$, $p < 0.01$). Giving teachers autonomy, resources and a voice in decisions is a practical way to improve teaching, and it costs less than many input-based interventions.

Classroom autonomy alone does not make teachers fully empowered. Teachers felt free to make instructional decisions ($M = 4.06$) but felt less trusted in their professional judgment ($M = 3.45$) and less involved in curriculum discussions ($M = 3.57$). Empowerment has to reach the institutional level, where teachers share in school decisions, not stop at the classroom door.

Weak performance often follows from missing resources. The weakest performance areas, continuous assessment ($M = 4.13$) and use of instructional materials ($M = 4.10$), match the moderate scores on resource access ($M = 3.71$). Some performance gaps are therefore system failures, not individual ones, and supervision should start by asking whether teachers have what they need to perform.

Headteachers' leadership largely decides how empowered teachers are. Practices varied between schools. As one DEO put it, in some schools "the headteacher does everything alone." Training headteachers in transformational and participatory leadership is a leverage point for the whole district.

Late and inadequate UPE funding limits both empowerment and performance. Every stakeholder group raised financial constraints. Without timely and adequate grants, even willing headteachers and SMCs cannot give teachers the support they need.

Accountability works better when the community is involved. SMCs and parents helped monitor teachers' attendance and welfare, so engaging the community is a low-cost way to sustain both empowerment and performance.

5.4 Recommendations

The recommendations are presented according to the three specific objectives of the study.

5.4.1 Recommendations on Objective One: Teachers' Empowerment

Headteachers and school administrators should strengthen professional trust in teachers by delegating responsibilities, respecting teachers' professional judgment and encouraging

innovation in teaching. This responds to the finding that institutional trust (M = 3.45) was the weakest empowerment item.

The Ministry of Education and Sports and district education authorities should institutionalise policies that involve teachers in curriculum development, school planning, budgeting and policy formulation. Curriculum participation (M = 3.57) was among the weakest empowerment items, and participation varied from school to school.

5.4.2 Recommendations on Objective Two: Teachers' Performance

Schools, with support from the District Education Office, should train teachers in continuous assessment, record keeping and tracking of learners' progress, because continuous assessment (M = 4.13) was among the weakest performance items.

Headteachers should support teachers to integrate teaching aids into their lessons, use locally available materials and adopt innovative teaching methods, given the comparatively low rating for the regular use of instructional materials (M = 4.10).

Schools should promote a collaborative culture through team teaching, peer learning and professional collaboration, so that teachers share effective practices.

Headteachers and District Education Officials should make performance monitoring supportive rather than fault-finding, using feedback and coaching to promote continuous improvement in teaching and learning outcomes.

5.4.3 Recommendations on Objective Three: Relationship between Teachers' Empowerment and their Performance

Because empowerment significantly predicted performance ($B = 0.266$, $p < .001$), the Ministry of Education and Sports should increase UPE capitation grants to government-aided primary schools and release them on time, so that schools can provide instructional materials, support teachers' professional development and improve infrastructure.

The Ministry of Education and Sports and Omoro District Local Government should provide leadership training for headteachers that emphasises transformational leadership practices, trust-building, delegation and teachers' empowerment strategies, since empowerment practices varied between schools according to headteachers' leadership.

District education authorities and school administrators should fund and sustain continuous professional development through regular training workshops, support for further studies and mentorship programmes.

5.4.4 Recommendations for Further Research

This study has generated important empirical insights into the relationship between Teachers' empowerment and performance in Omoro District's government-aided primary schools. However, several important questions remain unanswered that warrant further investigation of the research topic below:

The effect of Teachers' empowerment and student learning outcomes in Primary schools.

The longitudinal study of Teachers' empowerment and performance levels over three to five years in Primary schools.

Analysis of mediation factors affecting Teachers' performance in primary schools of Uganda

The Teachers' empowerment and performance across private primary schools in Uganda.

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Appendices

Appendix I: Questionnaire

Introduction

Dear Respondent,

I am Opwonya Patrick student at Faculty of Education pursuing a Master's degree program in Education Management at Gulu University.

I am kindly requesting you to take a few minutes to participate in this research study titled: "Teachers' empowerment and their performance in Government Aided Primary Schools in Omoro District, Uganda" This study seeks to examine the relationship between Teachers' empowerment and their performance in government-aided primary schools in Omoro District, Uganda.

The purpose of this study is purely academic. All information provided will be treated with utmost confidentiality. Your participation is voluntary but I will be glad if you accept to participate in this interview.

Thank you for your cooperation.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender: Male ☐ Female ☐

Age Group: 20-30 ☐ 31-40 ☐ 41-50 ☐ 51+ ☐

2. Education Level:

Certificate ☐ Diploma ☐ Bachelor's Degree ☐ Master's Degree ☐

3. Teaching Experience:

Below 1 year ☐ 1-5 years ☐ 6-10 years ☐ 11+ years ☐

Employment Status: Full-Time ☐ Part-Time ☐

Primary Levels Taught: Lower Primary ☐ Upper Primary ☐ Both ☐

SECTION B: TEACHERS' EMPOWERMENT

KEY:SA=Strongly agree A=Agree N=Neutral D=Disagree SD=Strongly Disagree

S/N	STATEMENT	SA	A	N	D	SD
1	I have the freedom to make instructional decisions in my classroom.					
2	I am trusted to make decisions that affect my teaching practice.					
3	I have sufficient access to teaching and learning resources.					
4	The school provides the materials I need to conduct effective lessons.					
5	I am involved in key decision-making processes at school.					
6	My opinions are considered in decisions regarding school policies.					
7	I am involved in discussions related to curriculum and lesson planning.					
8	I am encouraged to use external resources to enhance my teaching.					

SECTION C: TEACHERS' PERFORMANCE

KEY:SA=Strongly agree A=Agree N=Neutral D=Disagree SD=Strongly Disagree

	Statement	SA	A	N	D	SD
1	I plan my lessons thoroughly and in line with curriculum objectives.					
2	I use varied instructional methods to meet learners' needs.					
3	I maintain discipline and order in my classroom.					
4	I create a safe and respectful learning environment.					
5	I actively involve students in classroom discussions and activities.					
6	I encourage learners to participate and express their ideas.					
7	I submit schemes of work and lesson plans on time.					
8	I consistently assess and record learners' progress.					
9	I regularly use instructional materials in my teaching.					
10	I maintain punctuality and regular attendance					

Appendix II: Interview Guide for District Education Officials

All responses are confidential and can only be used for research purposes.

With your permission, this interview can be recorded to accurately capture your responses.

Section 1: Teachers' Empowerment Initiatives

1. What initiatives has your office implemented to empower teachers in government-aided primary schools?
2. How do you support teachers to access teaching and learning resources?
3. In what ways are teachers involved in school-level decision-making processes?
4. How do you ensure that teachers have professional autonomy in their instructional practices?
5. Are there any capacity-building or professional development programs for teachers? Please describe them.
6. What challenges do you face in implementing Teachers' empowerment programs?

Section 2: Teachers' Performance Monitoring

1. How does your office monitor Teachers' performance in schools under your jurisdiction?
2. What tools or indicators do you use to assess Teachers' performance?
3. How often are performance appraisals conducted for teachers?
4. What role do school headteachers play in monitoring Teachers' performance?
5. How do you use performance data to inform decisions about training or support for teachers?
6. What are the major performance gaps you've identified among teachers, and how are these addressed?

Thank You:

Thank you for your time and valuable insights.

Appendix III: Interview Guide for School Management Committee (SMC) Representatives

All responses are confidential and will only be used for research purposes.

With your permission, this interview can be recorded to accurately capture your responses.

Section 1: SMC Role in Teachers' Empowerment

1. What role does the SMC play in supporting Teachers' empowerment at your school?
2. Are SMC members involved in decisions that relate to Teachers' welfare and working conditions?
3. How do you support teachers in accessing resources or materials for teaching?
4. Do you participate in any initiatives that promote Teachers' autonomy or professional growth?
5. In what ways do you involve teachers in the planning or budgeting process for school activities?

Section 2: Teachers' Performance and Support

1. How does the SMC monitor or follow up on Teachers' performance?
2. Are there any measures taken by the SMC to support teachers who are underperforming?
3. What systems are in place to ensure teachers are regular and punctual?
4. Do you collaborate with the headteachers to evaluate or discuss Teachers' performance?
5. How does the SMC promote a positive working environment that supports Teachers' effectiveness?

Thank You:

Thank you for your time and insights.

Appe**ndix IV: Interview Guide for Head Teachers**

All responses are confidential and will only be used for research purposes.

With your permission, this interview can be recorded to accurately capture your responses.

Section 1: Teachers' Empowerment

1. How do you promote professional autonomy among your teaching staff?
2. What strategies have you put in place to ensure teachers have access to adequate teaching and learning resources?
3. Are teachers involved in decision-making processes at the school? If yes, how?
4. What professional development opportunities do you offer or recommend for your Teachers?
5. How do you address Teachers' concerns related to workload, support, or working conditions?
6. What challenges do you face in trying to empower teachers at your school?

Section 2: Teachers' Performance

1. How do you monitor the day-to-day performance of your teachers?
2. What specific indicators do you use to assess teaching quality and classroom management?
3. How do you ensure that schemes of work, lesson plans, and assessment practices are effectively implemented?
4. How frequently do you conduct classroom observations or appraisals?
5. What support do you provide to teachers who are struggling to meet performance standards?
6. In what ways do you engage with parents, SMC, and education officers regarding Teachers' performance?

Thank You:

Thank you for your time and insights.

Appendix V: Sample Size determination table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: N = population size; S = required sample size. Based on the formula: $s = X^2NP(1-P) \div [d^2(N-1) + X^2P(1-P)]$, where $X^2 = 3.841$ (chi-square for 1 df at .05), P = .50, d = .05.

Appendix VI: Letter of Approval

GULU UNIVERSITY

P.O. BOX 166 GULU

TEL: +256471432922

OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

21st May 2025

TO : WHOM IT MAY CONCERN

This is to introduce to you Mr Opwonya Patrick (Reg No. 22/U/2035/MED/PS) a student pursuing a programme of study leading to an award Master of Education in Education Management of Gulu University, Master of Gulu University.

He is undertaking research on the Topic:

TEACHERS EMPOWERMENT AND ITS IMPACT ON TEACHERS' PERFORMANCE IN GOVERNMENT AIDED PRIMARY SCHOOLS IN OMORO DISTRICT

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to him in relation to this research work will be highly appreciated.

Yours faithfully,

GULU UNIVERSITY
21 MAY 2025
FACULTY OF EDUCATION AND HUMANITIES

Dr. Denis Thaddeus Oyoo

Dean, Faculty of Education and Humanities