

ASSESSMENT OF LEADERSHIP TRAINING OF HEAD TEACHERS AND
SECONDARY SCHOOL PERFORMANCE IN MUBENDE DISTRICT,
UGANDA

By

KAYIWA BENSON

(Under the direction of PAUL KATAMBA, Ph. D)

ABSTRACT

The purpose of the study was to establish the relationship between leadership training of head teachers and school performance in secondary schools in Mubende district, Uganda. Descriptive-correlational research design was used. Six schools out of 32 were selected and the sample size of head teachers, teachers and students' leaders was 287 out of 302 target population. Both interview and questionnaire were used to gather data. Data was collected on the independent variable – training, and four dependent variables - teacher management, instructional leadership, school discipline and academic performance, and it was analysed using descriptive statistics, namely, frequencies, percentage, and mean.

Findings show that 83.3% of the sampled head teachers were above 40 years of age. 66.7% were graduates and 33.3% had masters, 67.3 % took leadership and management courses at university. 66.7% of the head teachers attended an induction course and 83.3% had attended at least one leadership short course. 83.3% had participated in 10 and above workshops and seminars. 56% had over 8 years of experience as head teachers.

The study showed good performance of head teachers apart from academics. Chi-square and regression analysis were used to determine the relationship of training and performance and the findings show that there is no significant relationship between head teachers' training and secondary school performance in Mubende, since $P = 0.228 > 0.05$, implying that there are other factors that greatly affect performance.

However, the four variables were found significant to performance of schools, because the p - value was less than 0.05 ($P=0.000<0.05/0.01$ and Head teachers' training shared 33.5 % of its variability to performance of schools, because P value was (0.000), less than the level of significance 0.05.

The study concluded that majority of the head teachers were well trained and had substantial experience. Their performance was good apart from academic which requires further research. However, since insufficient training of head teachers reduced school performance, whereas leadership training contributed 33.5% to school performance, the study recommends that.

The Ministry of Education and Sports should emphasize and promote practical leadership for school heads. Head Teachers should crave for continuous leaning to be well equipped with leadership knowledge and skills. Teachers should ensure quality teaching to improve academic performance. Researchers should investigate further on the factors responsible for the poor academic performance of secondary schools in Mubende District such as quality of students recruited.

INDEX WORDS: Leadership training, head teachers, and secondary school performance.

ASSESSMENT OF LEADERSHIP TRAINING OF HEAD TEACHERS AND
SECONDARY SCHOOL PERFORMANCE IN MUBENDE DISTRICT,
UGANDA

By

KAYIWA BENSON

B.A.; Kyambogo University, 1997

A Thesis Submitted to the School of Graduate Studies in Partial Fulfilment of the
Requirements for the degree of
MASTER OF ARTS IN EDUCATIONAL MANAGEMENT OF BUGEMA
UNIVERSITY, KAMPALA, UGANDA

OCTOBER, 2011

© 2011
Kayiwa Benson
All Rights Reserved

ASSESSMENT OF LEADERSHIP TRAINING OF HEAD TEACHERS AND
SECONDARY SCHOOL PERFORMANCE IN MUBENDE DISTRICT,
UGANDA

By

KAYIWA BENSON

(Under the direction of PAUL KATAMBA, Ph. D)

Research Advisors: Major Advisor, Paul Katamba, Ph. D

Advisory Committee: Kakule I. Kisunzu, Ph. D

Jaji Kehinde

Hard Cover Approved:

Paul Katamba
Dean of the Graduate School
Bugema University, Kampala Campus, Uganda

October 2011

DEDICATION

This book is dedicated to my loving parents the late RAPHAEL KAWUMA and the late RPISCA NABBOSA for the unique training they offered me during my childhood, to adapt to any condition of life; as well as my wife HARRIET KAYIWA for the encouragement and support she rendered towards the accomplishment of this course.

BIOGRAPHICAL SKETCH

The author of this study, **KAYIWA BENSON**, was born in 1960 in Kyamukoona village, Bagezza Sub-county, Buweekula County, Mubende District, Uganda.

He completed his primary education from St. Mary's Primary School in 1976 and a self-sponsored secondary education in 1986 (Mubende Light S.S) and 1989 (Mityana S.S for 'A' level). He pursued a diploma in secondary education in National Teachers College, Mubende from 1987 to 1991.

After three years working experience, the author joined Makerere University Institute of Teacher Education, Kyambogo (ITEK) for a Bachelor of Education, majoring in Education Administration, obtained in 1997.

In order for the author to upgrade in knowledge, skills and practices, he enrolled for a Masters Degree in Education Management at Bugema University to be awarded by the end of 2011.

ACKNOWLEDGEMENTS

I wish to sincerely thank the Almighty God for enabling me to undertake this noble academic exercise. My heartfelt gratitude is extended to my advisers: Dr. Paul Katamba, Dr. Kakule Kisunzu and Mr. Jaji Kehinde, not forgetting Dr. Bakaluba Maurice Tamale and Prof. Patrick Manu, who willingly made tireless effort to advise and guide me to make this work what it is.

I am also indebted to the respondents who willingly furnished me with the necessary information that I used to enrich this study. I can't forget my fellow students, especially Mr. Nzabonimpa Buregeya Jared., Mr. Mulonda Moustapha Kibukila, Ms. Nairuba Justine and Mr. Ssemugooma John, who gave me all the encouragement and guidance when I was writing this research report.

I wish to appreciate my wife, Harriet Kayiwa for tolerating me when I was pursuing this course. May God bless abundantly all those who made any contribution to this thesis writing.

TABLE OF CONTENTS

| | PAGE |
|--|-------------|
| DEDICATION | vii |
| BIOGRAPHICAL SKETCH | viii |
| ACKNOWLEDGEMENTS | ix |
| LIST OF TABLES | xii |
| LIST OF FIGURES | xiv |
| LIST OF ACRONYMS/ABBREVIATIONS | xiii |
| LIST OF APPENDICES | xiv |
| | |
| CHAPTER ONE | 1 |
| INTRODUCTION | 1 |
| Background of the Study | 1 |
| Statement of the Problem | 7 |
| Research Questions | 7 |
| General Objective of the Study | 7 |
| Specific Objectives | 8 |
| Hypothesis | 8 |
| Significance of the Study | 8 |
| Scope of the Study | 9 |
| Limitations of the Study | 10 |
| Theoretical Framework of the Study | 10 |
| Conceptual Framework of the Study | 11 |
| Operational Definition of Terms | 12 |
| | |
| CHAPTER TWO | 15 |
| REVIEW OF RELATED LITERATURE | 15 |
| Leadership Training of Head teachers and the Management of Teachers | 16 |
| Leadership Training of head teachers and instructional leadership | 19 |
| Leadership Training of Head teachers' the School Discipline. | 22 |
| Leadership Training of Head Teachers and School Academic Performance | 24 |
| Head teachers' Experience and the School Performance | 28 |

| | |
|--|-----------|
| CH APTER THREE | 31 |
| RESEARCH METHODOLOGY | 31 |
| Research Design | 31 |
| Locale of the Study | 31 |
| Population, Sample and Sampling Procedure | 32 |
| Sample and Sampling Procedure | 33 |
| Research Instruments | 34 |
| Validity and Reliability of Data Instruments | 35 |
| Data collection Procedure | 36 |
| Data Analysis | 36 |
| | |
| CHAPTER FOUR | 38 |
| RESULTS AND DISCUSION | 38 |
| Introduction | 38 |
| Head Teachers' Training | 38 |
| Experience of the Head teachers | 43 |
| Head Teachers Performance | 44 |
| Discipline management by the head teachers according to teachers | 50 |
| Relationship between Head Teachers Training and Performance | 56 |
| Testing the hypothesis | 59 |
| | |
| CHAPTER FIVE | 60 |
| SUMMARY, CONCLUSION AND RECOMMENDATIONS | 60 |
| Summary of the Study | 60 |
| Conclusion | 63 |
| Recommendations | 64 |
| | |
| REFERENCES | 67 |
| APPENDICES | 71 |

LIST OF TABLES

| TABLE | PAGE |
|---|-------------|
| Table 1: Comparison of UCE Performance among Districts..... | 5 |
| Table 2: Comparing Academic Performance among Schools..... | 6 |
| Table 3: Likert Mean Range Scale..... | 14 |
| Table 4: Target Population And Sample Size..... | 33 |
| Table 5: Instrument Reliability..... | 36 |
| Table 6: Age of Head Teachers..... | 39 |
| Table 7: Education Level of Head Teachers..... | 40 |
| Table 8: Course Taken at University..... | 41 |
| Table 9: Attending Induction Course..... | 41 |
| Table 10: Attending Management Course..... | 42 |
| Table 11: Attending Seminars and Workshops..... | 43 |
| Table 12: Duration in Service..... | 43 |
| Table 13: Years Spent in School..... | 44 |
| Table 14: Management of Teachers by Head Teacher..... | 46 |
| Table 15: How Teachers Are Managed According to Students..... | 48 |
| Table 16; Instructional Leadership..... | 50 |
| Table 17: Management of Discipline..... | 52 |
| Table 18: Academic Performance of Schools..... | 54 |
| Table 19: UEC Grades..... | 55 |
| Table 20: Significance of the 4 Variables to school performance..... | 56 |
| Table 21: Relationship between performance and years spent in school..... | 56 |
| Table 22: Relationship between Training and Performance..... | 57 |

| TABLE | PAGE |
|--|-------------|
| Table 23: Correlation of Head teachers' Performance..... | 57 |
| Table 24: Rrelationship between Academic Performance and Training..... | 58 |

LIST OF FIGURES

| FIGURE | PAGE |
|---------------------------|-------------|
| Conceptual Framework..... | 12 |
| Map of Mubende..... | 32 |

LIST OF ACRONYMS/ABBREVIATIONS

| | |
|----------|---|
| UCE: | Uganda certificate of Education |
| UACE: | Uganda Advanced Certificate of Education |
| USE: | Universal Secondary Education |
| Grade V: | Grade Five |
| DoS: | Director of Studies |
| MTC: | Mubende Town Council |
| UNEB: | Uganda National Examination Board |
| MoES: | Ministry of Education and Sports |
| UNESCO: | United Nations Education Scientific and Cultural Organization |

LIST OF APPENDICES

| APPENDIX | PAGE |
|---|------|
| 1. Questionnaire for Deputy Head Teachers, DoS. and Teachers..... | 71 |
| 2. Questionnaire for Head Teachers..... | 74 |
| 3. Questionnaire for Students..... | 75 |
| 4. Time Schedule for the Study..... | 78 |
| 5. The Budget of the Study..... | 79 |
| 6. Morgan Table of Sample Size..... | 80 |
| 7. Introductory Letter for Data Collection..... | 83 |
| 8. Kasambya S.S. Permission Letter for Data Collection..... | 84 |
| 9. Kasenyi S.S. Permission Letter for Data Collection..... | 85 |
| 10. Kitenga S.S. Permission Letter for Data Collection..... | 86 |
| 11. St. Andrew Kaggwa S.S. Permission Letter for Data Collection..... | 88 |
| 12. Map of Mubende District..... | 88 |
| 13. Map of Uganda..... | 89 |

CHAPTER ONE

INTRODUCTION

Background of the Study

Globally, of head teachers differ from country to country, depending on the policy of that particular nation. Balansikat and Gerhard (2005), say that globally, the majority of school leaders were not trained as school leaders but they assume offices because of their experience. In United Kingdom and Switzerland, future and serving head teachers are trained in management of schools, also specific leadership training and or certification is required in countries like Slovenia, Estovenia and Catelonia.

Performing head teachers are trained in different institutions and in varying curriculum. The authors however, advocate for a higher degree of autonomy, coupled with curriculum of: distributed leadership, supporting, evaluating and developing teacher quality, goal setting, assessment and accountability, strategic finance and human resource management, and networking with other institutions (Balansikat Gerhard, 2005).

In Uganda, the Ministry of Education and Sports set a standard whereby, every head teacher in Government secondary school must be a degree holder. This degree is not specified whether it should be in education management or in a particular field. This standard has been reviewed to a master's degree, which has not been yet implemented (Education Service Commission 2008). But still some head teachers hold diplomas especially in private schools, others first degrees while others masters and very few with Ph.Ds (Anja, 2005). Nsubuga (2003), reported that Government however, occasionally organise induction courses for the newly appointed head teachers, and refresher courses for serving head teachers, but he said

20% hardly received any induction in management training. Those who receive such training are awarded certificates of attendance or completion. In view of such training, no study has come out to establish whether such leadership training has a significant influence on school performance which the researcher wanted to engage in.

In the field therefore, the researcher expected to find head teachers some with diplomas, others with degrees, specific degrees in school leadership and others with degrees in other areas, while others with master's degrees. The researcher's interest was to establish whether this diversity in head teachers' training has a relationship with school performance in secondary schools.

According to Stoner (2004), leadership is the ability to use different forms of power to influence followers in a number of ways to accomplish organizational objectives. Ade (2003), defined leadership as a social influence process in which the leader seeks the voluntary participation of subordinated in an effort to reach organizational objectives.

Formal institutions including secondary schools are established to impart knowledge, skills, habits, values and attitudes among the learners. These institutions are led by head teachers who are expected to employ leadership functions to achieve the organizational goals. Examples of these functions are planning and policy making (Nir, A. E. 2003); organization, motivation, and directing (Keegam L. G. (2003); coordination and budgeting (Fapojuwo 2002); personnel leadership or management (Deborah K. 2002); curriculum development and instructional management (Jamentz, K. 2002); providing students' personnel services such as orientation, guidance and counselling and discipline (Renald 2000). If such leadership functions are employed properly, the functions can lead to good school performance.

Studies have been conducted to examine the effect of management of instructional materials on teachers, performance in Kampala district. Findings showed that there was a positive relationship between instructional materials and teachers' performance and that students' academic performance has a root from the teachers' capacity to perform (Mpierwe (2007). The researcher for this matter wants to find out whether leadership training of the head teacher promotes teachers' capacity to contribute to good academic performance in the school.

In a related development, Masebo (2008), investigated whether non academic factors such as family background, economic status, health of students affect the students' academic performance. It was proven that social I– economic factors affect the students' academic performance. All these studies focused on such factors, none looked at the training of head teachers, a possible factor for school performance. It is upon this argument that the researcher is interested in investigating the training of head teachers on school performance of secondary schools in Mubende district.

The research conducted by the United Nations Education Scientific and Cultural Organization (UNESCO) in 2009, confirmed that experience is part of the training. The researcher therefore, wants to establish the relationship of experience and performance of head teachers which is exhibited in school performance.

Good educational performance in secondary schools is an investment that enhances developing human capital which has a significant positive correlation between education and economic-social productivity of the national development (Nsubuga, 2003). The new education policy of Universal Primary and Secondary Education which is aiming at equitable access to education, is posing a great challenge to head teachers and traditional way of managing schools, students' enrolment in secondary schools is rising from time to time (Agura, 2011).The goal is

not only to increase equitable access but also to improve quality and efficiency in the management of secondary schools. This mass participation will require new management approaches such as good leadership, so that the government achieves its objective of access and quality of education (Nsubuga 2010).

Through inefficiency, much learning time is lost in Sub-Saharan African Education. Twenty five percent or more of school days may be lost each year in the poorly managed schools (Lewin, 2001). Sashkin adds that, mass education at secondary education level, requires new leadership approaches such as visionary leadership and proper leadership styles (Sashkin, 2003). Cole (2002), defines leadership as inspiring people to perform. “Even if an institution has all the financial resource to excel, it may fail dismally if leadership does not motivate others to accomplish their tasks effectively” he says. Leadership in this context, pursues effective performance in schools because it does not only examine tasks to be accomplished and who to execute them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, and coercion remuneration (Balunywa, 2002).

When referring to performance, Lav Tzu (2007), says that good performance in any secondary school should not only be considered in terms of academic rigor, but should also focus on other domains of education like affective and psychomotor domains. This refers to other aspects like, discipline, co-curricular activities and school development aspects. In this regard, Bitamazire (2005), said that in some secondary schools there is increasing poor performance in mainly the science subjects.

For the case of Mubende, according to schools’ UCE results and the, Uganda Secondary Schools Directory, 2009, academic performance has been persistently poor

for the past years. For example in 2010 UCE results, Mubende district, got only 78 first grades, out of the 2,779 candidates who sat for the UCE examinations. The second grades were 306, while third grades were 556. Those who passed in fourth grade were 1,592, then 47 were in grade seven and 197 candidates failed! (Uganda Secondary Schools Directory, 2009). The table below shows a comparison of UCE performance, in 2008 and 2010 among the three districts of Wakiso, Mukono and Mubende.

Table 1: Comparing UCE performance among different districts with Mubende District

| Year | District | Div.1 | % | Div. 2 | % | Total Cand. | District Ranking | No. Districts Considered |
|------|----------|-------|------|--------|------|-------------|------------------|--------------------------|
| 2008 | Wakiso | 3,282 | 16.8 | 3,633 | 18.2 | 19,960 | 2 nd | 84 |
| | Mukono | 1,582 | 14.2 | 2,746 | 24.1 | 11,395 | 4 th | |
| | Mubende | 74 | 4.0 | 227 | 14.7 | 1,882 | 45 th | |
| 2010 | Wakiso | 3,679 | 15.6 | 5,259 | 22.3 | 23,584 | 1 st | 87 |
| | Mukono | 1,519 | 14.0 | 2,344 | 21.6 | 10,854 | 4 th | |
| | Mubende | 78 | 2.8 | 306 | 11.0 | 2,779 | 40 th | |

Source: *Uganda Secondary schools Directory, 2009 and schools' UCE results files.*

On the other hand, wished to compare the academic performance of the selected secondary schools in Mubende district with some selected secondary schools in Mukono and Wakiso districts. All the selected schools in the three districts are under Universal Secondary Education (USE), which gives a fair comparison. The table below demonstrates this comparison for the years 2008 and 2010.

Table 2: Comparing academic performance among schools of Mubende district.

| Year | | 2008 | | | | | 2010 | | | | |
|----------------|---------------------------|-------|------|------|------|------|-------|------|------|------|------|
| District | School | Total | Div1 | % | Div2 | % | Total | Div1 | % | Div2 | % |
| Mubende | Kasambya Parents S S | 73 | 01 | 01.4 | 08 | 10.9 | 114 | 06 | 5.2 | 07 | 6.1 |
| | Kasenyi S S | 137 | 10 | 7.2 | 34 | 24.8 | 210 | 07 | 3.3 | 41 | 19.5 |
| | Kitenga S S | 46 | 01 | 2.1 | 05 | 10.8 | 68 | 02 | 2.9 | 06 | 8.8 |
| | Bukuya S S | 124 | 03 | 2.4 | 16 | 12.9 | 178 | 03 | 1.6 | 05 | 2.8 |
| | St.Matia Mulumba S S | 83 | 00 | 00 | 08 | 9.6 | 46 | 00 | 00 | 08 | 17.3 |
| | St.Andrew Kaggwa S S | 34 | 00 | 00 | 11 | 32.5 | 68 | 00 | 00 | 07 | 10.2 |
| Wakiso | Kitende S S | 145 | 20 | 13.7 | 68 | 46.8 | 169 | 22 | 13.6 | 60 | 35.5 |
| | Hope Boarding Lutembe S S | 74 | 07 | 9.4 | 20 | 27.0 | 92 | 06 | 6.4 | 13 | 14.1 |
| | Wampewo S S | 139 | 20 | 14.3 | 70 | 50.3 | 157 | 33 | 21.0 | 54 | 34.3 |
| Mukono | Mu\kono High School | 136 | 04 | 2.9 | 35 | 25.7 | 248 | 14 | 5.6 | 63 | 25.4 |
| | St.Charles Lwanga | 89 | 08 | 8.9 | 43 | 48.3 | 58 | 09 | 15.5 | 28 | 48.2 |
| | St.Peters Nkokonjer S S | 68 | 04 | 5.8 | 15 | 22.0 | 140 | 06 | 4.2 | 36 | 52.9 |

Source: Uganda Secondary schools Directory, 2009 and schools' UCE results files.

Bitamazire added that poor performance was attributed to poor leadership at the school level and that indiscipline in secondary schools is also on the increase, which affects the quality of education outcomes in schools. She argues that many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities but as a result of poor leadership. In the same vein, Lubanga (2010) said that most schools are performing poorly due to the gap in leadership and management skills. He continued to say that strikes are

common because of poor approach towards solving problems. The researcher therefore is interested in establishing whether there is relationship between leadership training of head teachers and secondary school performance.

Statement of the Problem

There is persistent poor performance of secondary schools in Mubende district as shown in tables 1, 2 and 17. Various researches have been conducted to establish the possible causes of this poor performance in areas of: the availability of quality teachers, instructional materials, school resources and facilities, nature of leadership styles of head teachers and nature of family background of students as possible causes of poor performance. Solutions to these problems have been sought to mitigate the problem but in vain. However, the researcher did not come across any research related to head teachers training and school performance in Mubende, which he wanted to examine whether it is the cause of this poor performance.

Research Questions

1. What is the profile of head teachers' leadership training in terms of gender, age, types of training received, frequency of training and experience?
2. What is the profile of secondary school performance in terms of teacher management, instructional leadership, school discipline and UCE grades?
3. Is there any relationship between the profile of head teachers' leadership training and secondary school performance?

General Objective of the Study

To establish the relationship between leadership training of head teachers and school performance in secondary schools in Mubende district.

Specific Objectives

The study was guided by the following specific objectives:

1. To assess the profile of head teachers' leadership training in terms of gender, age, kinds of training received, frequency of training and experience.
2. To assess the profile of secondary school performance in terms of teacher management, instructional leadership, school discipline and academic performance
3. To establish the relationship between the profile of head teachers' leadership training and secondary school performance.

Hypothesis

There is no significant relationship between leadership training of head teachers and school performance in secondary schools.

Significance of the Study

The findings of this study may be of importance to the government, school leaders, teachers, parents and students who will read this book. Although the study revealed that there is no significant relationship between leadership training of head teachers and school performance in secondary schools, the study showed that inadequate leadership training of head teachers contributes to the poor performance of schools. Therefore, this study may benefit the following parties and stake holders:

Government, or the Ministry of Education and Sports: The study will help the government to always consider leadership and management courses when hiring school heads. Also the government will be aroused to always organise induction courses and in – service training programs for the newly appointed head teachers particularly those who are already serving but who did not undertake leadership and management courses at university.

School leaders and managers: The study will assist the serving head teachers to always crave for short leadership courses and in-service programs in order to update themselves in their leadership skills. More so, the study will awaken the school academic managers namely: head teachers, deputy head teachers, and director of studies to always monitor and supervise the teaching learning process effectively.

Teachers, students and parents: The teachers and students will be helped in their day to day management of classroom activities and improve performance. Students, parents and the community at large will benefit from the improved performance in areas of academics and discipline.

To researchers: The study will form a basis for further research on the causes of poor performance in schools such as the nature of students that are recruited.

Scope of the Study

The study focused on the deferent leadership training courses of head teachers at university level, as well as in-service training like induction courses, short management and leadership courses, and management and leadership workshops and seminars visa-vis school performance in secondary schools.

The study was conducted in six selected Government aided secondary schools in Mubende district, sampled from six sub-counties of: Kasambya, Madudu, Bukuya, Kassanda, Kitenga, and Mubende Town Council (MTC).

Data was collected by the researcher from head teachers, deputy head teachers, directors of studies, teachers and students' leaders using questionnaires. Data was collected within three weeks and the study took nine months, from January to September.

Limitations of the Study

The researcher was limited by the period of collecting data because it was examination period whereby teachers could only appear to school when they had examinations to conduct. The researcher was forced to frequent the selected schools and managed to retrieve 72% of the questionnaires. This could not affect the results of the study since it was above the probability of 50%.

The researcher also experienced reluctance of the respondents in filling the questionnaires, claiming that they were busy marking exams. The researcher however, convinced the majority to respond positively.

The study was limited in the selection of schools because no school headed by a female head teacher had the desired criterion of the school selection and yet in the study objective one, gender of the head teachers was to be statically analysed. This was not done because all the head teachers were males.

Theoretical Framework of the Study

The study is based on Fredrick Taylor's Scientific Management Theory (Taylor 1911) which advocates for training of staff for better performance. Adding to this theory, Sandrome (1997) reports that "The most important object of both the workman and the establishment should be the training and development of each individual in the establishment, so that he can do the highest class of work".

The theory goes ahead and spells out the need for motivating staff and a need for establishing a friendly cooperation between the management and the men, as a factor for high production which tantamount to good school performance.

On the other hand, the researcher is also basing on Abraham H. Maslow theory of Self Actualization (1954). The theory considers a person as an individual who has the full use and exploitation of talents and must be ethical in doing so to

reach self actualization. Being ethical here implies self control or discipline in whatever one does to attain what he wants.

The theories therefore, call for the training of head teachers in school leadership and management to be able to enhance performance in their schools in terms of management of teachers, instructional leadership, school discipline and academic performance. In addition, teachers should also be empowered professionally through upgrading and refresher courses in order to handle the teaching-learning process effectively.

Conceptual Framework of the Study

The figure bellow shows the relationship between leadership training of head teachers and school performance, based on Fredrick Taylor's Theory of Scientific Management (1911) with modification.

The model below shows that leadership training of head teachers may positively or negatively affect the management and the operation of the school in terms of management of teachers, instructional leadership, discipline and academic performance. The gender and the age of head teachers may affect head teachers' training and consequently their performance.

If teachers are well managed, they will enhance students' performance and vice versa. The same training may have an effect on instructional performance that is if the head teacher is well trained he may effectively manage instructional materials, monitor and supervise the teaching-learning process. In addition, head teacher's training may enable him to enforcing discipline in the school, among teachers and students, for it thought that performance goes hand in hand with discipline. All these variables if properly handled may result into good school performance.

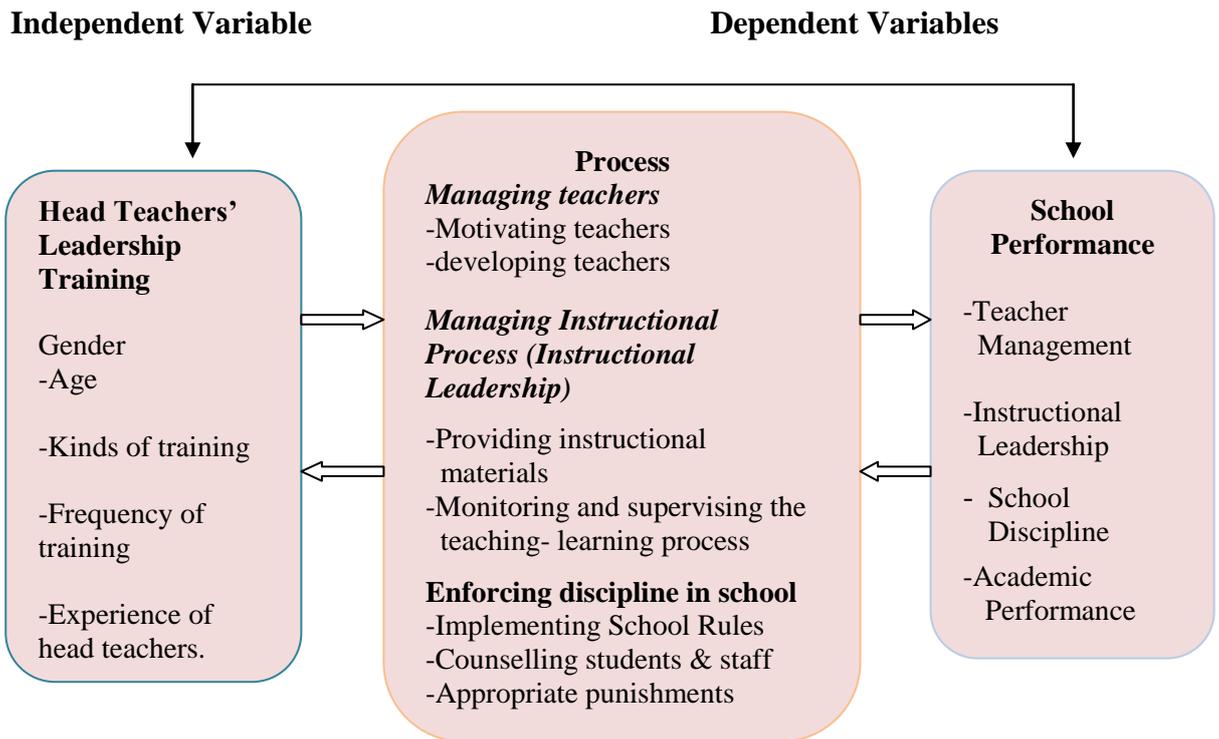


Figure 1: Conceptual Framework

Operational Definition of Terms

Gender: This refers whether the head teacher is either male or female. This was captured in head teachers' questionnaire where Male =1 and Female = 2

Age: This is the information of how old the head teacher is. This was considered in years it was measured as 20 -24ys =1, 25 -29 yrs = 2, 30 -39 yrs = 3, 40 & above years = 4.

Head teachers' Leadership Training: This involves the training of head teachers in leadership skills and certification while they were still in universities or colleges, before they became head teachers. It also refers to the in-service leadership training of such a head teacher after assuming headship, such as leadership short courses, seminars and workshops and refresher courses. The training also involves the type of curriculum, frequency of the training and the duration of the training.

Management and leadership courses: These course were numbering from one to eight and were given values from 1-8. Other courses were measured by 9. Highest level of training was measured: Grade V=1. Graduate = 2, Masters = 3, and others = 4

In-service training: This kind of training was categorised whether one attended induction course: yes = 1, No = 2; having attended short management course(s): yes = 1, No = 2; having attended management and leadership seminars and workshops ranging from: 2-4 times = 1, 5-7 times = 2, 8-9 times = 3, 10 & above = 4.

Head teacher's Experience: This is part of training; this training takes place gradually as the head teacher executes his duties and responsibility as a head of school. It also refers to the period the head teacher has stayed in leadership capacity in terms of years. It further means the way the head teacher has handled leadership challenges in the school.

Experience in leadership was measured as: 1-3 yrs = 1, 4-6 yrs = 2, 7-9 yrs = 3 and 10 & above = 4

Management of teachers: This is where the head teacher endeavours to motivate teachers so that they carry out their duties effectively. It may include extending financial and non-financial rewards. In addition, managing teachers involves helping them to develop professionally by acquiring new and advanced knowledge and skills through up grading and school organised seminars and workshops.

This was measured by the use of a 4 Likert Mean Range Scale shown in the table below:

Table 3: Likert Scale, Coding, and Interpretation

| Scale | Coding | Mean | Interpretation |
|-------------------|---------------|-------------|-----------------------|
| Strongly Agree | 4 | 3.50-4.49 | Very High |
| Agree | 3 | 2.50-3.49 | High |
| Disagree | 2 | 1.50-2.49 | Low |
| Strongly Disagree | 1 | 1.00-1.49 | Very low |

Instructional Leadership: This involves the provision of instructional materials by the head teacher as well as monitoring and supervising the teaching- learning process. This was also measured by Likert Mean Range Scale.

Enforcing discipline: Discipline is a factor to performance. This refers to how teachers and students respond to the school standards and requirements such as the policy of the school, school rules and regulations and the action taken by the head teacher toward the erring person in the school.

By the use of Likert Mean Range Scale, this was examined by identifying the available facilities for discipline and the procedures employed by the head teachers in the disciplining process.

School Performance: This is the school output as a result of managing teachers, managing the instructional process, enforcing discipline in school and consequently academics in terms of grades in Uganda Certificate of Education (UCE).

The researcher employed Likert Mean Range Scale to establish schools performance by assessing the indicators of each of the variables afore mentioned above.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviewed related literature concerning head teachers' training and school performance with an inclination on Mubende District. The specific areas reviewed included the different levels of head teachers training, head teachers' training and the management of instructional materials, the management of teachers head teachers influence on school academic performance and head teachers' management of discipline as a factor for academic performance.

Requirements and Training of Head teachers

Training of head teachers differ from country to country, depending on the policy of that particular nation. Balansikat and Gerhard (2005), say that globally, the majority of school leaders were not trained as school leaders but they assume offices because of their experience. Nevertheless, in some countries like United Kingdom and Switzerland, future and serving head teachers are trained in management of schools. Also, according to Balansikat and Gerhard (2005), in other countries such as Slovenia, Estovenia and Catelonia, Northern Ireland, Hungary and Lithuania, specific leadership training and or certification is required before one assumes headship roles.

With the exception of Sweden, where head teachers can be recruited from other professions, in all countries it is necessary to be a fully recognised and qualified teacher and have sufficient experience ranging from five to ten years. However, training for head teachers is not yet common practice in the majority of countries surveyed. The lack of specific leadership training and requirements other than

experience seems to suggest that intuitive leading prevails in the majority of countries. (Anja, Balanskat and paul Gerthard, 2005)

In Uganda, the Ministry of Education and Sports set a standard whereby, every head teacher in Government secondary school must be a degree holder. This degree is not specified whether it should be in education management or in a particular field. This standard has been reviewed to a master's degree, which has not been yet implemented (Education Service Commission 2008). But still some head teachers hold diplomas especially in private schools, others have first degrees while others have masters, and very few with Ph.Ds (Anja, 2005). Nsubuga (2003), reported that Government however, occasionally organise induction courses for the newly appointed head teachers, and refresher courses for serving head teachers, but he said 20% hardly received any induction in management training. Those who receive such training are awarded certificates of attendance. In view of such training, the researcher did not come across any study which tried to establish whether such leadership training has a significant influence on school performance which the researcher wanted to engage in.

Leadership Training of Head teachers and the Management of Teachers

The recent research carried out in USA about the effect of the quality of teacher on school performance, results revealed that teacher quality is the most important variable in determining students' achievement (Mulkeen Chapman D. Dejaeghere J. G. And Bryner E. L. K (2005). In another research done by Uganda International Volunteers Program, Troy (2002), reported that 29 out of 34 schools agreed that teachers are the most important resources that contribute to the success of their schools because of the commitment they exercise.

Enhancing teachers' capacity

Ankomah, Y., Koomson J, Bosu R., and Oduro D. K. T (2005), advanced that teacher performance is affected through inadequate number of teachers, teacher-pupil ratio, academic qualification, pedagogical training, content knowledge, ability and experience. Chandan, J. S. (2003), reported teacher competence to include: lesson preparation, proficiency in subject instruction, maintaining order in classroom, encouraging pupil participation in the lesson, punctuality, discipline, participation in extra-curriculum activities, integrity, and participation in community affairs.

Ward, Penny, and Read (2006), say that poor working conditions however, cripple secondary schools teachers in Uganda, no incentives and career structure, only grade V upgrade and one teacher out of eight attended refresher courses in 1993. Colby, Witt and Associates (2000), Nsubuga 2003), confirmed that 15% are unqualified, and 28% have a bachelor's degree. However, Nsubuga (2003), argued that there was improvement in secondary school teachers' qualification and experience profile but some schools are ineffectively managed others have poor working conditions resulting in decline in overall quality of teaching in many secondary schools.

International studies also showed that opportunity to learn and time on the task enhances students' performance. However, most teachers face transport and housing problems, do not get to school on time and stay until school hours are over, others hold second jobs, sometimes absent from school (Colby, Witt and Associates June 2000). In Uganda and Zambia, World Bank (2004), reported teacher absenteeism rate at 26% and 17% respectively. Ankomah, Y., Koomson J, Bosu R., and Oduro D. K. T (2005), supports this view. Similarly, Mulkeen Chapman D. Dejaeghere J. G. And

Bryner E. L. K (2005), and Nsubuga (2003), affirm that this reduces teaching hours, which are low in sub Saharan Africa by international standards. Thus, reduce performance due to unscheduled school closing and teacher and students absences, less classroom time and irregular homework, (Hannagan, T. 2002), because real quality improvement depends on what happens in classroom (De Grauwe and Naidoo 2004). Time management is crucial and in the researcher's view; if performance in Mubende district secondary schools is to improve then teachers should spend more time in classroom activity.

Mulkeen Chapman D. Dejaeghere J. G. And Bryner E. L. K (2005), further observes that there is positive correlation between teachers' knowledge of their subject and impact in the classroom. Some teachers may have little knowledge of the subject content to be taught thus, practice remote teaching whereby, they write notes on the board or use a class monitor to read out of a textbook while absent and this frustrates good teaching. Nsubuga (2003), confirmed that teachers are not regularly appraised and schools are not adequately inspected. School head teachers do not supervise their teachers in class, thus teachers may become reluctant in teaching.

The literature viewed above stipulates what is required of a teacher and the challenges he faces but it does not give the role of the head teacher in such a situation and how the head teacher can apply his leadership training to avert those challenges, hence a need for this study.

Motivation of teachers

In the researcher's view, teachers' performance can be enhanced through motivation. Motivation stems from Taylors' Scientific Management Theory when in one of his four principles advocated for establishment a rewarding system for goal achieving (1996). According to Manu, Taylor's reward system is motivation (Manu,

2007). Basing on this definition, the leader has to influence the workers by motivating them in order to perform. Manu, (2007) says “If there is one thing leaders must try to do to ensure maximum production, it is to motivate workers. Motivation serves as a factor which pushes the workers to strive to achieve their objectives and goals” (pg 109). The head teacher can employ Maslow's law of motivation to satisfy the teachers' physiological needs, safety needs, sociological needs, self esteem needs and the self actualization needs in order to improve teachers' performance.

Staff development

Staff development is another way of promoting good performance. Kyeyune, (2008), observed that there is a gap in leadership training to prepare head teachers for this role. Manu, (2007) contends that “enlightened manager will recognise and support workers' needs at the highest level by providing opportunities for advancement, encouraging personal development, and creating an environment where employees can explore their individual talents and dreams” (pg 277).

Deborah K., (2003) says that the head teacher should ensure that new staff is properly oriented into the school system and general way of doing things. This is another aspect of making the new employee accepted in the institution.

Leadership Training of head teachers and instructional leadership

Provision and utilization of instructional materials

Instructional performance includes the availability of teaching-learning materials and their coordination for proper use. They include: textbooks and visual aids. (Bitamazire, 2005). Ajuago (2002), reported that availability of textbooks and other instructional materials have a positive correlation on students; performance because they facilitate understanding of abstract concepts, helps in class control and others. She affirmed that a research done between 1979 and 1981 reported 68 types of

different teaching aids supplied by government of Nigeria were never utilized. The researcher concurs with Ajuago (2003), but adds that it is not utilization alone rather teachers' commitment to professionalism; schemes of work, lesson planning, creative mind and interest in students' learning and performance, by having in mind what they want their students to achieve at the end of an education cycle that will propel teachers to make use of teaching aids. It is upon this ground that is interested to establish whether the teachers are managed well to be committed on their work.

According to Ward, Penny and Read (2006), secondary schools in Uganda consider textbooks essential for performance but few students have the reading skills and capacity to research and access information. The author adds that quantity and quality of textbooks is important but it is one thing to have them and it is another to utilise them. In the view of the researcher, if the teacher is managed well: motivated and developed can impart into the learners and inculcate into them the reading culture. This is where the researcher agrees with Ward, Penny and Read (2006) and argues that students need to cultivate reading culture by developing personal initiative driven by goal orientation, what one wants to be after school that makes them read and perform.

The above review considers literature about availability and use of instructional materials. it does not bring out the role of head teacher, as a driving agent in the proper utilization of instructional materials to promote students' performance This research study will investigate this missing link.

Supervision of teachers

Furthermore, good academic performance can be achieved through good instructional leadership. Muguluma, G. K. (2004), says instructional leadership is the defining of the purpose of schooling, setting wide school goals, providing the

resources needed for learning to occur, supervision of teachers and evaluating teachers, and coordinating staff development progress.

Supervision of teachers assists them to be effective in classroom teaching. Okumbe (2007), advocates for the recent method of supervision – *clinical supervision*. This is when the head teacher diagnoses the source of the problem together with the teacher, say during classroom supervision. When the problem is found beyond the teacher, action research can be done to establish the problem and its solution (Best and Ralin, 2009).

Okumbe (2007), goes ahead to say that “Supervisory leadership helps the teachers to develop syllabi, curriculum guides, purposeful units of instruction and lesson plans”. (pg. 181). He contends that it is not enough to procure resources, both human and materials and so it is incumbent upon supervisors to ascertain how well they are maximally utilised to achieve the organisational objectives. In such a case the supervisor will be evaluating or auditing the educational teaching – learning process (Fapojuwo, 2002). “This audit will enable the supervisor to make decisions which will enable the educational process within the organisation to be improved for an effective achievement of the predetermined objectives” (pg. 182).

Okumbe (2007), adds that for a head teacher to be effective in supervision has to have basic skills in supervision: Conceptual Skills. These involve the ability to acquire, analyse and interpret information in a logical manner. Supervisors must understand both internal and external environment in which they operate. Human Relations skills refer to the ability to understand the teachers and interact effectively with them. Human relations skills enable the supervisor to act both officially and humanly, while technical skills include understanding and being able to perform effectively the specific process practices and techniques required of specific jobs in an

organisation. The author advises that “It is imperative that supervisors should enhance their supervisory effectiveness by acquiring newer and emerging concepts and techniques in supervision through further training and staff seminars” (pg. 183).

Leadership Training of Head teachers’ the School Discipline.

Not much has been written on school discipline and yet it is an important component of school performance, hence, a need for wider research on it. Nevertheless, some authors have endeavoured to relate discipline with performance as below:

Meaning of discipline

Muhiire, L. J. (2002), define discipline as the action by management to enforce organisational standards. Heshizer et’al emphasise that “in order to successfully achieve the objectives of a school, college or university, all the members of the educational organisation must adhere to the various behaviour patterns necessary for maximum performance (pg. 115).

Troy, S. (2002), contends that there are two types of discipline: preventive and corrective discipline. Preventive discipline is the administrative action taken by an educational manager to encourage employees and students to follow the standards, rules and regulation which prevent infractions. The educational manager should instil self – discipline among the organisational participants and strive to attain it within the organisation. Corrective is the administrative action which follows an infraction of rule. It is aimed at discouraging further infringement of a rule. It is also meant to reform the offender and to deter others from similar actions and to maintain consistent group standards.

Disciplinary measures

Cascio (1999), says that educational managers should be able to apply progressive disciplinary actions that are action proceeds from an oral warning, to written warning, to suspension and finally dismissal. This gives an employee opportunity for self correction before more serious penalties are imposed and to ensure employees conformity to the set standards. (News from Op. Cit. pg 367). In a related development, Okumbe (2007), agrees with Cascio about the progressive discipline but he goes further to say that there should be principles of setting good disciplinary actions such as availing prior knowledge of rules and regulations. He continues to say that education manager must ensure that all staff members are informed about the terms and conditions of their employment and the rules and regulations of the organisation in which they work. This should be done during orientation. The students should also be well informed about the organisation rules and the consequences of breaking them. The rules should be clear and copies given to both staff and students. Changes or revisions in the rules should be immediately communicated to both staff and students using the most effective methods.

Okumbe (2007), continues that a disciplinary action should be given immediately, as this helps the offender to see close connection between desirable behaviour and its consequence. Disciplinary action must be consistently applied. This implies that similar offences should be dealt with in a similar way. Variations in dealing with offences may lead to a revolt or a strike. He urges the head teachers to allow right of appeal. Right of appeal is a democratic disciplinary process staff and students must be allowed to defend themselves against the offence otherwise they may be punished for offence they never committed.

Leadership Training of Head Teachers and School Academic Performance

Formal institutions including secondary schools are established to impart knowledge, skills, habits, values and attitudes among the learners. According to Odubaker (2004), and Kaggwa (2003), academic performance is defined as the quality and quantity of knowledge, skill, techniques, positive attitude behaviour and philosophy that students acquire. The ability to achieve is evaluated by marks and grades obtained in a test or examination, at the end of a topic, term, year or education cycle. The authors further assert that the quality of grades and number of candidates who pass in the various grades determine the level of academic performance of a given class or institution in a given period of particular examination whether internal or public. The available records from Uganda National Examinations Board (UNEB) and school files indicate poor performance of secondary schools at both Uganda Certificate of Education (UCE) and in Uganda Advanced Certificate of Education (UACE) in Mubende district, as compared to national performance.

Head teachers' influence on academic performance

Many scholars assert that among other factors that enhance learners' good academic performance in schools is effort exerted by head teachers, teachers and parents are major contributing factor (Nambuba- Namusoke 2005). The author adds that the head teacher is the custodian of education standard. The authors however, do not indicate how head teachers can acquire the required leadership and management skills, which can sufficiently be acquired through training (Gerhard, 2005). It should be noted that the majority of head teacher were trained to teach, not to lead or manage schools, but they are promoted to leadership some of them without going through induction course at least. Head teachers need to be train in leadership and

management functions such as planning for academic success, motivation of staff, supervision of instructional process, to mention a few.

Bitamazire (2005), also discovered there is increasing poor performance in secondary schools mainly in science subjects which poor performance she attributed to poor leadership at the school level. The author adds that indiscipline in secondary schools is also on the increase, which affects the quality of education outcomes in schools. She argues that many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities but as a result of poor leadership.

In the same vein, Lubanga (2011), contends that most schools are performing poorly due to the gap in leadership and management skills. He continued to say that strikes are common because of poor approach towards solving problems.

Managerial role and academic performance

Planning is a blue print for action. It is done to avoid waste of money and other resources. (Byanyenga, 2002). There is always a need for both in long run and short-run. Postponement of planning is very dangerous because failure to plan gives rise to ineffectiveness undirected action and waste of resources. Good plan is a precondition for better results. Planning is primary and it is necessary for performing other key leadership functions – organizing, directing, staffing and controlling. Planning helps to identify the organization's philosophy policies programmes, procedures practices and problem.

For academic performance to set up in a school the leader must take up the management tasks, which he may not be aware of unless he is trained in them. Musaaazi, (2006) says that the management tasks include decision making, direction, coordination, supervision, evaluation and budgeting. There must be a comprehensive

management plan or content which schedules for implementation (Nir, A. E., 2003). Resource allocation and criteria and procedure for ongoing evaluation (Byabyenga, 2002). This includes contents like operational school philosophy from social cultural and educational values of the nation, description of the general school characteristics for example. Special features, facilities, equipment and staffing; pupil characteristics, admission requirements, school year planner including programs, departmental concerns and the like, school goals derived from operational school philosophy or community needs, specific measurable objectives for each subsystem or programme or department, a breakdown of each objective into rationally sequenced major functions, minor functions and tasks, and a general programme budget.

Factors for academic performance

In the literature reviewed, the researcher discovered that many scholars researched on poor academic performance in secondary schools from a number of angles, such as availability of quality teachers, availability of instructional materials, school resources and facilities, leadership styles of head teachers and nature of family background but the angle of raining of the school heads is not handled, which the researcher is interested in.

Nsubuga (2009), carried a research on the topic, Analysis of leadership styles and school performance of secondary schools in Uganda. Study revealed that leadership styles influenced school performance by 0.615 or 61.5%. Nevertheless on the other hand, leadership contributed 0.328 or 32.8 to students' academic performance, leaving 67.2% for extraneous variables like quality of teachers, availability of school facilities, and resources, instructional materials, the experience of head teachers and the school culture. Among the extraneous variables identified by the study that affect good academic performance, level of training of head teachers

was missing and yet it is likely to affect the students performance, hence a need to investigate on it.

The research carried out by Drajo (2010), ‘Operational management and its effect on the academic performance of secondary school students in Adjuman district. The study focused on management of school finances, facilities and human resource in general. The results show that there is a significant relationship between operational management and academic performance. The study however, does not consider how these operation management knowledge and skills are acquired which calls for research on the acquisition of the same.

In a related development, Mpierwe (2007) conducted a study to examine the effect of management of instructional materials on teachers’ performance in Kampala district. Findings showed that there was a positive relationship between instructional materials and teachers’ performance. Students’ academic performance has a root from the teachers’ capacity to perform. The researcher for this matter wants to find out whether leadership training of the head teacher promote teachers’ capacity to contribute to good academic performance in the school.

Similarly, Masebo (2008), investigated whether non academic factors such as family background, economic status, health of students affect the students’ academic performance. It was proven that social – economic factors affect the students’ academic performance.

All these studies focused on such factors, none looked at the training of head teachers a possible factor for school academic performance. It is upon this argument that the researcher is interested in investigating the training of head teachers on school academic performance of secondary schools in Mubende district.

Head teachers' Experience and the School Performance

According to Obduker, P. E. (2004), experience means familiarity with a skill or a field of knowledge acquired over months, or years of actual practice and which presumably has resulted in superior understanding or mastery.

In the field of secondary school leadership, experience is given a priority. This is seen when the government is advertising leadership post in education sector. In the recent advertised posts for head teachers and deputy head teachers, one to apply for the post head teacher Ordinary level ('O' level) Day must have at least ten years of teaching experience, with either three years experience as a substantive deputy head teacher 'O' level day or four years as a caretaker head teacher in a government aided secondary school (Education Service Commission, 2011).

For one to apply for deputyship, must have an experience of eight years of teaching and must have been a caretaker deputy head teacher 'O' level day secondary school for at least five years.; whereas, one to qualify for an Advance level ('A' level) head teacher, must have a minimum teaching experience of twelve years. They must also have at least three years experience of administration, as a substantive head teacher Ordinary level day school.

Summary of Research Gaps identified

In conclusion, the United Nations Education Scientific and Cultural Organization (2009), agrees with phenomena of experience as part of training but it contends that experience is necessary as a pillar of contingent nature of leadership for situations that are always individual but it should not be emphasised since it leads to personalised training. The researcher disagrees with this view that is why he wanted to establish the relationship of experience and performance since the argument has not stated whether contingent nature of leadership is not the best type of handling issues.

The reviewed literature indicates that there is diversity of training of head teachers (Balansikat and Gerhard 2005), which the study has proved to have an effect on school performance for training contributes 33.5% on performance.

Studies have been conducted to examine the effect of management of instructional materials on teachers' performance in Kampala district. Findings showed that there was a positive relationship between proper use of instructional materials and teachers' performance and that students' academic performance has a root from the teachers' capacity to perform (Mpierwe (2007). The researcher for this matter wanted to find out whether leadership training of the head teacher promotes teachers' capacity to contribute to good academic performance in the school.

In a related development, Masebo (2008), investigated whether non academic factors such as family background, economic status, health of students affect the students' academic performance. It was proven that social – economic factors affect the students' academic performance. All these studies focused on such factors, none looked at the training of head teachers in Mubende as a possible factor for school performance. It is upon this argument that the researcher is interested in investigating the training of head teachers on school performance of secondary schools in Mubende district.

Various researches have been conducted to establish the cause of this poor performance in the district, but none has been carried out in relation to head teachers' training and school performance (Kyeyune,2008), which the researcher became interested to examine whether it is the cause of this poor performance.

Literature about availability and use of instructional materials was reviewed (Ajuago, 2002) but it did not bring out the role of head teacher, as a driving agent in the proper utilization of instructional materials to promote students' performance.

This research study investigated this missing link and ascertained that the head teacher has a big role to play in administering the instructional materials.

In the literature reviewed, the researcher discovered that many scholars researched on poor academic performance in secondary schools from a number of angles, such as availability of quality teachers, availability of instructional materials, school resources and facilities, leadership styles of head teachers and nature of family background (Anja, 2005), but the researcher did not come across the angle of training of the school heads as a contributing factor on academic performance in Mubende, which the researcher became interested in to ascertain the significance of training school performance.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter gives the procedure that was employed by the researcher in order to achieve the objectives of the study. The research methodology is categorised into Research design, Locale of the Study, population, Sample and Sampling, Procedure, Research instruments, Validity and Reliability, Data Gathering Procedure, Data analysis procedure.

Research Design

The study was conducted using descriptive-correlation research design. Descriptive design was used to describe the situations as they were, aiming at providing a description that is factual and accurate as possible.

On the other hand, correlation design was applied to find out whether there exists a relationship between two or more variables and to what extent it exists, that is between the training of head teachers and school performance in secondary schools. It also enabled the researcher to apply tools like correlations and regression to yield a thorough study.

Locale of the Study

The study was carried out in Mubende District, 158 Km from Kampala; South- western of the Central Region of Uganda. Mubende district borders with Mityana district in the East, Kyegegwa district in South-West, and Kiboga and Kibaale districts in North- West.

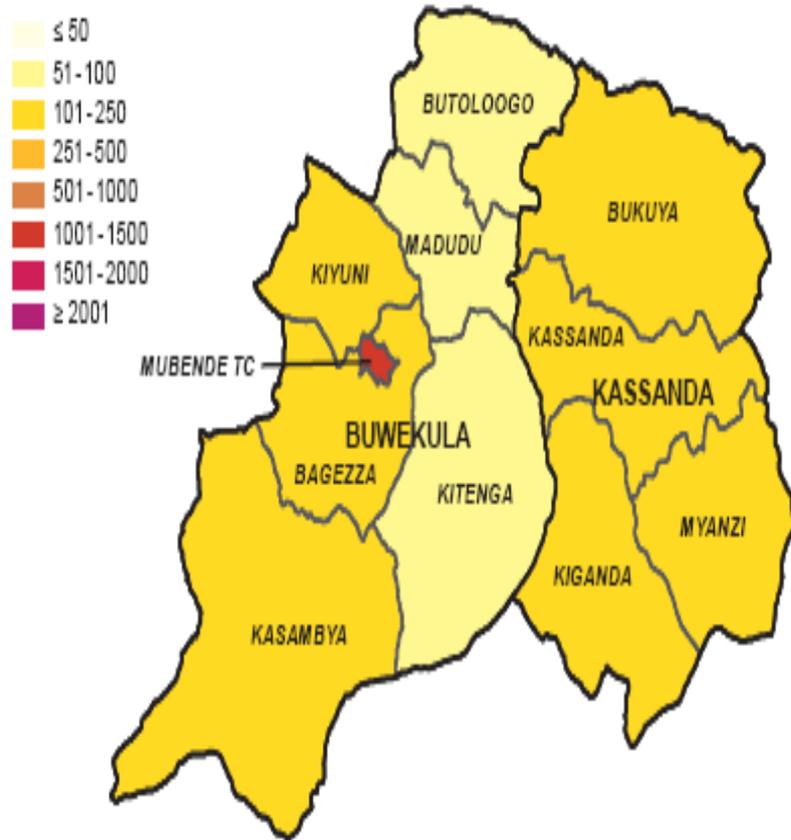


Figure 2: Map of Mubende District, showing the 10 sub-counties and Mubende Town Council (MTC).

Population, Sample and Sampling Procedure

Population

The population of the study is embedded in the 32 secondary schools in Mubende District of which 8 are private and one purely girls school. These schools are comprised of a total students' population 8,800, teaching staff of 562 and 185 none teaching staff. This population is used because the study deals with head teachers, teachers and students from the 32 secondary schools in Mubende district.

Sample and Sampling Procedure

The researcher selected six secondary schools out of the 32 in the district. The researcher used purposive sampling to select government aided secondary schools and those that operate Universal Secondary Schools (USE). The reason behind this was that these schools are facilitated in terms of instructional materials and teaching staff more than the private ones and generally their performance is far better than those of private. Stratified sampling also was employed to select schools whose head teachers have stayed in school for at least three years for consistent and reliable information. The target population was 303 while the sample size was 287 as indicated in table 4 below.

The number of respondents was determined according to Morgan Table for determining random sample size (Krejcie, R. V., & Morgan, D. W. 1970). The study focused on head teachers, and the major respondents were the deputy head teachers, director of studies, and teachers. Students' leaders were used as informants. The major respondents are considered because they equally involved in school leadership and management towards performance. The study focused on students' leaders because they also take part in the management of academic performance and discipline.

Table 4: Target Population and Sample of Research Participants

| No | Schools | Head/D.Head Teachers/DoS | | Teachers | | Students' Leaders | | |
|--------------|------------------|--|-----------|------------|------------|-------------------|----------------|--|
| | | Population | Sample | Population | Sample | Population | Sample | |
| 1 | Kasambya P. S.S | 3 | 3 | 18 | 18 | 24 | 23 | |
| 2 | Bukuya S.S | 3 | 3 | 27 | 26 | 25 | 24 | |
| 3 | Kasenyi S.S | 3 | 3 | 50 | 44 | 26 | 25 | |
| 4 | Madudu S.S | 3 | 3 | 17 | 15 | 14 | 13 | |
| 5 | Kitenga S.S | 3 | 3 | 21 | 20 | 23 | 23 | |
| 6 | St. Matia M. S.S | 3 | 3 | 22 | 21 | 18 | 17 | |
| Total | | 18 | 18 | 155 | 144 | 130 | 125 | |
| | | <i>Total Population/ Sample size</i> | | | | | <i>303/287</i> | |

Research Instruments

The researcher used three sets of self- made questionnaires: one for deputy head teachers, directors of studies and teachers; another one for students' leaders and another for head teachers. According to Amin (2005), questionnaires are pencil and paper instruments designed to gather data from individuals about their knowledge, attitudes beliefs and feelings.

The main questionnaire (for teachers) was used to collect data connected to school performance in terms of teacher management, instructional leadership, school discipline and academic performance. Head teachers' questionnaire was used to obtain data of the training of the head teachers in terms types of course they took, in-service training and their experience. Questionnaire for students was to give supplementary information on how teachers are managed by the head teachers, instructional materials discipline and academic performance.

The researcher personally administered the questionnaires as this established rapport with the respondents. Questionnaires contained close-ended questions for quantitative data gathering.

Questionnaires were preferred because the target population of teachers, students and head teachers were literate and experienced in responding to written questions. Questionnaires were also reliable, relatively cheap and quick means of collecting data from a high population in a reasonable period. They also offer anonymity and increase accuracy in case of required sensitive information.

Out of the 287 questionnaires given out to participants, 207 were retrieved, making 72% which was above the probability of 50%.

The investigator employed a Likert Scale as shown below to measure the variables which were analysed using descriptive statistics. Collected information was coded and interpreted using the mean range.

Likert Scale, Coding, and Interpretation

| Scale | Coding | Mean | Interpretation |
|-------------------|---------------|-------------|-----------------------|
| Strongly Agree | 4 | 3.50-4.49 | Very High |
| Agree | 3 | 2.50-3.49 | High |
| Disagree | 2 | 1.50-2.49 | Low |
| Strongly Disagree | 1 | 1.00-1.49 | Very low |

Validity and Reliability of Data Instruments

Validity

The researcher with the help of supervisors discussed the questionnaires with colleagues, basing on the Content Valid Index (CVI) which is a scale developed by computing or rating the relevant items in the instrument or questionnaire by checking their clarity, their meaningfulness in line with all objectives stated, dividing by the total number of items. These instruments were then passed onto the supervisors for further scrutiny before they were administered in the field.

The calculated validity was 96.2% as indicated below:

$$\begin{aligned}
 \text{CVI} &= \frac{\text{Relevant items}}{\text{Total number of items}} \\
 &= \frac{26 \times 100}{27} \\
 &= 96.2\%
 \end{aligned}$$

Reliability of the Study

As Gay, et al, (2009) states that self-constructed measurement instruments should be pilot tested before use, to determine validity, reliability, and feasibility, the investigator pilot tested the questionnaire in two none participating schools. Twenty five questionnaires were given out and 19 were retrieved from the pilot participants. The researcher used Cronbach's Alpha coefficient to ascertain the internal consistency of the research instrument. The SPSS computation indicated that Cronbach's Alfa coefficient was $0.793 > 0.70$, as shown in Table 5 below, ascertaining the research instrument reliability.

Table 5: Instrument Reliability Statistics

| Cronbach's Alfa | No of Items |
|-----------------|-------------|
| 0 .793 | 26 |

Data collection Procedure

After the approval of the proposed study, the researcher obtained an introductory letter from the Dean of School of Graduate Studies, Bugema University, which he presented to the District Education Leaders as well as to the selected schools to seek permission to administer questionnaires to the selected participants. The raw data was edited, later coded and analysed.

Data Analysis

Objective 1 was analysed using descriptive statistics to explain the situation surrounding the training of the head teachers of secondary schools in Mubende district.

Descriptive statistics was applied onto objective 2 to describe the performance of the sample schools in terms of teacher management, instructional leadership, academic performance and school discipline. Linear regression model was used to determine the relationship between the head teachers' training and the school performance.

Objective 3 was analysed using Pearson Correlational Coefficient statistics to determine whether there was a relationship between performance of schools and the training of the head teachers, considering the significance level of 0.05.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter begins by presenting the demographic characteristics of the head teachers. This is followed by the presentation of the views of the head teachers on training and professional development. The third section, gives the views of teachers and students' leaders about how head teachers manage school activities in relation to school performance. The fourth section, which is the major part of the study, focuses on the testing of hypotheses of the study. In doing this, the analysis is based on both quantitative data analysis and interpretation.

Head Teachers' Training

Demographic Information of the Head teachers

It was important to analyze the background characteristics of the head teachers, for such information was of great importance to the study.

Gender of head teachers

This did not generate any computation since all head teachers in the selected schools were males.

Age of the head teachers

The age bracket of the head teachers was quoted as supernatural since the majority of them (83.3%) were above 40 years of age. These were followed by head teachers between 30-39 years of age with (16.7%). Most of the head teachers being above 40 it might be attributed to the fact that in Uganda to become a head teacher, one has to undergo through different steps and stages before the Ministry of

Educations and Sports deploys him or her. However, this is not common with private schools.

Most of the sampled head teachers were mature enough and believed to have gathered substantial experience since beyond 40 years; one encompasses high level of experience as part of training (UNESCO, 2009), and maturity both in management and thoughts. In addition the policy of recruitment of head teachers requires a person to have been in the system for some reasonable years before the appointment.

Table 6: Age of the head teachers

| Age | Frequency(N=100) | Percent |
|------------|-------------------------|----------------|
| 30-39 | 1 | 16.7 |
| Mean age | 40 | 83.3 |

Age being above 40, it also implies that, the head teacher must have gone through different stages of hardness and his or her skills of decision making must have matured. The mean age of the respondents was 40 years, meaning that on average, head teachers were around 40 years.

Education level

The study revealed that, the majority of the respondents (66.7%) were graduates and 33.3% had masters. The qualification of head teachers is a bit promising since the survey carried by UBOS (1996), showed that the majority of head teachers were diploma holders but as of now, head teachers have upgraded, others have gone for refresher courses which has helped them to obtain necessary skills in both management and academic wise. This is in support of Fullan (2007), who alludes that the illiterates of the 21st century are not those who cannot read and write, but those who cannot learn and unlearn.

Table 7: Education level of head teachers

| Education level | Frequency | Percent |
|------------------------|------------------|----------------|
| Graduate | 4 | 66.7 |
| Masters | 2 | 33.3 |
| Total | 6 | 100 |

The courses taken by head teachers at the university

According to the study, 33.3 % of the head teachers took education administration, 16.7% took school administration and management, 16.7% took organisation management and leadership whereas 33.3% of the head teachers did none of any of the specified leadership and management courses, meaning that even though these head teachers were all graduates, and some had attained Masters Degree in Education, they were more of general courses, which might not have imparted the necessary management and leadership skills in order to improve performance of the schools in Mubende.

Since some of the head teachers start headship without knowing what values are required of them, the qualification or many papers may not be a solution to poor management since it was discovered that 33.3% of the head teacher did not take any leadership course at university and the possibility that this could be one of the reasons for poor school performance cannot be ruled out completely. This view is in agreement with Balansikat and Gerhard (2005) who said that some head teachers assume offices when they are not trained in leadership.

The 33.3% of the head teachers who did not take leadership and management courses at university might also contribute to the poor performance of schools although the contribution might not be great.

Table 8: Courses taken at the university

| Courses Taken at University | Frequency(N=100) | Percent |
|--|-------------------------|----------------|
| Education administration | 2 | 33.3 |
| School administration and management | 1 | 16.7 |
| Organisation management and leadership | 1 | 16.7 |
| Others | 2 | 33.3 |

Attending induction courses before assuming office

The study revealed that, majority of the head teachers of 66.7% had attended an induction course before assuming the office; whereas 33.3% of the respondents disagreed with the statement. This however, changes the trend that was reported by Nsubuga (2003), that 20% of head teachers had never attended induction courses; the percentage is still higher than that in Mubende.

This implies that some head teachers assumed offices when they are not well prepared to lead schools, especially those who did not take leadership and management courses at university. This can also be a contributing factor for poor performance on top of the undiscovered causes as supported by Lubanga, (2011), who contends that most schools are performing poorly due to the gap in leadership and management skills.

Table 9: Attending an induction course before assuming office

| Response | Frequency(N=100) | Percent |
|-----------------|-------------------------|----------------|
| Yes | 4 | 66.7 |
| No | 2 | 33.3 |

Attended at least one leadership and management short course

With leadership and management short course, 83.3% of the head teachers had at least attended one course, whereas 16.7 % had not attended any. Okumbe (2007), supports this idea that for a head teacher to be effective in supervision, has to have basic skills in supervision. This therefore, confirms that the majority of the head teachers acquired leadership and management skills out of the short courses, but this might not be sufficient enough to promote performance since these courses were short lived.

Table 10: Head teachers at least attended one leadership and management course

| Response | Frequency(N=100) | Percent |
|-----------------|-------------------------|----------------|
| Yes | 5 | 83.3 |
| No | 1 | 16.7 |

Leadership seminars and workshops attended by the head teachers

About seminars and workshops, the majority of the head teachers (83.3%) had participated in 10 and above workshops and seminars whereas 16.7% of the respondents had participated in only 2-4 workshops. However, this is still very low for the head teacher aiming at acquiring knowledge and skills.

It is evident that some head teachers do not attend these seminars if not facilitated, yet it is advantageous to them in terms of knowledge and skills which enhance better performance as advocated by Lubanga (2011), that school head should crave for new skills.

Table 11: Leadership seminars and workshops attended by the head teachers

| Response | Frequency(N=100) | Percent |
|-----------------|-------------------------|----------------|
| 2-4 | 1 | 16.7 |
| 10 & above | 5 | 83.3 |

Experience of the Head teachers

Duration spent in service:

Duration spent in service is very vital in terms of experience and skills and in Uganda according to Ministry of Education and Sports (MoES) and (Education Service Commission 2008), a head teacher must be a graduate and must have spent at least not less than 8 years in teaching environment. According to the study, most of the head teachers had spent 10 & above years (56%) while surviving as head teachers, 16.7% had spent 7-9 years and 16.7 % had spent 1-3 years in service. Since the majority of head teachers had spent 8 and above years, it implies that these head teachers have a substantial experience in leadership. That is why the poor performance is not solely due to low training of head teachers.

The study therefore, observed that there was a guaranteed experience expected from the sampled head teachers which probably assist them to realise the performance so far exhibited.

Table 12: Duration in service

| Years of service | Frequency | Percent |
|-------------------------|------------------|----------------|
| 1-3 | 1 | 16.7 |
| 7-9 | 1 | 16.7 |
| 8 & above | 4 | 66.7 |

Years spent in the school

Most of the head teachers (50.4%) had spent 10 & above years, 33.3% had spent only 1-3 years, while 16.3 had spent 4-6 years in the schools they are heading.

Years spent in school is another guaranteed factor when it comes to experience since being in the school for a long time has an advantage when it comes to management and studying the environment of the whole school. Because most of the head teachers had spent reasonable period of time in their schools, this might be giving them ample time in managing their schools, confirming the importance of the experience as required by Education Service Commission (2008) that a head teacher must have spent at least not less than 8 years in teaching environment before becoming one.

Table 13: Years spent in school

| Years in school | Frequency | Percent |
|------------------------|------------------|----------------|
| 1-3 | 2 | 33.3 |
| 4-6 | 1 | 16.3 |
| 10 &above | 3 | 50.4 |

Head Teachers Performance

Teachers view on how they are managed by the head teachers

To find out the profile of secondary school performance in terms of teacher management, instructional leadership, school discipline and UCE grades, the researcher used Likert Scale and depended on the extent at which each respondent agreed or disagreed with the statement, according to table 14 below, 42.6% with a high mean of 2.6535 agreed that there is a well defined mechanism of motivating teachers, 12.9% strongly disagreed but since the positive response outweighs the negative, we conclude that head teachers motivate their teachers. This confirms

Manu's admonish to leaders to always try to motivate workers in order to achieve maximum production (Manu, 2007).

Table 14 below also shows that, 50% of the teachers are comfortable with the way staff salaries or wages and incentives are paid, the mean for teachers' salaries was 2.930. Twenty percent of the teachers disagreed about their salaries and incentives but since the positive response of 74% out compete the other, we therefore say, teachers in the six schools were satisfied with the way their salaries and wages are paid.

Generally, teachers' salaries or wages in the sampled schools are paid considerably prompt; hence, this may not be the reason for poor academic performance of the students but other factors.

As shown in the table 14 below. Most of the respondents agreed that staff members attend refresher courses like workshops and seminars with a high mean of 2.79. This implies that head teachers endeavour to professionally develop their teachers, hence the quality of the teachers is also not doubtable although some heads do not support their teachers during upgrading as shown by a low mean of 2.272 .

In contrast to Read and Penny's findings in 1993, where only one teacher out of eight attended refresher courses in Uganda, teachers in these schools are developed professionally which implies that teachers' lack of current knowledge and skills of handling teaching-learning process may not also be the cause of the poor academic performance among the students, possibly it may be the quality of students that are recruited in those schools which needs further study. This phenomenon is also in contrast with Chadani J. (2003) who said that quality of teachers alone determines academic performance of the students since in Mubende it is still poor and yet the quality of teachers is not all that low.

Table 14: Teachers' views on how they are managed by the head teachers

| | Scale | Freq | % | Mean | Int. |
|--|-------|------|------|--------|------|
| There is well defined mechanism of motivating teachers | SD | 13 | 12.9 | | |
| | D | 27 | 26.7 | 2.6535 | High |
| | A | 43 | 42.6 | | |
| | SA | 18 | 17.8 | | |
| Staff salaries/wages /incentives are paid considerably promptly | SD | 5 | 5.0 | | |
| | D | 21 | 20.8 | 2.930 | High |
| | A | 51 | 50.5 | | |
| Staff members attend refresher courses like workshops ,seminars in school or outside the school , that are intended to empower them promptly | SA | 24 | 23.8 | | |
| | SD | 12 | 11.9 | 2.79 | High |
| | D | 28 | 27.7 | | |
| | A | 30 | 29.7 | | |
| A number of staff members have upgraded/ are up grading | SA | 31 | 30.7 | | |
| | SD | 5 | 5.0 | 3.4356 | High |
| | D | 21 | 20.8 | | |
| | A | 51 | 50.5 | | |
| Schools supports the upgrading staff members morally or financially | SA | 24 | 23.8 | | |
| | SD | 25 | 24.8 | 2.272 | Low |
| | D | 30 | 29.7 | | |
| | A | 39 | 38.6 | | |
| The head teacher encourages teachers to keep time in school activities | SA | 7 | 6.9 | | |
| | SD | 1 | 1.0 | 3.455 | High |
| | D | 3 | 3.0 | | |
| | A | 46 | 45.5 | | |
| The head teacher orientates new staff members in the system | SA | 51 | 50.5 | | |
| | SD | 2 | 2.0 | 3.135 | High |
| | D | 15 | 14.9 | | |
| | A | 51 | 50.5 | | |
| | SA | 33 | 32.7 | | |

****SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree****

Legend:

| | | |
|-------------------|-----------|-----------|
| Strongly Agree | 3.50-4.49 | Very High |
| Agree | 2.50-3.49 | High |
| Disagree | 1.50-2.49 | Low |
| Strongly Disagree | 1.00-1.49 | Very low |

Still from the findings, the head teachers encourage teachers to keep time in school activities since most of the teachers of about 96% had appositve altitude towards time management where as only 4% of teachers disagreed about the head

teachers' encouragement to keep time. This indicates that head teachers in the sampled schools are time managers, and they play their role of encouraging teachers to keep time in all school activities as strongly recommended by De Grauwe and Naidoo (2004), that time management is crucial in enabling students perform well. encouragement to keep time.

In conclusion, the average mean of teacher management is 2.674 which is high enough to conclude that teachers are well managed.

Management of teachers by head teachers according to students' leaders

The majority of the respondents, 57 (52.8%) with a high mean of 3.361 agreed that teachers have interest and are always happy to teach. However, students with a mean of 2.963 reported that teachers keep time for beginning and ending of lessons, implying that about 29% of teachers do not keep time which may be detrimental to syllabus coverage. Most of the students of 70.4% with mean of 2.99 agreed that teachers miss lessons with genuine reasons. This implies that 26.6% of the students contend that teachers miss lessons without genuine reasons. All in all, students reported that lessons are missed. This calls for head teachers to practically and physically participate in ensuring that teachers do teacher regularly and compensate for the missed lessons in order to minimize the miss-ups because as observed by Mulkeen Chapman D. Dejaeghere J. G. and Bryner E. L. K (2005), missing lessons reduces academic performance of the students.

Table 15: Management of head teacher according to student's leaders

| Item | Scale | Freq | % | Mean | Int. |
|---|-------|------|------|-------|------|
| Teachers have interest and always happy to teach | SD | 4 | 3.7 | 3.361 | High |
| | D | 10 | 9.3 | | |
| | A | 37 | 34.3 | | |
| | SA | 57 | 52.8 | | |
| Teachers keep time for beginning and ending of lessons | SD | 9 | 8.3 | 2.963 | High |
| | D | 22 | 20.4 | | |
| | A | 41 | 38.0 | | |
| | SA | 36 | 33.3 | | |
| Teachers do not normally miss lessons without genuine reasons | SD | 12 | 11.1 | 2.99 | High |
| | D | 20 | 18.5 | | |
| | A | 33 | 30.6 | | |
| | SA | 43 | 39.8 | | |

****SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree**

Legend:

| | | |
|-------------------|-----------|-----------|
| Strongly Agree | 3.50-4.49 | Very High |
| Agree | 2.50-3.49 | High |
| Disagree | 1.50-2.49 | Low |
| Strongly Disagree | 1.00-1.49 | Very low |

Instructional leadership exercised by head teachers as indicated by the teachers

Instructional leadership is regarded as a major factor and many researchers like Bitamazire (2005), said instructional leadership includes the availability of teaching-learning materials and their coordination for proper use. They include: textbooks and visual aids. Ajuago (2002), reported that availability of textbooks and other instructional materials have a positive correlation on students' performance because they facilitate understanding of abstract concepts, help in class control and other aspects

According to table 15 below, 41(40.6%) of teachers agreed that head teachers endeavour to provide the required instructional material with a high mean of 3.376. Also the majority of teachers of about 51.5 with a high mean of 3.01 agreed that head

teachers emphasize and monitor good examination process or atmosphere and 54(53.5%) of teachers agreed with high mean that head teachers supervises the making of students' reports cards. This confirms that head teachers' instructional leadership is satisfactory. Generally, teachers had a positive attitude towards the instructional leadership exercised by their managers, for the average mean calculated is 2.93 implying that poor performance in Mubende may not be strongly due to instructional leadership but even other factors like the quality of the students recruited and the professionalism of teachers.

Table 16: Instructional leadership exercised by the head teachers as indicated by the teachers.

| | Scale | Freq | % | Mean | Int. |
|---|-------|------|------|-------|------|
| Head teacher endeavours to provide the required instructional material | SD | | | | |
| | D | 3 | 3.0 | 3.376 | High |
| | A | 57 | 56.4 | | |
| SA | 41 | 40.6 | | | |
| The head teacher emphasizes and leads the preparation of teachers | SD | 6 | 5.9 | 3.00 | High |
| | D | 15 | 14.9 | | |
| | A | 52 | 51.5 | | |
| The head teacher , deputies and DOS normally supervise the classroom teaching | SD | 4 | 4 | 2.851 | High |
| | D | 23 | 22.8 | | |
| | A | 58 | 57.4 | | |
| The head teachers leads the inspection of students work like notes etc | SD | 7 | 6.9 | 2.50 | High |
| | D | 44 | 43.6 | | |
| | A | 42 | 41.6 | | |
| The head teachers emphasizes and monitors good examination process/atmosphere | SD | 6 | 5.9 | 3.01 | High |
| | D | 12 | 11.9 | | |
| | A | 52 | 51.5 | | |
| The head teachers supervises the making of students' reports cards | SD | 2 | 2.0 | 3.16 | High |
| | D | 13 | 12.9 | | |
| | A | 54 | 53.5 | | |
| | SA | 32 | 31.7 | | |

****SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree****

Legend:

| | | |
|-------------------|-----------|-----------|
| Strongly Agree | 3.50-4.49 | Very High |
| Agree | 2.50-3.49 | High |
| Disagree | 1.50-2.49 | Low |
| Strongly Disagree | 1.00-1.49 | Very low |

Discipline management by the head teachers according to teachers

The study revealed that discipline in these schools is well handled. The majority of the respondents of 66.3 % with moderated mean of 2.841 agreed that staff

and students are given due consideration when it comes to discipline. Again, 54(53.5%) of the respondents with a high mean of 3.000 agreed that the schools rules and regulations are comprehensive enough to deter indiscipline. More to that, many of the respondents of about 48.5% with a high mean of 3.306 agreed that the schools have functional disciplinary committees for students and staff. According to table 17 below, the calculated average mean for discipline management is 2.951 which is a high mean. This also gives a clear conclusion that although indiscipline of students and teachers contributes to poor performance of the school as. Heshizer (1982), emphasise that “in order to successfully achieve the objectives of a school, college or university, all the members of the educational organisation must adhere to the various behaviour patterns necessary for maximum performance (pg. 115). In these schools indiscipline is not the cause of poor academic performance but rather other factors that need thorough investigation.

Table 17: Discipline management by the head teacher as indicated by teachers

| | Scale | Freq | % | Mean | |
|---|-------|------|------|-------|------|
| The school has functional disciplinary committee for student and staff | SD | 1 | 1.0 | 3.306 | High |
| | D | 10 | 9.9 | | |
| | A | 49 | 48.5 | | |
| | SA | 41 | 40.6 | | |
| The school rules and regulations are comprehensive enough to date indiscipline | SD | 8 | 7.9 | 3.000 | High |
| | D | 12 | 11.9 | | |
| | A | 54 | 53.5 | | |
| | SA | 27 | 26.7 | | |
| School rules and regulations of this schools are revised from time to time | SD | 11 | 10.9 | 2.604 | High |
| | D | 33 | 32.7 | | |
| | A | 44 | 43.6 | | |
| | SA | 13 | 12.9 | | |
| The school follows disciplinary steps when handling cases | SD | 3 | 3.0 | 3.326 | High |
| | D | 10 | 9.9 | | |
| | A | 41 | 40.6 | | |
| | SA | 47 | 45.5 | | |
| Students and staff complaints are given due consideration | SD | 6 | 5.9 | 2.841 | High |
| | D | 17 | 16.8 | | |
| | A | 67 | 66.3 | | |
| | SA | 11 | 10.9 | | |
| There is a well defined channel of communication through which complaints are received. | SD | 10 | 9.9 | 2.731 | High |
| | D | 20 | 19.8 | | |
| | A | 56 | 54.4 | | |
| | SA | 15 | 14.9 | | |

****SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree**

Legend:

| | | |
|-------------------|-----------|-----------|
| Strongly Agree | 3.50-4.49 | Very High |
| Agree | 2.50-3.49 | High |
| Disagree | 1.50-2.49 | Low |
| Strongly Disagree | 1.00-1.49 | Very low |

Academic performance of schools in terms of UCE grades

According to Odubuker (2004), and Kaggwa (2003), academic performance is defined as the quality and quantity of knowledge, skills, techniques, positive attitude behaviour and philosophy that students acquire. The ability to achieve is evaluated by marks and grades obtained in a test or examination. According to table 16 below

59.4% of the respondents with a high mean of 2.671, agreed that schools have well drawn academic strategies and academic committee meetings sit frequently. This implies that administratively, academic issues are handled well in schools but the poor performance could be as a result of other factors like lack of interest and commitment of the students themselves.

Above 60% of respondents with a high mean of 2.861 agreed that every term the academic department draws an academic plan. Majority of teachers of about 59(58.4%) disagreed with the statement that most students pass in first grade. This is supported by table 2, where in 2008 all the six schools were only able to get 15 first grades and only 18 in 2010. About 40(39.6%) agreed that most of the students pass in second grade but still no teacher could agree that most students pass with F9s this made the response to go up 64(63.3%) as shown in table. The average mean for this from the respondents is 2.328, which is a low mean, exhibiting poor academic performance in these schools.

Much as the academic performance in these schools is poor, according to this study the cause of poor academic performance is not entirely due to low training of head teachers neither poor instructional leadership but other factors that need more investigation.

Table 18: Academic performance of schools

| | Scale | Freq | % | Mean | Int. |
|--|-------|------|------|-------|------|
| The school has well laid down academic strategies and academic committee meetings sit frequently | SD | 4 | 4.0 | 2.871 | High |
| | D | 21 | 20.8 | | |
| | A | 60 | 59.4 | | |
| | SA | 16 | 15.8 | | |
| Every term the academic department draws an academic work plan | SD | 8 | 7.9 | 2.861 | High |
| | D | 18 | 17.8 | | |
| | A | 55 | 54.5 | | |
| | SA | 20 | 19.8 | | |
| Most students in this school pass in first grade | SD | 32 | 31.7 | 1.782 | Low |
| | D | 59 | 58.4 | | |
| | A | 10 | 9.9 | | |
| | SA | 1 | 1.0 | | |
| Most students in this school pass in second grade | SD | 10 | 9.9 | 2.613 | High |
| | D | 35 | 34.7 | | |
| | A | 40 | 39.6 | | |
| | SA | 16 | 15.8 | | |
| Most students in this school pass in third grade | SD | 11 | 10.9 | 2.970 | High |
| | D | 28 | 27.7 | | |
| | A | 55 | 54.5 | | |
| | SA | 7 | 6.9 | | |
| Most students in this school pass in fourth grade | SD | 33 | 32.7 | 2.00 | Low |
| | D | 40 | 39.6 | | |
| | A | 23 | 22.8 | | |
| | SA | 5 | 5.0 | | |
| Most students in this school obtain F9 | SD | 64 | 63.4 | 1.514 | Low |
| | D | 25 | 24.8 | | |
| | A | 9 | 8.9 | | |
| | SA | 3 | 3.0 | | |

****SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree**

Legend:

| | | |
|-------------------|-----------|-----------|
| Strongly Agree | 3.50-4.49 | Very High |
| Agree | 2.50-3.49 | High |
| Disagree | 1.50-2.49 | Low |
| Strongly Disagree | 1.00-1.49 | Very low |

The academic performance of the six schools is still poor since first grades are rare as shown in table 19 below. This poor performance is caused by a number of factors that need further research. However, since leadership training of head teachers contributes 33.5% to school performance, one cannot rule out that low training of the

33.3% of the head teachers in the selected schools contributes to this poor academic performance in the schools as supported by Bitamazire (2005) who contends that such poor academic performance is attributed to low leadership levels at schools.

Table 19: UCE grades of the six schools.

| SCHOOLS | | Years | Total candidates | Div.1 | Div.2 | Div.3 | F.9 |
|--|-----------|--------------|------------------|-----------|------------|-----------|-----------|
| KASENYI SCHOOL | SECONDARY | 2006 | 91 | 16 | 24 | 29 | 00 |
| | | 2007 | 124 | 18 | 31 | 46 | 00 |
| | | 2009 | 130 | 13 | 31 | 49 | 03 |
| | | 2010 | 210 | 07 | 41 | 52 | 08 |
| | | Total | | 64 | 161 | 52 | 14 |
| KASAMBYA PARENTS SECONDARY SCHOOL | | 2006 | 28 | 01 | 08 | 19 | 04 |
| | | 2007 | 30 | 00 | 06 | 08 | 05 |
| | | 2008 | 34 | 01 | 08 | 11 | 02 |
| | | 2009 | 47 | 00 | 08 | 10 | 03 |
| | | 2010 | 68 | 06 | 07 | 20 | 06 |
| Total | | 8 | 37 | 20 | 6 | | |
| ST. ANDREW KAGGWA, MADUDU SECONDARY SCHOOL | | 2006 | 28 | 03 | 10 | 08 | 00 |
| | | 2007 | 30 | 00 | 05 | 14 | 00 |
| | | 2008 | 34 | 00 | 11 | 15 | 01 |
| | | 2009 | 47 | 04 | 04 | 11 | 03 |
| | | 2010 | 68 | 00 | 07 | 16 | 04 |
| Total | | 7 | 37 | 64 | 8 | | |
| BUKUYA SECONDARY SCHOOL | | 2006 | 104 | 17 | 33 | 27 | 02 |
| | | 2007 | 108 | 01 | 18 | 23 | 09 |
| | | 2009 | 129 | 01 | 02 | 23 | 09 |
| | | 2010 | 178 | 03 | 05 | 24 | 20 |
| | | Total | | 25 | 73 | 24 | 20 |
| ST MATIA MULUMBA SECONDARY SCHOOL | | 2006 | 75 | 00 | 03 | 22 | 04 |
| | | 2007 | 85 | 01 | 07 | 16 | 06 |
| | | 2008 | 83 | 00 | 08 | 18 | 01 |
| | | 2009 | 54 | 01 | 08 | 17 | 01 |
| | | 2010 | 46 | 00 | 08 | 12 | 00 |
| Total | | 2 | 34 | 65 | 12 | | |
| KITENGA SCHOOL | SECONDARY | 2006 | 39 | 02 | 12 | 15 | 00 |
| | | 2007 | 43 | 01 | 03 | 18 | 00 |
| | | 2008 | 46 | 01 | 05 | 14 | 01 |
| | | 2009 | 91 | 00 | 10 | 14 | 11 |
| | | 2010 | 18 | 02 | 06 | 15 | 06 |
| Total | | 7 | 36 | 15 | 6 | | |

Relationship between Head Teachers Training and Performance

According to the non-parametric chi-square The four variables: teacher management, instructional leadership, discipline, and academic performance are all statistically related to the performance of the six schools since the level of significance of all the schools is $p=0.000 < 0.05/0.01$. We therefore, conclude that the four variables are significant to performance of the six schools.

Table 20: Showing significance of the four variables to school performance

| | Discipline | Academic Performance | Instructional Leadership | Management of teachers |
|---------------|------------|----------------------|--------------------------|------------------------|
| Chi-square of | 128.406 | 60.950 | 47.158 | 58.337 |
| df | 13 | 10 | 11 | 10 |
| Assump. Sig. | .000 | .000 | .000 | .000 |

Relationship between years spent in school by the head teacher and the school performance according to students.

The hypothesis of the study was tested and results recorded accordingly. However, before ascertaining the value of the hypothesis the researcher sought to establish the general relationship between years spent in school by the head teacher and the school performance.

The results in table 21 below indicate that the r-square, as computed using the regression is 0.713, showing that the predictor variable, represented by leadership training in terms of experience in school, contributes (71.3 %) to students' academic performance in secondary schools.

Table 21: Showing the relationship between performance and years spent in school by head teachers.

| R | r- squared | Adjusted r Squared | r- squared Change | Sig. f change |
|------|------------|--------------------|-------------------|---------------|
| 0.84 | 0.713 | 0.642 | 0.713 | 0.034 |

As highlighted in the table above, the regression coefficient (r) is 0.845 or 71.3 %. There is thus, a strong relationship between the years spent in the school and school performance in secondary schools. In other words, school performance in secondary schools may be explained by the prevailing time spent in school by the respondents.

Table 22: The relationship between training attained by the head teachers and the academic performance of the six schools.

| | | Academic |
|-----------------|----------------------------------|-----------------|
| Training | R | -0.267 |
| | p-value | 0.610 |
| | N=107 significance at 0.05 level | |

The correlation was not significant since $r = -0.267$ this was a weak negative correlation and $p = 0.610 > 0.05$ level of significance therefore we conclude that poor training attained by the head teacher reduce about 0.267 unit to performance of schools.

Table 23: Correlation between training attained by the head teacher and the general performance of schools according to teachers

| | | General Performance |
|-----------------|------------------------------|----------------------------|
| Training | R | 0.579* |
| | p-value | 0.228 |
| | N=107 * significance at 0.05 | |

From the table above, findings show the relationship between performance of schools and training attained by the head teacher $r = 0.579$ which is significant and with a $p\text{-value} = 0.228 < 0.05$ levels of significance therefore, we accept the stated hypothesis that there is no significant relationship between leadership training received by the head teacher and the performance of schools. The correlation between performance of schools and training attained by the head teacher is $r = 0.579$.

Squaring the correlation we get $0.3352 * 100 = 33.5\%$ meaning that leadership training attained by the head teacher shares approximately 33.5 of its variability to performance of schools.

Table 24: The relationship between academic performance and training of the head teachers in the six schools

| Correlation | R squared | Adjusted R squared |
|--------------------|------------------|---------------------------|
| 0.320 | 0.102 | -0.122 |

According to the table, $r = 0.320$. The predictor of the relationship was academic performance on the training received by the head teacher r - squared was $0.102 * 100 = 10.2$ therefore , the study revealed that training contributes 10.2 % on the academic performance of the six schools.

The hypothesis which was stating that, there is no significant relationship between leadership training of head teachers and school performance in secondary schools, yielded a negative correlation which was not significant since $r = -0.267$ and the p -value level of significant was $0.610 > 0.05$. Therefore we conclude that low training attained by the head teacher reduce about 0.267 unit to performance of school academically. Findings show the relationship between performance of schools and training attained by the head teacher $r = 0.579$ which is significant at $p = 0.228 > 0.05$ levels of significance therefore, we accept the stated hypothesis that there is no relationship between training received by the head teacher and the performance of schools.

The correlation between performance of schools and training attained by the head teacher is $r = 0.579$.Squaring the correlation we get $0.3352 * 100 = 33.5\%$ meaning that training attained by the head teacher shares approximately 33.5% of its variability to performance of schools. This implies that either the knowledge acquired

was not relevant to the situation on the ground or there was a failure to translate the theoretical knowledge into practice.

Testing the hypothesis

For the hypothesis testing, t calculated was compared to the t table at the degree of freedom of 4. It was discovered that the t table is 2.132 and the t calculated 1.421. Since the t table is higher than the t calculated, it was concluded that there is no significant relationship between training attained by the head teachers and performance of schools. Therefore, the Null Hypothesis was supported.

Calculation of t- distribution

$$T = r \sqrt{\frac{n-2}{1-r^2}}$$
$$0.579 \sqrt{\frac{6-2}{1-0.3352}}$$

$$0.579 \times 2.454 = 1.421$$

Summary

This chapter presented a discussion of the study's findings as highlighted in chapter five. It is evident that while some schools are well managed, a number of schools from the study are not well managed, and the findings of the study can also be generalized to other schools in the country. Low preparation of head teachers in terms of training and management were based on. Bitamazire (2005), who reported that there is increasing poor performance in secondary schools mainly in science subjects which poor performance she attributed to poor leadership at the school level.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of the Study

This chapter focuses on the discussion of the findings in relation to the research objectives and hypotheses. In addition, the demographic characteristics of head teachers and teachers are also discussed in relation to school performance. The study was based on the following objectives and stated hypothesis

1. To assess the profile of head teachers' leadership training in terms of gender, age, types of training received, frequency of training and experience.
2. To assess the profile of secondary school performance in terms of teacher management, instructional leadership, school discipline and UCE grades.
3. To establish the relationship between the profile of head teachers' leadership training and secondary school performance.

The study Hypothesis was, "There is no significant relationship between leadership training of head teachers and school performance in secondary schools".

The purpose of the study was to establish the relationship between leadership training of head teachers and school performance in secondary schools in Mubende district. The study was quantitative; and descriptive-correlational research design was used. Six schools out of 32 were selected using purposive sampling techniques. Sample size of 287 out of 302 target population was selected using stratified technique. Data was collected using self constructed questionnaires: one for teachers, another for students' leaders and one for head teachers. Data was analyzed using descriptive statistics, namely, frequencies, percentage, and mean.

Findings show that 83.3% of the sampled head teachers were above 40 years of age, implying that they have gathered substantial experience as part of training. 66.7% were graduates and 33.3% had masters, 33.3% took education administration, at university, 16.7%, school administration and management, and 16.7% took organisation management and leadership; 33.3% took none leadership courses. 66.7% of the head teachers attended an induction course and 83.3% had attended at least one leadership short course. 83.3% had participated in 10 and above workshops and seminars. 56% had over 8 years of experience as head teachers. The study therefore concluded that the sampled head teachers training is above average.

About the head teachers' performance, the calculations show the average mean of teacher management as 2.674, meaning that head teachers manage their teachers well, implying that management of teachers may not be a contributing factor on poor academic performance in Mubende. On instructional leadership, the average mean is 2.93, implying that poor performance in Mubende may not be strongly due to instructional leadership but even other factors. The average mean for discipline performance was 2.951, meaning that head teachers perform well in managing school discipline, hence it is not indiscipline that causes poor academic performance. On academic performance or UCE grades, the average mean was 2.328, confirming that academic performance is poor much as head teachers endeavour to do their role. The study therefore concludes that there are other factors that are responsible for that poor academic performance other than head teachers training, which factors need further reaserch.

On the relationship of head teachers training and school performance, non-parametric Chi-square was used to determine the impact of the four variables (management of teachers, instructional leadership, academic performance and school

discipline) they have on school performance. Calculations showed that the four variables are significant to performance of schools because the p value is less than 0.05 ($P=0.000 < 0.05/0.01$). The study also revealed that there is a strong relationship between the years spent in school by the head teacher and school performance because regression coefficient (r) was 0.845 or 71.3%. However, there was a weak negative correlation of $r=-0.267$ and $P=0.610$ level of significance, implying that poor training of head teachers reduces about 0.267 unit to performance of schools.

Pearson Correlation coefficient was used to establish the relationship between head teachers' training and the general school performance. Findings show that there is no significant relationship between head teachers' training and secondary school performance in Mubende, since $p = 0.228 > 0.05$, implying that there are other factors that greatly affect performance of secondary schools in Mubende district.

Nevertheless, head teachers' training shares approximately 33.5 % of its variability to performance of schools, for the observed frequency of the chi-square is greater than the expected, where p- value (0.000) is less than the level of significance 0.05, implying that the four variables have an impact on the performance of the schools. On academic performance, according to the predictor of the relationship of academic performance on the training received by the head teachers, $r = 0.320$ when it is squared, it is $0.102 * 100 = 10.2$. Therefore, the study observed that training contributes 10.2 % on the academic performance of the six schools. This, on the hand confirms Taylor's Scientific Management Theory which advocates for training of staff for better performance. In reference to this theory therefore, the study shows that all head teachers need to be well trained in leadership and management in order to reduce on the poor performance of schools.

The hypothesis, “There is no significant relationship between head teachers’ training and secondary school performance” was accepted since p-value was greater than the level of significance, 0.05. It was discovered that the t table is 2.132 and the t calculated 0.1068. Since, the t table is higher than the t calculated, it was concluded that there is no significant relationship between leadership training attained by the head teachers and performance of schools. Therefore, the Null Hypothesis was accepted.

Conclusion

Even after receiving adequate training, head teachers remain lifelong learners. Due to the ever dynamic and changing nature of the professional demands, and the development of professional practices, training is a continuous process which lasts for the duration of the career of a committed professional teacher. Similarly, head teachers must also have continuous professional development. Head teachers are in charge of schools, which operate as professional learning communities. Teaching is a lifelong learning profession and therefore head teachers should be at the forefront of learning.

The correlation between performance of schools and training attained by the head teacher is $r = 0.579$. Squaring it, we get $0.3352 * 100 = 33.5\%$ meaning that training attained by the head teacher shares approximately 33.5% of its variability to performance of schools. This implies that either the knowledge acquired was not relevant to the situation on the ground or there was a failure to translate the theoretical knowledge into practice. The study therefore, proposes to make recommendations on the basis of the research findings.

Recommendations

Recommendations were derived from the study findings, and some of the recommendations were made by putting into account the suggestions made by the respondents during data collection. The respondents were asked to give suggestions on whether there was a relationship between the leadership training received by the head teacher and the performance of the schools. The study gives recommendations to the key education stakeholders in the government of Uganda. But these recommendations may also be relevant to education stakeholders in other parts of the globe.

To the Ministry of Education and Sports

In spite of the available records that indicate how the Ministry of Education and Sports (MoES) has put in more effort to deploy full qualified head teachers in secondary schools , the performance of many school in Mubende is still very poor therefore from the study the researcher gave the following recommendations:

The Ministry of Education and Sports should:

- Emphasize and consider leadership and management courses when hiring school heads for knowledgibility of leadership functions.
- Induct newly appointed school heads in order for them get acquainted with leadership requirement and skills,
- Organise short leadership and management courses for head teachers to equip them with necessary knowledge and skills of leading schools.
- Frequently organize leadership-based-training, seminars, workshops, and refresher courses countrywide for secondary school heads, to update them with new leadership situations and challenges.

Secondary School Head Teachers should:

- Spare time to upgrade or go for refresher courses in order to be well equipped with knowledge and skills to handle managerial aspects of schools.
- Should employ organizational skills such as teamwork and various quality improvement measures so as to influence the academic performance of the schools.
- Ensure proper instructional leadership by being actively involved in academic activities so as to influence the school academic performance in their schools.
- Foster general supervision during the implementation of school curriculum, and explain to the teachers the intent and purposes of teacher supervision in order to promote professionalism among their teachers.
- Encourage and support their teachers to upgrade in order to improve on their professional development which in turn will promote academic performance.

To Private Secondary School Managing Directors

- The study recommends that directors should always facilitate their school managers to acquire leadership and managerial skill for the betterment of their schools.

Secondary School Teachers should:

- Develop a positive attitude toward training and always attend workshops and seminars, whether school or national based, in order to improve on their professional career.

- Cooperate with their head teachers during the valuating and supervision process in order to promote the teaching learning process.
- Ensure that they always attend to their classes in order to minimise the missing of lessons.

To Interested Researchers

- Researchers should investigate further on the factors that are responsible for the poor performance of secondary school in Mubende District such as quality of students recruited in schools.
- Also more comprehensive studies should be undertaken to include a larger population (many districts) in order to ascertain or not whether the problem transcends other districts.

REFERENCES

- Abraham Harold Maslow (1954), *Motivation and Personality; Psychology of Being*, (2ndEd). Princentons, New Jersey Toronto Melbourne London; D Van Nostrand.
- Ade, A. (2003) "Leadership and Human Resources Management in Nigeria" *Journal of the Institute of Personnel Management of Nigeria* 3 (1); 11-14.
- Aganze, F. X. (1998) *The Management Factors Influencing Performance at Nakawa Ncbc and Caltec Cain In UNDBS Examinations*. Unpublished: Makerere University Kampala.
- Ajuago, M. A. (2002). *Impact of Instructional Materials on Academic Performance of Selected Primary Schools in Kisumu District*. Unpublished Dissertation Makerere University, Kampala.
- Anja Balanskat & Paul Gerhard (2005) *Head teacher Professional Profile and Roles Across Europe*, Corrigenda OECD, UK.
- Ankomah, Y., Koomson J, Bosu R., and Oduro D. K. T (2005). *Implementing Quality Education in Law-income Countries (Edqual) Literature Review-Ghana*. Institute for Educationa Planning and Administration (IEPA) University of Cape Coast, Ghana.
- Bitamazire N. G (2005), *Education for Rural People in Africa; Presentation at the Ministerial Seminar, held between 7th-9th September 2005*, Addis Ababa, Kenya.
- Bitamazire, N. G. (2005). *Status of Education for Rural People in Uganda*. Paper Presented at the Ministerial seminar on education for rural people in Africa., Addis Ababa, Ethiopia.
- Colby, J. Witt, M. and Associates (2000). *Defining Quality in Education*. A paper Presented by UNICEF at the Meeting of The International Working Group On Education, Florence, Italy June 2000: Working Paper Series New York, USA.
- Cole G.A (2002). *The Administrative Theory and Workers' Motivation*, Zante Institute of Administration Press Ltd, ABU Zaria, Nigera.
- D'souza, (2009) *Leadership: A Trilogy on leadership and Effective Management* Paulines, Publications, Africa Nairobi Kenya.
- De Grauwe, A, and Naidoo J. P. (2004). *School Evaluation for Quality Improvement*. An ANTERIEP Report Meeting Of The Asian Network Of Training And Research.
- Deborah, K. (2002), "The Changing Face of Leadership" *Educational Leadership* 59, 8; 61 63.

- Education Service Commission (2008), *Scheme of Service for Education Personnel* Kampala Uganda.
- Education Service Commission, *Vacancies Advert*, *New Vision Monday*, May 23, 2011
- Emmanuel B.N.K Banyenga (2007), *Educational Planning and Administration*, Open University.
- Emmanuel T. Santos (1998), *Organization and management*,
- Fapojuwu, J. O. (2002) “*Effective Leadership and supervision.*” A paper Presented at the Programme on Management of Human Resources organized by NCEMA. Francis Lubanga, *New Vision*, February, Friday 4th, 2011.
- Fullan, C. (2002) “*Leadership and Sustainability Principalship*” 3, 4; 10 -24.
- Gay L. R. Geoffrey E.Mills and Peter Airasian, *Educational Research: Competencies for Analysis and Applications* (2009) Pearson Education Inc. Upper Saddle River, new Jersey, Londo.
- Jamentz, K. (2002) *A Double Dose of Leadership. Principal* V 82 n 4 P 40 – 44. March, April 2003.
- Jamentz, K. (2002) *Isolation is the Energy of Improvement; Instructional Leadership to Support Standard – Based Practice*. San Francisco; West Ed, 2002. 109 pages.
- James A. F Stoner; R. Edward Freeman; Daniel R; Gilbert JR. (2004) *Management*, (6th Ed.), Pearson Education (Singapore) Pte, Ltd, India.
- Julius Caesar Enon, *Educational Research and Measurement*, 1998, (2nd Ed.) Makerere University.
- Kaggwa, R. V. (2003). *Contribution of Teachers’ Involvement in School Administration on Students’ Academic Performance In Private Secondary Schools*. Unpublished Dissertation, Makerere University.
- Keegan, L.G (2003) *Miscellaneous Leadership Issues. Education Next*. V 3 n 2 P 28 – 31 Sept. 2003.
- Krejcie, R. V., & Morgan, D. W. (1970). *Determining sample size for research activities*. *Educational and Psychological Measurement*, 30, 607-610.
- Kyeyune R. (2008), *Strategies For School Leadership Development in Africa; Learning from Collaborative Experience And Research*. A Paper Presented at the 5th ACP Conference, Kampal, Uganda.
- Lewin, K & Caillords, (2001). *Financing Secondary Education in Development: Strategic for Sustainable Growth*. Paris. International Institute for Education Planning. UNESCO.

- Mpierrewe J. (2007), *Management of Instructional Material & Performance Teachers In Primary Schools, Kampala.*
- Mulkeen, A; Chapman D.; Dejaeghere J. G. and Bryner E. L. K. (2005) *Recruiting, Retaining And Retraining Secondary School Teachers And Principals In Sub-Saharan Africa.* AED Global Education Centre Academy for Educational Development, Paper 10-13-2005.
- Musaazi J.C.S. (2006), *Educational Planning; Principles, Tools and Applications in the Developing World* Makerere University Kampala – Uganda.
- Nambula – Namusoke J. (2005), *the Influence of Head teachers Work Plan on the Academic Performance of Pupils in selected. Schools in Mbale District,* Unpublished Dissertation, Makerere University Kampala.
- New Vision February, Wednesday 9th, 2011, page 4, ‘O’ Level Results.
- NIR, A. E. (2003) Strategic Plans and Principals’ Need for control. *Journal of School Leadership*, V 10 n 4 P 332 – 345 July 2000.
- Nsubuga, Y.K.K 2008, *Developing Teacher Leadership*, a paper presented at the 5th ACP Conference, Kampala, Uganda.
- Nsubuga, Y.K.K 2009, *Assessment of Leadership Styles and School Performance of Secondary Schools in Uganda*, Unpublished Ph.D Dissertation, Makerere University Kampala.
- Nsubuga, Y.K.K. 2003, *Development and Examination of secondary in Uganda: Experience and challenges*, Kampala- Uganda.
- OdubukeR P. E. (2007), *Head teachers’ Training Programme and their Competences in the Management of the Primary Schools in the North-western Uganda.* A Ph.D Dissertation in Education Administration, Planning and management, Makerere University, Kampala.
- Okumbe, J. A. (2007) *Educational Management Theory and Practice*, Nairobi University Press.
- Patrick Manu, (2007) *Leading Without Tears*, Maharashtra, India.
- Paul Chapman, (1998), *Managing Inclusive: From Policy to Experience*
- Renald, E. (2000) “*Leadership and Leadership Effectiveness in Organization*” Stride Associates Ltd. Enugu.
- Richard M. Hodgetts; Fred Luthans; Jonathan P. Don (2004), *International Management Culture, Strategy and Behaviour*, Sixth Ed. Tata McGraw-Hill Publishing, New York.

- Sashkin, M. & Sashkin, M. (2003), *Leadership That Matters*. San Francisco: Berrett-Koehler Publishers Inc.
- Stoner, A. F. (2002). *Management*, (6th Ed.), Prentice Hall, India.
- Sumbye Kapena, (2009) *How To Be A Wise Leader?* Paulines Publications Africa, Nairobi Kenya.
- Sylvia Masebo, (2008), *A Report to the Parliament on Survey on Children Condition in Communities*, 27 December-Saturday, retrieved 18th September, 2011.
- Taylor F.W. and *Scientific Management* by Vincenzo Sandrone, devised in 1911-The Father of Scientific Management.
- Taylor F.W., (1996), “*The Principles of Scientific Management*” in J.M Shafritz & J. S. Ott (Eds), (pp 66-79). Belmont, C.A: Wadsworth Publishing Company.

APPENDICES

Appendix 1: Questionnaire for deputy head teachers, directors of studies And teachers

Introduction

Dear Respondent,

Thank you for accepting to participate in the study that requires information on
*“Assessment of Leadership Training of Head teachers and Secondary School
Performance in Mubende District”*.

Kindly respond to all questions as honestly as possible. The information obtained will
be treated with utmost confidentiality for the purpose of this study.

SECTION A:

Instruction: Please tick where applicable.

Deputy Head teacher Director of studies Teacher

Section B: Management of teachers

Instructions:

For this section, please use the rating scale below and tick in the box that contain the
most appropriate rating.

Rating scale:

Strongly Agree (SA) is rated 4; Agree (A) 3; Disagree (D) 2; Strongly Disagree (SD)

1.

| S/NO | QUESTION | SA | A | D | SD |
|-------------|---|----|---|---|----|
| 1.0. | Management of teachers | | | | |
| 1.1. | There is a well defined mechanism of motivating teachers e.g. staff appreciation parties, individual tokens etc. | | | | |
| 1.2 | Staff salaries / wages / incentives are paid considerably promptly. | | | | |
| 1.3. | Staff members attend refresher courses like workshops and | | | | |

| | | | | | |
|-------------|---|--|--|--|--|
| | seminars at school or out side the school, that are intended to empower them professionally | | | | |
| 1.4. | A number of staff members have up graded / are up grading. | | | | |
| 1.5. | The school supports the upgrading staff members morally and or financially. | | | | |
| 1.6 | The head teacher encourages teacher to keep time in school activities. | | | | |
| 1.7 | The head teacher orientates new staff members in the system. | | | | |
| 2.0. | Instructional Leadership | | | | |
| 2.1. | The head teacher endeavours to provide the required instructional materials to teachers. | | | | |
| 2.2. | The head teacher emphasises and leads the preparation process of teachers (scheming, lesson planning, teaching aids etc) | | | | |
| 2.3. | The head teacher, deputies and DoS normally supervise the classroom teaching. | | | | |
| 2.4. | The head teacher leads the inspection of students work like class exercises, class notes. | | | | |
| 2.5. | The head teacher emphasises and monitors good examination process / atmosphere. | | | | |
| 2.6. | The head teacher supervises the making of students' report cards. | | | | |
| 3.0. | Academic Performance | | | | |
| 3.1. | The school has well laid down academic strategies and academic committee meetings sit frequently. | | | | |
| 3.2. | Every term the academic department draws an academic work plan. | | | | |
| 3.3. | Most students in this school pass in first grade. | | | | |
| 3.4. | Most students in this school pass in second grade. | | | | |
| 3.5. | Most students in this school pass in third grade. | | | | |
| 3.6. | Most students in this school pass in fourth grade. | | | | |

| | | | | | |
|-------------|--|--|--|--|--|
| 3.7. | Most students in this school obtain F9. | | | | |
| 4.0. | Discipline | | | | |
| 4.1. | The school has functional disciplinary committee for students, staff and Board of Governors. | | | | |
| 4.2. | The school rules and regulations are comprehensive enough to deter indiscipline. | | | | |
| 4.3. | School rules and regulations of this school are revised from time to time as need arises. | | | | |
| 4.4. | The school follows disciplinary steps when handling indiscipline cases e.g. verbal warning, apology writing, written warning suspension and dismissal. | | | | |
| 4.5. | Students and staff complaints are given due consideration | | | | |
| 4.6. | There is a well defined channel of communication through which complaints are received. | | | | |

Thank you.

Appendix 2: Questionnaire for Head teachers

Introduction

Dear Respondent,

Thank you for accepting to participate in the study that requires information on ***“Assessment of Leadership Training of Head teachers and Secondary School Performance in Mubende District”***.

Kindly respond to all questions as honestly as possible. The information obtained will be treated with utmost confidentiality for the purpose of this study.

SECTION A: Demographic information:

Instruction: Please tick where applicable.

1. Gender: Male Female
2. Age: 20-24 25-29 30-39 40 & above

SECTION B: Training

1. Highest Level of qualification:

Grade V Graduate Masters Others

2. Course taken at university /college of study:

Please tick the course(s) you took at university/college

- i) Education Management and Planning
- ii) Education Administration and Management
- iii) School Administration and Management
- iv) School Leadership and Management
- v) Education Leadership and Management

vi) School Leadership

vii) Education Leadership

viii) Organizational Management and leadership

ix) Others

In- service training.

3. I attended an induction course before assuming the office. Yes No

4. I have attended at least one leadership and management short course. Yes No

5. I have attended seminars and workshops in leadership and management since I assumed

the office, ranging to: 2-4 5-7 8-9 10 & above

Experience

6. I have leadership and management experience of:

1-3 years 4-6years 7-9 years 10 & above

7. The years I have spent in this school are:

1 – 3 years 4-6 years 7-9 years 10 & above

Thank you.

Appendix 3: Questionnaire for students.

Introduction

Dear student,

Thank you for accepting to participate in the study that requires information on ***“Assessment of Leadership Training of Head teachers and Secondary School Performance in Mubende District”***.

Kindly respond to all questions as honestly as possible. The information obtained will be kept secret for the purpose of this study.

Instructions:

For this section, please use the rating scale below and tick in the box that contain the most appropriate rating.

Rating scale

Strongly Agree (SA) is rated 4; Agree (A) 3; Disagree (D) 2; Strongly Disagree (SD) 1.

| S/NO | QUESTION | SA | A | D | SD |
|-------------|--|----|---|---|----|
| 1.0. | Management of teachers | | | | |
| 1.1. | Teachers have interest and always happy to teach you. | | | | |
| 1.2. | Teachers keep time for beginning and ending of lessons | | | | |
| 1.3. | Teachers do not normally miss lessons without genuine reasons | | | | |
| 1.4. | A number of staff members have up graded / are up grading. | | | | |
| 2.0. | Instructional Leadership (Management of the teaching-Learning process) | | | | |
| 2.1. | The school provides the basic instructional materials such as text books, science equipment, etc | | | | |
| 2.2. | The head teacher, deputies and DoS normally supervise the classroom teaching. | | | | |
| 2.3. | The head teacher leads the inspection of students work like class exercises, class notes. | | | | |

| | | | | | |
|-------------|--|--|--|--|--|
| 2.4. | The head teacher emphasises and monitors good examination process / atmosphere. | | | | |
| 2.5. | Students participate in the monitoring of teachers attendance in class (They are allowed to report teachers who miss lessons to the administration) | | | | |
| 3.0. | Academic Performance | | | | |
| 3.1. | The school has ways/ plans to improve on academic performance. | | | | |
| 3.2. | Good performing students in this school are given prizes at the end of the term/ year. | | | | |
| 4.0. | Discipline | | | | |
| 4.1. | The school has functional disciplinary committee for students, staff and Board of Governors. | | | | |
| 4.2. | The school rules and regulations are comprehensive enough to deter indiscipline. | | | | |
| 4.3. | School rules and regulations of this school are revised from time to time as need arises. | | | | |
| 4.4. | The school follows disciplinary steps when handling indiscipline cases e.g. verbal warning, apology writing, written warning suspension and dismissal. | | | | |
| 4.5. | Students and staff complaints are given due consideration | | | | |
| 4.6. | There is a well defined channel of communication through which complaints are received. | | | | |

Thank you

Appendix 4: Time Schedule

The researcher anticipates taking three months to complete the study as indicated below:

| ACTIVITY | PERIOD | TOTAL TIME |
|----------------------------------|--|-------------------|
| Proposal writing | April – May 2011 | Two months |
| Proposal defence | 1 st – 14 th June 2011 | Two weeks |
| Testing research instruments | 15 th – 30 th June 2011 | Two weeks |
| Data collection | 1 st – 14 th July 2011 | Two weeks |
| Data analysis and interpretation | 15 th July – 29 th August 2011 | Two weeks |
| Report writing | 30 th – 2 nd August 2011 | One week |
| Typesetting and binding | 3 rd – 8 th August 2011 | 5 days |
| Thesis defence | 10 th – 24 th August 2011 | Two weeks |
| Thesis submission | 1 st – 7 th September 2011 | One week |

Appendix 5: The Budget of the Study

The scholar anticipates spending UGS. 904,000 as broken down below

| No | Activity / item | Qty | Unit cost (Ugs) | Total costs (Ugs) |
|--------------------|---|-----------|--------------------|----------------------|
| 1 | Proposal drafting and final writing: | | 4000 | 4,000 |
| | Pens and pencils etc | | 30,000 | 30,000 |
| | Internet services | | 40,000 | 40,000 |
| | Secretarial services | 1 ream | 12,000 | 12,000 |
| | Papers | | | |
| 2 | Testing Questionnaire: | | | |
| | Transport to schools | 2 | 20,000 | 40,000 |
| | Secretarial services | | 30,000 | 30,000 |
| 3 | Data Collection: | | | |
| | Transport to schools | 4 | 20,000 | 80,000 |
| | Secretarial services | 1 | 40,000 | 40,000 |
| | Papers | 2 reams | 12,000 | 24,000 |
| | Meals during field work | 4 | 10,000 | 40,000 |
| 4 | Report writing: | | | |
| | Internet services | | 40,000 | 40,000 |
| | Papers | 2 reams | 12,000 | 24,000 |
| | Transport to consultation | 5 copies | 25,000 | 125,000 |
| | Typesetting and printing | 20 copies | 15,000 | 300,000 |
| | Binding | 7 copies | 10,000 | 70,000 |
| GRAND TOTAL | | | | 909,000 |

Appendix 6 Morgan Table Determining Sample Size

| If your Population is: | Then your random Sample size should be: |
|---------------------------|---|
| 10 | 10 |
| 15 | 14 |
| 20 | 19 |
| 25 | 24 |
| 30 | 28 |
| 35 | 32 |
| 40 | 36 |
| 45 | 40 |
| 50 | 44 |
| 55 | 48 |
| 60 | 52 |
| 65 | 56 |
| 70 | 59 |
| 75 | 63 |
| 80 | 66 |
| 85 | 70 |
| 90 | 73 |
| 95 | 76 |
| 100 | 80 |
| 110 | 86 |
| 120 | 92 |
| 130 | 97 |
| 140 | 103 |
| 150 | 108 |
| 160 | 113 |
| 170 | 118 |
| 180 | 123 |
| 190 | 127 |
| 200 | 132 |
| 210 | 136 |
| 220 | 140 |
| 230 | 144 |
| 240 | 148 |
| 250 | 152 |
| 260 | 155 |
| 270 | 159 |

| | |
|-------|-----|
| 280 | 162 |
| 290 | 165 |
| 300 | 169 |
| 320 | 175 |
| 340 | 181 |
| 360 | 186 |
| 380 | 191 |
| 400 | 196 |
| 420 | 201 |
| 440 | 205 |
| 460 | 210 |
| 480 | 214 |
| 500 | 217 |
| 550 | 226 |
| 600 | 234 |
| 650 | 242 |
| 700 | 248 |
| 750 | 254 |
| 800 | 260 |
| 850 | 265 |
| 900 | 269 |
| 950 | 274 |
| 1,000 | 278 |
| 1,100 | 285 |
| 1,200 | 291 |
| 1,300 | 297 |
| 1,400 | 302 |
| 1,500 | 306 |
| 1,600 | 310 |
| 1,700 | 313 |
| 1,800 | 317 |
| 1,900 | 320 |
| 2,000 | 322 |
| 2,200 | 327 |
| 2,400 | 331 |
| 2,600 | 335 |
| 2,800 | 338 |
| 3,000 | 341 |
| 3,500 | 346 |
| 4,000 | 351 |
| 4,500 | 354 |

| | |
|-----------|-----|
| 5,000 | 357 |
| 6,000 | 361 |
| 7,000 | 364 |
| 8,000 | 367 |
| 9,000 | 368 |
| 10,000 | 370 |
| 15,000 | 375 |
| 20,000 | 377 |
| 30,000 | 379 |
| 40,000 | 380 |
| 50,000 | 381 |
| 75,000 | 382 |
| 1,000,000 | 384 |

Derived from: Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.

Appendix 7: Introductory Letter for Data Collection

BUGEMA UNIVERSITY

Main Campus
32km, Gayaza - Ziobwe Road
P O Box 6529
KAMPALA, UGANDA

Tel: 256-312-351400
Fax: 256-312-351460

Email: registrar_bu@yahoo.com
Website: www.bugemauniv.ac.ug



Kampala Campus
Adventist Center
Opp. Law Dev't Center
Makerere Hill Road
P O Box 6529
KAMPALA, UGANDA

Tel: 256-312-362482

SCHOOL OF GRADUATE STUDIES

July 10, 2011

To Whom It May Concern

RE: DATA COLLECTION

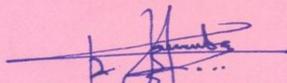
This is to certify that **Kayiwa Benson** is a student of Bugema University pursuing a Master of Arts in Education Management.

The purpose of this letter is to request you permit him carry out the research data collection for his research entitled "**ASSESSMENT OF LEADERSHIP TRAINING OF HEAD TEACHERS AND SECONDARY SCHOOL PERFORMANCE IN MUBENDE DISTRICT, UGANDA**".

The research will be based on utmost ethical considerations and the findings will be for academic purposes and of benefit to the Community.

Any assistance extended to him is highly appreciated.

Sincerely,



Paul Katamba, PhD
Dean, School of Graduate Studies

Appendix 8: Permission Letter for Data Collection

KASAMBYA PARENT'S SEC. SCHOOL

"WE LABOUR FOR THE FUTURE"

P. O. Box 254 Mubende - Uganda

Our Ref:.....

Your Ref:.....



THE DEAN SCHOOL OF GRADUATE STUDIES
BUGEMA UNIVERSITY
P.O BOX 6529
KAMPALA.

Dear Sir:

RE: DATA COLLECTION BY KAYIWA BENSON

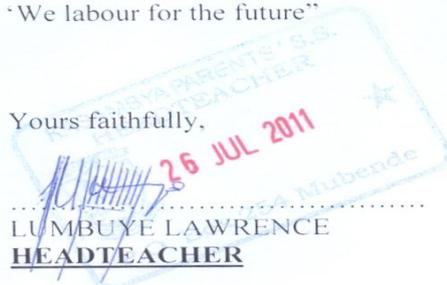
This is to certify that your student **KAYIWA BENSON** has visited our school on this day 26th July 2011 and has collected data from both the teachers and the students for his research.

I hope the data collected will serve the intended purpose.

"We labour for the future"

Yours faithfully,


.....
LUMBUYE LAWRENCE
HEADTEACHER



Appendix 9: Permission Letter for Data Collection



KASENYI SECONDARY SCHOOL

P.O. Box 94, Mubende Tel: 0464 - 444013

25th July, 2011

The Dean
School of Graduate Studies,
Bugema University
Kampala.

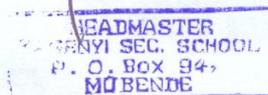
Dear Sir,

RE: MR. KAYIWA BENSON

This is to notify that the above mentioned student of Bugema University has been permitted to carry out his research from school.

Yours truly,

NSEREKO SAMMY
HEADTEACHER.



Motto: The Peak is our Goal

Appendix 10: Permission Letter for Data Collection



KITENGA SECONDARY SCHOOL
P.O. BOX 15, MUBENDE

REF:

Date: 17th July 2011.

The Dean, School of
Graduate Studies
Bugema University

Sir,

Re: PERMISSION TO CARRY OUT RESEARCH

This letter serves to ascertain that Mr. Kayiwa Benson, who is a student at Bugema University is permitted to carry out research for his Thesis at Kitenga Secondary School – Mubende.

He is welcome to collect any data in the school that is relevant to his research.

Wishing him the best.

Yours in service,

.....
NSUBUGA MUHAMMED
HEADTEACHER

KITENGA
SECONDARY SCHOOL
P.O. BOX 15 MUBENDE.

Appendix 11: Permission letter for Data Collection

ST. ANDREW KAGGWA,
MADUDU SECONDARY SCHOOL,
P. O. BOX 66,
MUBENDE

15/09/2011

THE DEAN,
SCHOOL OF GRADUATE STUDIES,
BUGEMA UNIVERSITY.

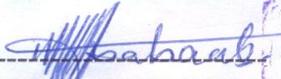
Dear Sir/Madam,

RE: MR. KAYIWA BENSON:

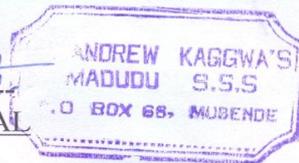
This is to inform you that following Mr. Kayiwa Benson's request to carry out research in our School, we have accepted him. We also pledge to give him all necessary support.

We have committed ourselves to give him any other relevant data necessary for the accomplishment of his studies.

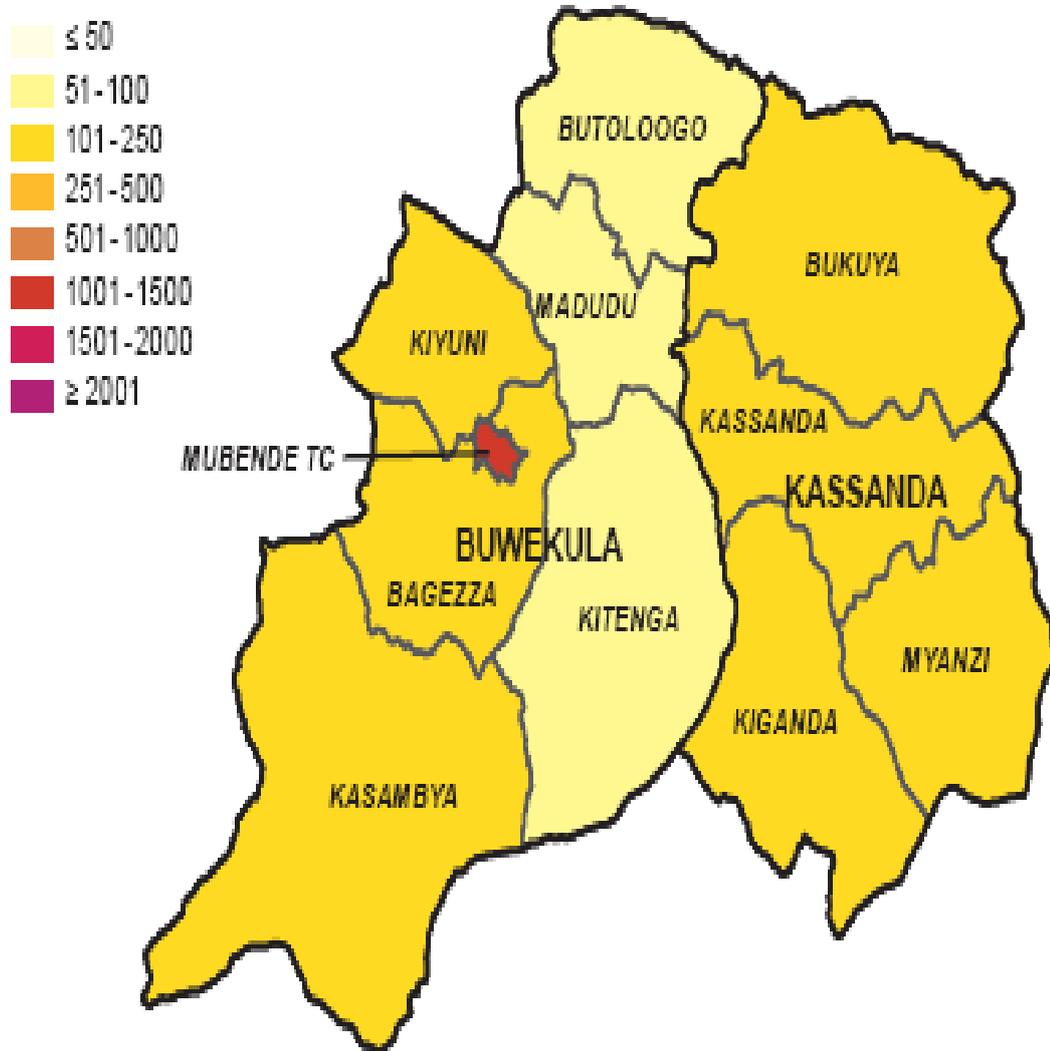
Yours sincerely,



MBABAALI PASCHAL
(HEADTEACHER)



Appendix 12: Map of Mubende



Area Study

Appendix 12: Map of Uganda



Legend: the arrow points to the area of the study, Mubende district