

**RELATIONSHIP BETWEEN HEAD TEACHERS' TRAINING AND PERFORMANCE OF
GOVERNMENT AIDED SECONDARY SCHOOLS IN MUBENDE DISTRICT, UGANDA**

*Wilson Wasswa, Muhamad Ssendagi**
Team University

Page | 1

Abstract

Background

Globally, the training of head teachers differs from country to country, depending on the policy of that particular nation. The study aims to assess the relationship between head teachers' training and the performance of government-aided secondary schools in the Mubende district.

Methodology

The study was a descriptive cross-sectional-correlation study, conducted in 8 Government Aided secondary schools in Mubende district. The target population was 180 respondents comprising 8 headteachers, 8 deputies. Simple random sampling and purposive sampling were used.

Results

The majority of the head teachers (83.3%) were above 40 years old. Training contributes 10.2 % to the academic performance of the six schools. The hypothesis "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 significance was $0.610 > 0.05$, low training attained by the head teacher reduce about 0.267 unit to performance of school academically. Relationship between the 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. The correlation between the performance of schools and training attained by the head teacher is $r = 0.579$. Squaring the correlation, we get $0.3352 * 100 = 33.5\%$, training attained by the head teacher shares approximately 33.5% of its variability to the performance of schools

Conclusion

There is no significant relationship between leadership training attained by the head teachers and the performance of schools. The correlation between the performance of schools and training attained by the head teacher is $r = 0.579$.

Recommendations

The Ministry of Education and Sports should emphasize and consider leadership and management courses when hiring school heads for knowledgeability of leadership functions.

Keywords: *Head teachers' training, Performance of government-aided secondary schools, Mubende district.*

Submitted: 2024-03-27 Accepted: 2024-09-19

Corresponding Author: *Muhammad Ssendagi*

Email: sendagimoh@gmail.com

Teams University

Background

Globally, head teachers differ from country to country, depending on the policy of that particular nation. Balanskat 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 the United Kingdom and Switzerland, future and serving head teachers are trained in the management of schools, also specific leadership training and or certification is required in countries like Slovenia, Estonia, and Catalonia. 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 a particular field. This standard has been reviewed for 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 with first degrees while others masters and very few with Ph. Ds (Anja, 2005). Nsubuga (2003), reported that the Government, however, occasionally organizes 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. Leadership is the ability to use different forms of power to influence followers in several ways to accomplish organizational objectives (Stoner, 2004). Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates to reach organizational objectives (Ade, 2003). Formal institutions including secondary schools are established to impart knowledge, skills, habits, values, and attitudes among the learners. Academic performance is defined as the quality and quantity of knowledge, skills, techniques, positive attitude behavior, and philosophy that students acquire (Kaggwa, 2003). 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 study aims to assess the head teachers' training and performance of government-aided secondary schools in Mubende district, Uganda.

Methodology

Research Design

The study was conducted using a descriptive cross-sectional-correlation study. Descriptive design was used to describe the situations as they were, aiming at providing a description that is as 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.

Target Population

The study was conducted in 8 Government Aided secondary schools in Mubende district. The target population will be 180 respondents comprising 8 headteachers, 8 deputy headteachers, 162 teachers, 1 DEO and 1 DIS.

Sample size

Given a population of 180 respondents, the sample size is 118 respondents determined using Kragcie and Morgan's table (1970). The sample size comprises 5 Headteachers, 5 Deputy Headteachers, 162 teachers, 1 DEO and 1 DIS.

Sampling Procedures

The researcher employed simple random sampling and purposive sampling. Simple random sampling refers to a process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected, that is, a sample obtained from the population without bias. This would produce representative samples of the teachers' population which are homogenous concerning the characteristics of interest.

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. Questionnaires are pencil and paper instruments designed to gather data from individuals about their knowledge, attitudes beliefs, and feelings.

The main questionnaire (for teachers) will be used to collect data connected to school performance in terms of teacher management, instructional leadership, school discipline, and academic performance. Headteachers' questionnaire was used to obtain data on the training of the head teachers in terms of the types of courses they took in-service training, and their experience. The 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 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. The researcher also conducted interviews with head teachers, DEO, and DIS.

Validity and Reliability of Data Instruments

Validity

The researcher with the help of supervisors will discuss the questionnaires with colleagues, based 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 calculated as indicated below:

$$\text{CVI} = \frac{\text{Relevant items}}{\text{Total number of items}}$$

Reliability of the Study

As Gay, et al, (2009) state 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. The researcher used Cronbach's Alpha coefficient to ascertain the internal consistency of the research instrument.

Data Analysis

Data was analyzed using descriptive statistics to explain the situation surrounding the training of the head teachers of secondary schools in Mubende district and Pearson Correlation Coefficient statistics to determine whether there

will be a relationship between the performance of schools and the training of the head teachers, considering the significance level of 0.05.

Results

Head Teachers' Training Demographic Information of the Headteachers

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 (16.7%). Most of the head teachers are above 40 which might be attributed to the fact that in Uganda to become a head teacher, one has to undergo different steps and stages before the Ministry of Education 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 beyond 40 years; one encompasses a high level of experience as part of training, 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 1: Age of the head teachers

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

Table 2: Education level of head teachers

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

In table 1, 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 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 Master's 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 3: 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
Organization 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.

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 4: Attending an induction course before assuming office

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

Page | 5

Table 5: Head teachers at least attended one leadership and management course

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

Table 6: Leadership seminars and workshops attended by the head teachers

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

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.

Experience of the Head teachers

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 7: 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

Page | 6

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 8: Years spent in school

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

Table 9: Showing significance of the four variables to school performance

	Discipline	Academic Performance
Chi-square of df	128.406	60.950
Assump. Sig.	13	10
	.000	.000

Table 10: 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

Table 11: 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	

Relationship between Head Teachers Training and Performance

Table 9, the non-parametric chi-square Academic performance was statistically related to the performance of the six schools since the level of significance of all the schools is $p=0.000 < 0.05/0.01$.

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

Table 10 indicates 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. 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.

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

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

Table 13: 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

Table 13, $r = 0.320$. The predictor of the relationship was academic performance on the training received by the head teacher r^2 was $0.102 \times 100 = 10.2$ 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 $0.3352 \times 100 = 33.5\%$ 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

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

$$0.579 \sqrt{\frac{6-2}{1-0.3352}}$$

$$0.579 \times 2.454 = 1.421$$

Discussion

The study also revealed that there is a strong relationship between the years spent in school by the head teacher and school performance because the 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 units to the 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 the performance of secondary schools in Mubende

district. Nevertheless, head teachers' training shares approximately 33.5 % of its variability to the 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 between 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 % to the academic performance of the six schools. This, on the other hand, confirms Taylor's Scientific Management Theory which advocates for training of staff for better performance. About this theory, therefore, the study shows that all head teachers need to be well trained in leadership and management to reduce the poor performance of schools. The hypothesis, "There is no significant relationship between head teachers' training and secondary school performance" was accepted since the 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 the performance of schools. Therefore, the Null Hypothesis was accepted.

Conclusion

There is no significant relationship between leadership training attained by the head teachers and the performance of schools. The correlation between the 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 the 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 based on the research findings. 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 that lasts for the duration of the career of a committed professional teacher. Similarly, head teachers must also have continuous professional development. Headteachers 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.

Recommendations

The Ministry of Education and Sports should emphasize and consider leadership and management courses when hiring school heads for knowledge of leadership functions.

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.

Secondary School Teachers should develop a positive attitude toward training and always attend workshops and seminars, whether school or national-based, to improve their professional careers.

Acknowledgments

I wish to sincerely thank the Almighty God for enabling me to undertake this noble academic exercise. My heartfelt gratitude is extended to supervisor Dr. Ssendagi Muhamad who willingly made a 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, who gave me all the encouragement and guidance when I was writing this research report. I wish to appreciate my wife, for tolerating me when I was pursuing this course. May God bless abundantly all those who made any contribution to this thesis writing.

List of abbreviations

MoES: Ministry of Education and Sports

UNESCO: United Nations Education Scientific and Cultural Organization

Source of funding

The study was not funded

Conflict of interest

The author did not declare any conflict of interest

Author contributions

Wilson Wasswa drafted the research proposal, collected data, analyzed the data, and drafted the manuscript of the study.

Muhamad Ssendagi supervised all the stages of the study to the submission of the manuscript.

Ethical approval

The study was undertaken ethically by seeking permission before conducting the research in the form of a formal letter of request elaborating on reasons for undertaking the study and the study's purpose. The researcher also assured the respondents that any information submitted was treated with utmost confidentiality.

Informed consent

The purpose of the study was well explained to the respondents and consent was obtained from the respondents before data collection.

Availability of data

The use of published data in this study is subject to the copyright laws of Team University. Authorization to use this data may be sought from the school of graduate studies and research.

Author Biography

Wilson Wasswa is a student of a degree of master of educational planning and management of Team University.

Muhamad Ssendagi is a lecturer at Team University.

References

1. Ade, A. (2003) "Leadership and Human Resources Management in Nigeria" Journal of the Institute of Personnel Management of Nigeria 3 (1); 11-14.
2. Anja Balanskat & Paul Gerhard (2005) Headteacher Professional Profile and Roles Across Europe, Corrigenda OECD, UK.
3. Education Service Commission (2008), Scheme of Service for Education Personnel Kampala Uganda.
4. Fapojuwo, 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.
5. 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.
6. Kaggwa, R. V. (2003). Contribution of Teachers' Involvement in School Administration on Students' Academic Performance in Private Secondary Schools. Unpublished Dissertation, Makerere University.
7. Nsubuga, Y.K.K. 2003, Development and Examination of secondary in Uganda: Experience and challenges, Kampala- Uganda.
8. Okumbe, J. A. (2007) Educational Management Theory and Practice, Nairobi University Press.
9. Stoner, A. F. (2002). Management, (6th Ed.), Prentice Hall, India.

PUBLISHER DETAILS

Page | 10

AfroGlobal Press



AfroGlobal
Press

Amplifying Voices Worldwide

Contact: +256 763 123 847

Email: afroglobalpress@gmail.com

Website: <https://afroglobalpress.com>

Address: Scholar's Summit, Nakigalala, East Africa