



# Effect of Head-teacher's Planning Strategies on Teacher Effectiveness in Universal Primary Education Schools in Kaliro District, Uganda

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**Abstract:** *The study seeks to examine the effect of head teachers' planning strategies on teacher effectiveness in UPE schools in Kaliro District. The researcher used a cross-sectional survey design with a concurrent mixed-methods strategy in which the researcher integrated qualitative and quantitative tactics in data collection, analysis, and inference approaches for the broad objective of understanding and corroboration. A sample of 228 respondents involving 16 head teachers, 16 headteachers, 16 leaders, and 196 teachers was selected using simple random, purposive, and stratified sampling techniques. A questionnaire and interview guide were used to obtain the findings. Data for biodata were presented in graphs, while findings for the main objective were presented in a summary table. The study reveals that head teachers in primary schools in Kaliro District have a standard level of achievement in planning strategies, including curriculum planning, assessment methods, and training. However, lack of funding, inadequate funding, and a lack of motivational planning processes in UPE schools hinder their effectiveness. The biggest challenge is teachers' failure to plan and lesson plan time, as most plan during school days. The findings suggest that many headteachers have not met the expectations of the School Management Committee (SMC) in terms of planning and implementation strategies, leading to ineffective performance. A majority of respondents acknowledge head teachers' active role in ensuring teaching quality and effectiveness, but a significant minority disagrees, suggesting variations in supervision levels. It was concluded that many headteachers of UPE schools in Kaliro District have not played their roles as planners in terms of laying strategies to improve teachers' effectiveness in performance. This was exhibited in the lack of strategies like teachers' motivation, accommodation, positive feedback, and an appraisal system in place.*

**Keywords:** *Headteachers' planning strategies, Teacher effectiveness, Universal primary Education*

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## 1. Introduction

The Kaliro District education report (2020) points out that the interest is that the Kaliro District consistently ranks among the worst districts for teacher effectiveness, which negatively affects pupils' academic achievement year after year.

Additionally, despite the Ugandan government's best efforts to provide primary schools in the Kaliro District with the tools needed to improve teaching and learning, data suggests that teachers continue to skip class and head teachers' reluctance to visit schools. The researcher

is aware that the head teacher serves as a major role model for teachers in his/her study and that if the head teacher sets a poor example, many school initiatives are likely to fail. Carrying out this study will help to establish more facts to support researched topics, including this study.

This study was compared to other studies on motivation, school climate, and parent-related factors. The research on head teachers' support to teachers is currently lacking. Therefore, it is anticipated that outcomes are key to teacher effectiveness; thus, there is a need to establish the influence of headteachers' responsibilities on teacher

effectiveness in their tasks in UPE schools in Kaliro District and Uganda at large.

All parents and pupils look to effective teaching as a significant factor in determining academic success. Thus, Kate (2013) claims that schools with effective teachers consistently post positive test scores. Contrarily, there is concern regarding the occurrence of inadequate teaching in UPE schools in the Kaliro District, as evidenced by the continuing fall in student performance on assessments such as primary leaving exams, term tests, and examinations. This realization has resulted in the loss of the district's reputation for excellence in education; the loss of chances for government and private sector collaborations to fund educational initiatives; and a decline in the standard of instruction in UPE schools.

According to a factual allegation, teachers in many schools have a lower regard for their profession because head teachers are frequently absent. As a result, it is claimed that about 12% are unable to pass standard class assignments and term tests with a score of 50%. However, it appears that there is not much data to support this. Motivation worries about the school environment, and recommendations have been the focus of some research that has been done to explain factors that impact teacher effectiveness (Garet, 2015; Ayeni, 2011; Ambius, 2016). However, teacher effectiveness seems to remain a problem that has not been addressed.

As a result of their responsibility for anticipating and addressing issues relating to teacher effectiveness, the researcher in this study hypothesizes that head teachers are in charge of teacher effectiveness. Supervisory, planning, and relational duties. As an outcome, while referring to "teacher effectiveness", the role of a headteacher is viewed as a factor that should be considered (Andalo, 2017). As a result, it may be the headteachers' duties, such as preparation for the classroom, instruction in the classroom, grading student work, administration, and individualized attention for pupils, coaching, and parent engagement that are not being carried out well enough to meet teachers' effectiveness practices. This has prompted the researcher to investigate the influence of the headteachers' responsibility, supervision techniques, planning methods, and relationship techniques on teacher effectiveness. Thus, there is a need to establish whether headteachers do their responsibilities because it seems they are concerned with ineffectiveness in schools. Therefore, there is need to carry out this study to ascertain the impact of head teachers' responsibility on teacher effectiveness.

## **Purpose of the Study**

The study seeks to establish the effect of headteachers' planning strategies on teacher effectiveness in UPE schools in Kaliro District.

## **2. Literature Review**

A healthy school environment is also characterized by teachers and administrators who listen to learners' ideas and requests. Heather (2016) points out that the problems in learners' attention are often in the form of hyperactivity disorder and are associated with negative outcomes for children and adolescents, including poor performance in school and increased aggression. Mangeni (2016) noticed that some school environments do not have staff who are eager to find out what is happening in the learners' community, while other primary schools consist of a team of workers that are always ears to learners' concerns. According to the researcher, primary schools have two types of environments. However, the latter is worse and the former desirable, therefore school environment is a key factor in planning.

Since effective teaching and largely learning depend on the use of relevant instructional materials, head-teachers guide teachers to use materials judiciously and guard against over-utilization of resources so that adequate instructional materials are available to make teaching effective (Andalo, 2017). In addition, the study specifically established whether the manner in which head-teachers at primary schools in Kaliro District procure and regulate the use of instructional materials explains the nature of teacher effectiveness, which in turn paints the picture reflected in academic grades in schools. The study found that effective procurement and regulation of instructional materials by head-teachers in Kaliro District positively correlated with teacher effectiveness and academic performance. It emphasized the importance of head-teachers taking an active role in managing instructional resources to ensure they are used efficiently and effectively. By doing so, schools can provide students with the necessary tools for effective learning and improve overall academic grades.

In Uganda, the government supervises all the schools through the school management committees and head teachers. According to Kapen (2011), the structure and working method must consider the interests and concerns of stakeholders such as the government, learners, teachers, parents, community, foundation bodies, non-governmental organizations (NGOs), and others. According to Heresy (2015), this function empowers head-teachers to ensure that all programs, including convenient timetables, remuneration issues, and infrastructural establishments, create an environment conducive for teacher effectiveness by catering for the differences between school and family time. In this study, the researcher's interest was to determine whether the stated functions of head-teachers explain interactions between teachers and pupils and, in turn, establish how the nature of teacher effectiveness is influenced by the head-teacher's designated functions. The researcher conducted interviews with head-teachers, teachers, and pupils to gather data on their perceptions of the head-

teacher's designated functions. The findings revealed that head-teachers who effectively managed timetables and remuneration issues created a positive working environment for teachers, which in turn enhanced their interactions with pupils. Additionally, head-teachers who prioritized the establishment of infrastructural facilities fostered a conducive learning environment, further influencing teacher effectiveness. These results highlight the importance of head-teachers' designated functions in shaping teacher-pupil interactions and ultimately impacting teacher effectiveness.

Yler & Kearns (2016) note that planning is the first and foremost duty of a head-teacher and that he or she performs this duty in coordination with teachers, pupils, parents, and the public throughout the year. Panitz (2015), on the other hand, established that the head-teacher's planning process in a school is inclusive of designing policies and rules of admission, publicizing dates of admission, convening meetings of the staff, and discussing with teacher's annual activities and programmes. A head-teacher is also expected to ensure that various registers needed for different purposes are available in the school (Panitz, 2015). At this point, the planning function of a head teacher is diverse. To make this information relevant to the present study, the researcher has to ascertain the availability of these functions in primary schools and found out about the influence of such functions on teacher effectiveness in. this is so key to all headteachers towards teacher's effectiveness. In order to assess the effectiveness of teachers, the head teacher must first ensure that the necessary registers are readily accessible. These registers may include attendance records, student progress reports, and disciplinary records. By having these registers easily available, the head-teacher can monitor and evaluate the performance of teachers, identifying areas for improvement and providing necessary support. Ultimately, the presence and utilization of these registers can greatly impact the overall effectiveness of teachers within the school.

The infrastructure and teaching. Aids are reported to be descriptive of a good school environment too. In the works of Ahmed (2015), most schools in Nigeria do not have adequate infrastructure and modern teaching aids, resulting in an unconducive teaching and learning environment. The example is also shared by many other countries, such as Uganda, where many primary schools do not have enough classrooms, and where classrooms are found, they are constructed on a substandard basis. Most importantly, a school environment is defined by the presence or absence of classrooms. Therefore, this cause for headteachers to make school environment conducive for teachers to be effective. To create a conducive teaching and learning environment, headteachers must prioritize the improvement of classroom conditions. This includes ensuring that schools have enough classrooms

to accommodate all students and that they are constructed to meet proper standards. Additionally, it is crucial for headteachers to provide modern teaching aids and resources to enhance the effectiveness of teachers in delivering quality education. By addressing these issues, headteachers can create a positive and conducive school environment that fosters effective teaching and learning.

A study conducted by Stronge (2017) indicates that a head-teacher plays a planning strategy at the beginning, mid, and end of the term. Among regular school tasks, a head teacher handles allotment of tasks to teachers, urging teachers to balance class-sizes and classify students into suitable groups or sections; preparing and monitoring preparation of timetables; and ordering for assembly of pupils to receive instructions, rules, and regulations following any adjustments made in school programs. This is done in America, European countries, the Middle East, and parts of East Africa, including Uganda. In the event where a head-teacher is believed to be influential towards teacher effectiveness, there is still a lack of evidence to indicate how these various functions of the head-teacher influence teacher effectiveness in UPE schools. Hence, a study was required in Kaliro District. This implies that a head teacher has a key role to allocate tasks and resources to help the teachers.

### **3. Methodology**

#### **3.1 Research Design**

The researcher used a cross sectional survey design with a concurrent mixed methods strategy, in which the researcher integrated qualitative and quantitative tactics in data collection, analysis, and inference approaches for the broad objective of understanding and corroboration. Overall, mixed methods research offers a powerful approach to research that maximizes the strengths of both qualitative and quantitative methodologies.

#### **3.2 Study Area**

The study was conducted in public primary schools with a universal primary education programme. Table 1 below indicates the number of UPE schools in Kaliro District as per the subcounty. According to the data in Table 1, there are a total of 89 UPE schools in Kaliro District tone councils, spread across its various sub counties. It is evident that each subcounty has a varying number of UPE schools, with some having more schools than others. This distribution of UPE schools highlights the commitment of the district in providing accessible and quality primary education to all children within its jurisdiction.

**Table 1: Number of UPE schools by Sub County**

No.	Label for Town Council	No. of UPE schools
1.	A - Kaliro T/C	5
2.	B - Bulumba T/C	5
3.	C - Namwiwa T/C	4
4.	D - Nawaikoke T/C	2
5.	E - Namugonmgo S/C	8
6.	F - Kasokwe S/C	8
7.	G - Bumanya S/C	11
8.	H - Budomero S/C	3
9.	I - Namwiwa S/C	5
10.	J - Buyinda S/C	7
11.	K - Gadumire S/C	9
12.	L - Kisinda S/C	6
13.	M - Nansololo S/C	6
14.	N- Nawaikoke S/C	4
15.	O - Bukamba S/C	6
	Total	89

**Source: District Education Office Kaliro**

In Kaliro District, 4 town councils, 2 schools were picked and 11 sub counties where 3 schools were picked for the study. The selection of these specific locations was based on various factors such as population density, accessibility, and diversity. The 4 town councils were chosen to represent different urban settings within Kaliro District, providing a comprehensive understanding of educational practices in both rural and urban areas. Similarly, the selection of schools in the sub counties aimed to capture a wide range of educational facilities, considering differences in resources and infrastructure. This strategic sampling approach ensures a comprehensive and representative study of the education system in Kaliro District.

### 3.3 Study Population

Geographically, multistage sampling technique was used to consider the study area. Kaliro District was considered in terms of Sub Counties as indicated in Table 1. Thereafter, the study considered town councils as a representative area. After selecting the town councils, specific villages were randomly chosen within each town council for further analysis. This multistage sampling

technique allowed for a comprehensive representation of the study area, ensuring that various geographical and demographic factors were considered. By including both Sub Counties and town councils, the study was able to capture a diverse range of perspectives and characteristics within Kaliro District.

According to Table 1, there are 4 town councils that make up Kaliro District namely, Kaliro T/C with five (5) public primary schools, Bulumba T/C with five (5) primary schools, Namwiwa T/C with four (4) public primary schools and Nawaikoke T/C with two (2) public primary schools. Altogether, the study targeted a total of 16 public primary schools.

The selection of these specific town councils was based on their geographical representation and population density within Kaliro District. By including these town councils, the study aimed to capture a diverse range of schools and students in order to obtain a comprehensive understanding of the primary education system in the district. Additionally, the inclusion of both rural and urban areas allowed for an analysis of any potential disparities in educational resources and outcomes between different locations within Kaliro District. The study population per Sub County is as follows:

**Table 2: Study population by Town Council**

Sub County/primary schools	Headteachers	No of teachers	SMC
<b>Kaliro Town Council</b>	5	67	60
School A - Budini Boys P/S	1	16	12
School B - Budini Girls P/S	1	14	12
School C - Budini C.U P/S	1	11	12
School D - Kaliro C.U P/S	1	13	12
School E - Bukumankoola P/S	1	13	12
<b>Bulumba Town Council</b>	5	69	60
School A - Bulumba P/S	1	15	12
School B - Bujjeje P/S	1	13	12
School C - Bwiite P/S	1	16	12
School D - Nkote P/S	1	14	12
School E - Busalamuka P/S	1	11	12
<b>Namwiwa Town Council</b>	4	65	48
School A - Namwiwa P/S	1	17	12
School B - Kanabugo P/S	1	14	12
School C - Wangobo P/S	1	18	12
School D Namulungu P/S	1	16	12
<b>Nawaikoke Town Council</b>	2	32	24
School A - Nawaikoke P/S	1	17	12
School B - Mwangha P/S	1	15	12

Source: District Education Office Kaliro

The total number of head teachers that the study targeted was 16, while the total number of teachers for the four town councils is 233, and the total number of SMCs is 192. The study aimed to gather comprehensive data by including a diverse sample of head teachers from various schools. The larger representation of teachers from four selected town councils ensured a more accurate

reflection of the overall teaching landscape. Additionally, the inclusion of SMCs in the study allowed for an examination of their role and impact on the educational system. The sample size using Krejcie and Morgan was as in Table 3 below.

**Table 3: Sample size**

Town Council	Headteachers	Leaders of SMC	No of teachers	
			N	n
Kaliro Town Council	5	5	67	56
Bulumba Town Council	5	5	69	56
Namwiwa Town Council	4	4	65	56
Nawaikoke Town Council	2	2	32	28
Total	16	16	233	196

Source: District Education Office Kaliro

Among the school management committee, the researcher considered one out of the twelve members. From each committee, the leader was conveniently selected. Therefore, 16 SMCs were considered for the study. Similarly, 16 head teachers were considered for the study. On the other hand, from each of the three town councils, 56 teachers were considered, while from the fourth, generalized teachers were considered. The researcher aimed to have a representative sample of school management committees, headteachers, and teachers for the study. By including one member from each of the 16 SMCs and headteachers from 16 schools, the researcher ensured diversity in their sample. Additionally, by selecting 56 teachers from each of the three town councils, the researcher obtained a substantial number of participants. However, due to limited

resources or other factors, the researcher had to generalize the sample of teachers from the fourth town council. This was due to a variation in the number of teachers. This variation in the number of teachers from the fourth generalized council was considered to ensure a representative sample. Overall, 196 teachers were included in the study.

### 3.4 Sampling procedure

The study population was categorical, as indicated in Table 1. The purpose was to include only respondents directly impacted by the study. Two sampling procedures helped reach the population under study. First, a random sampling technique was used to select a diverse group of individuals from the target population. This ensured that

a wide range of perspectives and experiences were represented in the study. Additionally, a purposive sampling technique was employed to specifically target individuals who had direct involvement or experience with the subject matter being studied. This ensured that the sample consisted of individuals who could provide valuable insights and information related to the research objectives.

First, a random sampling method was used to select a representative sample of individuals from the target population. This ensured that the study findings could be generalized to a larger population. Secondly, a purposive sampling technique was employed to specifically include individuals who had experienced the direct effects of the study's focus area. This helped to gather valuable insights and perspectives from those who were most relevant to the research objectives. In addition, the researcher conducted thorough interviews and surveys with the selected participants to collect in-depth data. This allowed them to gain a comprehensive understanding of the experiences and opinions related to the study's focus area.

Lastly, the researchers employed a qualitative analysis approach to analyze and interpret the gathered data. This method enabled them to uncover rich and meaningful insights that would contribute to achieving the research objectives and addressing the research questions effectively.

### 3.5 Sampling Techniques

The study used two sampling techniques-purposive and cluster sampling methods. Purposive sampling to select the head-teachers because they are directly responsible for administration of schools and are close supervisors and custodians of policy and performance in the schools. On the other hand, systematic simple random sampling technique was used to select a sample of teachers in schools. This technique was chosen to ensure a representative sample of teachers from various schools in the study area. The researchers wanted to gather insights from a diverse group of teachers who could provide different perspectives on the implementation of education policies. By using both purposive and systematic random sampling techniques, the study aimed to capture a holistic view of the educational landscape in the area and make informed conclusions based on the data collected.

### 3.6 Data Collection methods and Instruments

The study was conducted using four research tools namely; questionnaire and interview guide, as explained below.

### 3.7 Questionnaire and Interview

Questionnaires were developed through the proper conceptualization of variables guided by literature and used to obtain responses from teachers. These questionnaires were both open-ended and closed-ended to provide balanced arguments about subthemes. The structure of questionnaires was in subsections, with each section consisting of items for a particular variable. Largely, close-ended self-administered questionnaires were distributed to teachers in UPE schools in Kaliro District. The content of the questionnaire focused specifically on teacher effectiveness and head-teacher administrative roles.

The open-ended questions allowed teachers to provide detailed and personalized responses, while the closed-ended questions enabled researchers to gather quantitative data for analysis. By having subsections within the questionnaires, the researchers were able to organize the items by variable, making it easier to analyze the data later on. The decision to distribute self-administered questionnaires to teachers in UPE schools in Kaliro District allowed for a larger sample size and ensured that teachers had the time and privacy to thoughtfully respond to the questions. The focus on teacher effectiveness and head-teacher administrative roles provided valuable insights into the various factors that contribute to a successful education system.

This was used to obtain responses from headteachers. In order to hold effective interviews, a set of pre-determined questions were made in relation to the variables under study. Because questionnaires are mostly structured and lack detailed information, interview results supplemented questionnaire data. Interviews help to answer questions regarding why the majority of respondents either agree, disagree, or become neutral. The interviews provided a deeper understanding of the headteachers and members of SMC representatives, allowed for further exploration of their reasoning. Through probing questions, the interviews revealed insights into the specific factors influencing their agreement, disagreement, or neutrality. This qualitative data helped to uncover nuances and provide a more comprehensive analysis of the study's variables.

### 3.8 Validity of the Instruments

*Content Validity* refers to a test of whether items on the test or instrument actually test what one is looking at (Kothari 1990). To ensure the validity of the instruments; they were developed and discussed with the supervisors regarding the questions in the questionnaire or interview guide. The supervisors provided their expert opinions and suggestions to improve the content validity of the instruments. This iterative process involved refining and revising the questions to ensure that they accurately assessed the intended constructs. Additionally, pilot testing was conducted to gather feedback from a small

sample of participants, further enhancing the content validity of the instruments.

### 3.9 Reliability

The internal consistency approach was used to analyze questionnaire reliability in this study, which measures

the relationship between each item in the questionnaire and the others. If the dependability coefficient is zero, the test results are unreliable. For basic research, tests with a reliability score of 0.7 or above (Nunnally, 1978) are deemed reliable, while a reliability of 0.8 may not be enough for applied research. For fundamental research, test scores between 0.8 and 0.9 are acceptable, but for applied research, test scores of 0.95 and above are required. Table 4 shows results obtained for reliability.

**Table 4: Results obtained for Reliability of Study Results**

No	Variable	No. of Items	Scale used	Reliability coefficient
1.	Teacher Effectiveness	10	-point Likert	.893
2.	Head-teacher supervisory practices	6	5-point Likert	.720
3.	Head-teacher planning role	7	5-point Likert	.720
4.	Head - teachers' relational practices	6	5-point Likert	.725

According to Table 4, the researcher used various items to measure the internal consistency of a 5-point Likert scale running from strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA) as the highest for each variable. Teacher effectiveness consisted of 10 items labelled TE1 through E10, and reliability results were run on 165 respondents. The internal consistency for teacher effectiveness was 0.893, which is greater than 0.70, thus making the scale reliable. On the other hand, the internal consistency for the 5-point likert scale on six head-teacher supervisory practices was 0.72, similar to the results for the head-teacher planning role. Head-teacher relational practices measured an internal consistency of 0.725. Therefore, the internal consistency of the 5-point likert scale on all variables was reliable.

### 3.10 Data processing and Analysis

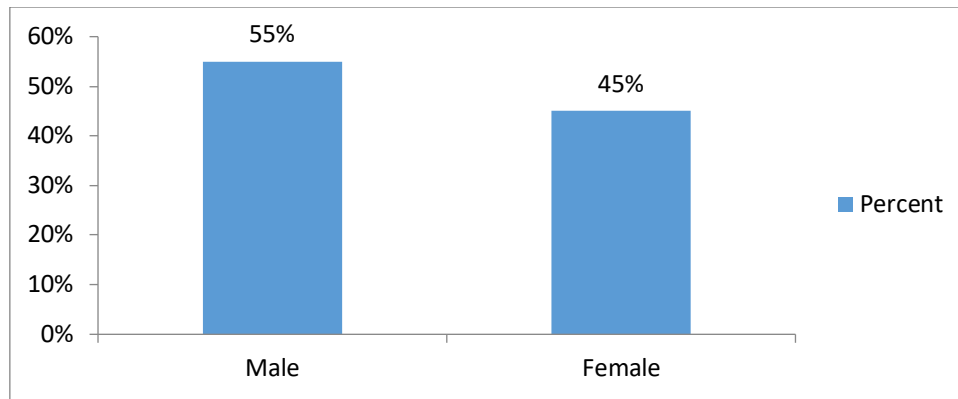
The researcher approached the questionnaire and interview responses in different ways. The researcher edited and sorted questionnaire results according to objectives, then entered them into SPSS for automatic generation of numerical data in frequencies and percentages, which were then displayed in summary tables. For the interview responses, the researcher transcribed and analyzed them manually, identifying common themes and patterns. This qualitative data was then used to supplement and provide context to the quantitative findings from the questionnaire. By employing both quantitative and qualitative approaches, the researcher was able to gain a comprehensive understanding of the research topic and draw meaningful conclusions.

The researcher used Pearson correlation analysis to undertake correlation analysis. Significant items were assessed with a  $p = 0.01$  or  $0.05$ , and numerical values and percentages were interpreted. The results of the interviews, on the other hand, were presented and evaluated descriptively, utilizing the study's themes and subthemes. Wherever possible, the researcher transcribed the direct voices of participants verbatim to emphasize issues. This approach allowed the researcher to capture the participants' exact words and ensure accurate representation of their perspectives. The thematic analysis of the interviews provided rich insights into the participants' experiences and allowed for a deeper understanding of the research topic. By combining quantitative analysis through Pearson correlation and qualitative analysis through interview transcriptions, the researcher was able to gain a comprehensive perspective on the phenomena under investigation. Overall, this mixed-methods approach strengthened the validity and reliability of the study's findings.

## 4. Results and Discussion

### Demographic Characteristics

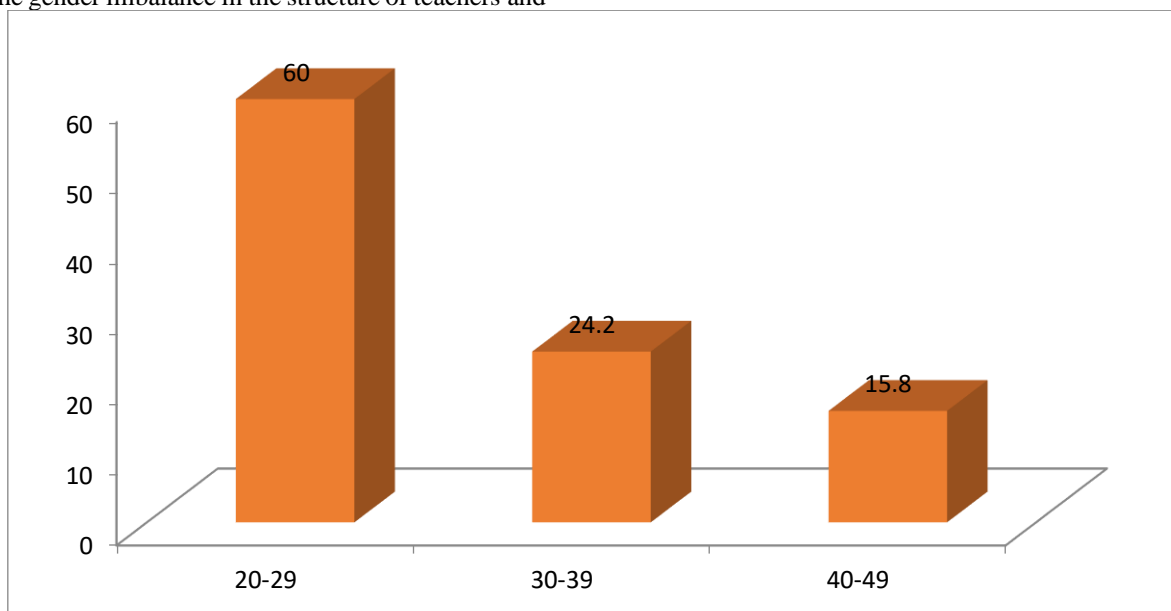
Findings below illustrate scores obtained to represent views of respondents concerning their gender, age range, marital status, highest level of education and work experience.



**Figure 1: Gender of Respondents**

Figure 1 indicates that the structure of teachers and members of the school management committee brings on board more males than female respondents do. This is because the percentage of males (55%) is higher than that of females (45%) as indicated in Figure 1 above. This points to the need to open up doors for a more gender-balanced structure in the two categories of respondents involved in this study. One counterargument could be that the gender imbalance in the structure of teachers and

members of the school management committee may be a result of factors unrelated to discrimination or bias, such as differences in career choices or qualifications between males and females. However, it is important to consider the societal and cultural factors that may have influenced these career choices and qualifications. Research has shown that gender stereotypes and biases can greatly impact the career paths individuals choose to pursue.



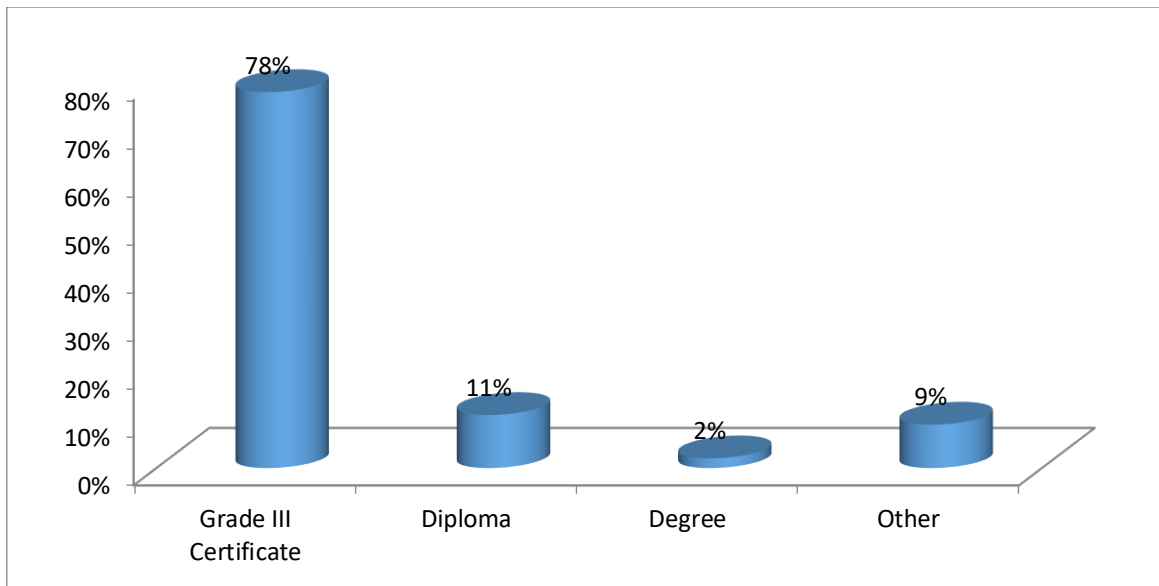
**Figure 2: Age group of Respondents**

In this study, the researcher also observed the age categories of respondents and found that the category of 20–29 years old is predominant (60%) in both teachers and members of the school management committee. The lowest percentage of respondents was in the age category of 40–49 years. These findings suggest that younger individuals are more likely to be involved in education and school management roles. The higher percentage of respondents in the 20–29 age category could be attributed to the fact that this age group is more likely to be actively

pursuing their careers and seeking professional development opportunities. On the other hand, the lower percentage of respondents in the 40–49 age category may indicate a lack of interest or limited availability of individuals in this age group to participate in the study.

Thus, the finding indicates that more young people are involved in management of the school. Therefore, there is hope to have viable changes for the future.



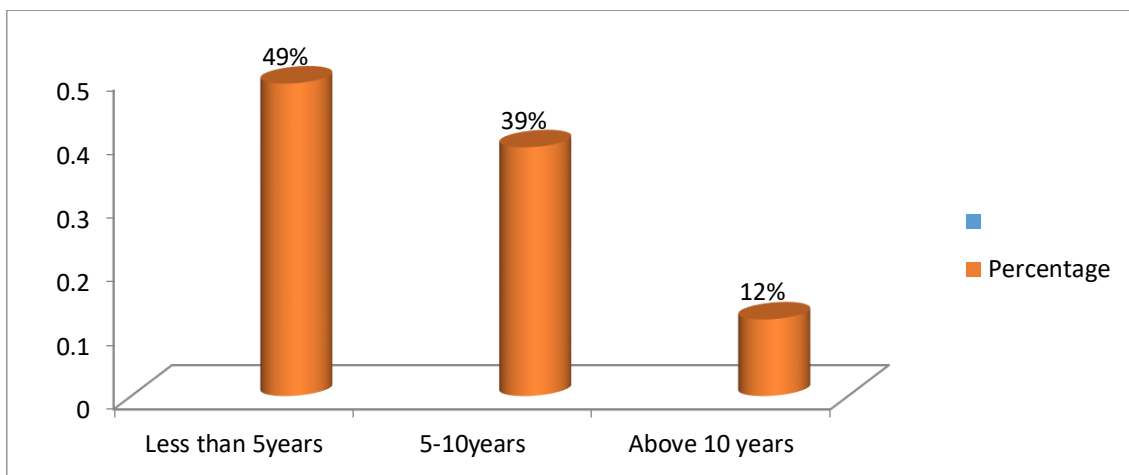


**Figure 3: Education Level**

In addition, Figure 3 also indicates results for the education level of respondents. To this effect, the results indicated that the majority of the respondents were grade III certificate holders. The few others (22%) were holders of diplomas, degrees, and other qualifications. This suggests that most of the respondents may have

completed their education at a lower level, which could potentially impact their understanding and interpretation of the survey questions. The level of education of the respondents was fair which helped in terms of interpreting the research items hence collected viable data for case of drawing viable conclusion for the study.

The majority were able to understand and interpret the items in the instrument administered.

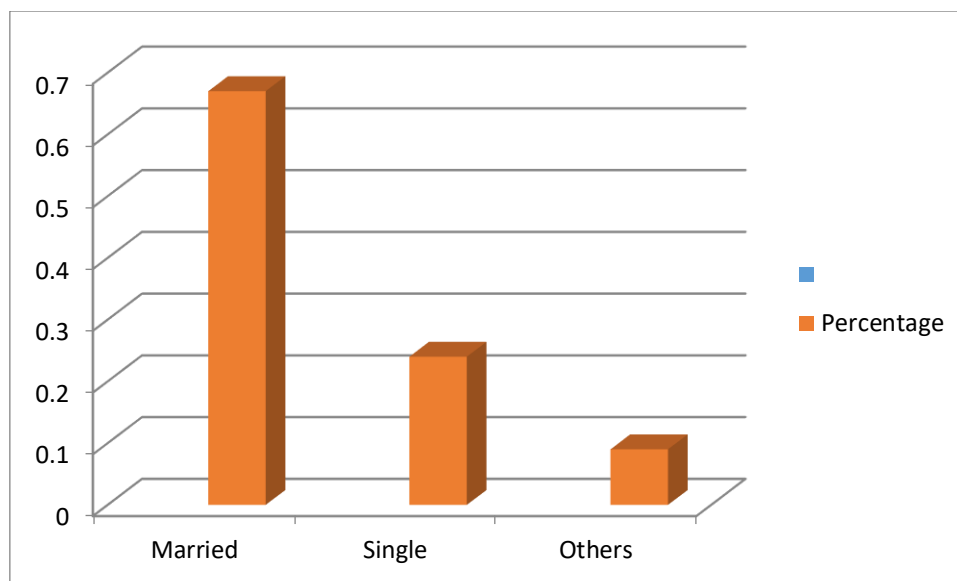


**Figure 4: Work Experience**

Results in Figure 4 indicate that almost half of the teachers and School Management Committee members combined (49%) had work experience of less than 5 years. However, many others (39%) reported a working experience of 10 years or more in service, and the least percentage of respondents (12%) had a working experience of 10 years or more. The findings suggest that

there is a significant experience among teachers and school committee members which led to collection of viable data of the study.

Therefore, the data collected will be significantly used to draw valid conclusions of the study due to the experience the respondents had.



**Figure 5: Marital Status**

Figure 5 shows that more than 50% of the respondents who participated in this study (67%) were married and the majority which is followed by 24% of singles, and the least percentage (09%) for respondents in other categories. This indicates that majority of respondents were having dual responsibilities which can lead to ineffectiveness in performance. This could be attributed to the additional responsibilities and commitments that come with being married, such as taking care of a family and managing household chores. These factors may lead to higher levels of stress and less time available for lesson planning and preparation, ultimately impacting teacher effectiveness. On the other hand, singles might have more flexibility and freedom to focus solely on their teaching responsibilities, resulting in a higher likelihood of being punctual, present, and fair in the classroom. However, it is important to note that marital status alone cannot determine teacher effectiveness as it is influenced by various other factors as well.

### **Headteachers' planning strategies on teacher effectiveness**

The second objective investigated the influence of head-teacher's planning role on teacher-effectiveness in primary schools in 4 town councils, Kaliro District. However, first attention was on scores of factors for head-teacher planning to inform readers about the various planning strategies in which head-teachers take part. These factors included curriculum planning, resource allocation, timetabling, and staff development. The study aimed to provide a comprehensive understanding of how these planning strategies contribute to teacher-effectiveness. By examining the influence of head-teachers' planning strategies, the research aimed to identify areas where improvements could be made to support teachers in effectiveness in performance in primary schools. Table 5 illustrates results obtained.

**Table 5: Head-teachers planning strategies**

No.	Planning strategies; In this school, the head-teacher;	Agree	Neutral	Disagree
1.	Provides teachers with enough planning materials	64(39%)	00	101(61%)
2.	Checks and approves schemes of work at the beginning of every term	116(66%)	00	39(24%)
3.	Guides teachers where need be on planning	108(65%)	00	57(35%)
4.	Ensures that teachers make lesson plans before going to class	60(37%)	00	105(63%)
5.	Supervises lesson delivery	90(54%)	00	75(46%)
6.	Promotes security of work environment	76(46%)	00	87(54%)
7.	Recognizes best performing teachers per week	80(48%)	00	85(52%)

**Source: Primary Data from primary schools in 4 town councils, Kaliro District**

Table 5 shows that there is standardized level of achievement as far as the head-teachers' planning strategy is concerned as compared to other roles of the head-teacher. Specifically, this study established that apart from not providing teachers with enough planning materials, and not ensuring that teachers make lesson plans before going to class, head-teachers demonstrate a great deal of various planning strategies in primary schools in 4 town councils, Kaliro District. For instance, the study found that head-teachers were actively involved in curriculum planning and designing assessment methods. Additionally, they were responsible for coordinating the implementation of the school's annual plan and ensuring that teachers received the necessary training and professional development opportunities.

However, one headteacher observed that:

*Here at school, planning for teacher's effectiveness is a nightmare, we are challenged by issues that are surrounded by poor funding in schools yet even capitation grants from government are also little to handle required expensive teaching-learning aids i.e computers, Tvs, Radios etc*

This implies that headteachers are unable to facilitate activities that enhance teachers' effectiveness in UPE school.

Yet another headteacher further said that:

*In UPE schools in our locality, performance of teachers is very difficult to realize since when planning and budgeting important things are left out i.e rewarding best performing teacher, learners and giving other incentives to teachers and other motivational issues are left out.*

This implies that headteachers have failed in their motivational planning processes to enhance teacher effectiveness in UPE schools.

In addition to the headteacher, a school management committee member noted that:

*The biggest challenge in UPE schools are teachers' failure to scheme and lesson planning time. Most teachers in schools tend to scheme and lesson plan during school days which would have been time for imparting knowledge into learners.*

This is an indicator that headteachers have failed to manage time and teachers' time on task.

In summary, the table above indicates the load for the headteacher in terms of planning strategies which can help teachers to perform effectively. These are some of the strategies (seen in **Table 5**) which a headteacher must lay down for a teacher to perform effectively. According to the table's data, there is insignificant input by headteachers in planning strategies which leads to teachers' ineffectiveness in performance.

So many headteachers have not met SMC expectations in terms of planning and implementation strategies which leads to teacher's effectiveness. And the minority do what they are supposed to do but with insignificant results exhibited in effectiveness.

Furthermore, the findings reveal that some headteachers try to plan and implement strategies in order to improve on teachers' performance, but it needs a stronger focus by all headteachers to plan and implement strategies so that teachers can perform effectively. It seems this is a major effect if not addressed to continuously affect teachers' performance.

This indicates that a majority of the respondents acknowledge the presence of head-teachers overseeing lesson delivery in primary schools. The high percentage of agreement suggests that head-teachers play an active role in ensuring the quality and effectiveness of teaching in their schools. However, it is worth noting that a

significant minority disagreed, implying that there may be variations in the level of supervision among different schools or within specific contexts.

This also shows the relationship between the headteachers' planning strategies and teachers' effectiveness in performance was established using Pearson correlation analysis.

A significant relationship was determined a percentage, shows interval of respondents i.e error less than 1% (.01). Table 6 shows results for the correlation. The Pearson correlation analysis continue revealing a significant positive relationship between the head-teacher's planning role and their effectiveness.

**Table 6: Head-teacher's planning role and teacher-effectiveness**

		Teacher-effectiveness
Head-teachers planning role	Pearson Correlation	.437**
	Sig. (2-tailed)	.000
	N	165

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Primary Data from primary schools in 4 town councils, Kaliro District**

Table 6 reveals a strong positive and significant relationship ( $r = .437^{**}$ ;  $p = .000$ ) between head-teacher's planning strategies and teacher-effectiveness in primary schools in 4 town councils, Kaliro District. This finding suggests that the more actively involved head-teachers are in planning strategies, the more effective teachers are in delivering instruction. The strong positive correlation indicates that head-teachers who prioritize planning and provide guidance for their staff contribute to improved teacher performance. These results highlight the importance of effective leadership in enhancing the quality of education in primary schools. Furthermore, the study revealed that head-teachers who actively engage in planning strategies also tend to have a better understanding of the curriculum and its implementation. This understanding allows them to provide more targeted support and guidance to their teachers, leading to improved instructional practices. Additionally, the study found that head-teachers who prioritize planning are more likely to create a positive and conducive learning environment for both students and teachers. This includes ensuring that resources are readily available, classrooms are well-organized, and instructional materials are up to date. Results are also similar to other findings such as Panitz (2015) indicating that a head-teacher's planning role includes ensuring that various registers needed for different purposes are available in school. Furthermore, head-teachers who prioritize planning also play a vital role in setting clear academic goals and objectives for their schools. They collaborate with teachers to develop curriculum plans that align with these goals and ensure that instruction is cohesive and meaningful. By taking the time to carefully plan and organize, head-teachers create a structured and focused learning environment that promotes student engagement and success. Additionally, their emphasis on up-to-date instructional materials and resources reflects their commitment to providing quality education and fostering

a culture of continuous learning among staff and students.

Further, it is also reflected in Ahmed (2015) results that in Nigeria, a head teacher works hand-in-hand with the government to respond to areas without adequate infrastructure and modern teaching aids, resulting into an unconducive teaching and learning environment. This collaboration between the head teacher and the government is crucial in addressing the challenges faced by schools in Nigeria. It allows for the allocation of resources and funds to improve infrastructure and provide necessary teaching aids. However, despite these efforts, the lack of adequate infrastructure still hinders the effectiveness of teaching and learning in Nigerian schools. Therefore, it is important for the government to prioritize investment in education to ensure a conducive learning environment for students.

As the leading management authority in the school, the head head-teacher provides direction and clear channels of communication for optimal interactions in the school. In order to support teachers and other staff, a headteacher ensures the availability of appropriate communication policies and procedures and that all parties work in harmony within a school environment. The headteacher also plays a crucial role in fostering a positive and inclusive school culture. They work closely with teachers and staff to develop and implement strategies that promote a sense of belonging and respect among students. By setting high expectations for behavior and academic achievement, the headteacher creates an environment where students feel motivated to excel. Additionally, they regularly communicate with parents and guardians to keep them informed about their child's progress and to address any concerns or issues that may arise. This open line of communication between the headteacher, teachers, staff, and parents ensure that everyone is working together to support the students.

Therefore, it is the headteacher to have planning strategies, the teacher could have conducive environment, positive attitude, self-esteem, aptitude, and humilities etc. this will lead to the teachers' effectiveness in performance in Kaliro District.

## 5. Conclusions and Recommendations

### 5.1 Conclusions

It was concluded that many headteachers of UPE schools in Kaliro District have not played their roles as planners in terms of laying strategies to improve teachers' effectiveness in performance. This was exhibited in lack of strategies like teachers' motivation, accommodation, positive feedbacks and appraising system in place. It was evidenced that headteachers' relationship is key in teachers' effectiveness, this brings conclusion that headteachers should have a good working relationship with teachers which will enhance effectiveness in their performance.

### 5.2 Recommendations

1. The district education department should support headteachers in order to carry out their supervisory role towards teachers' effectiveness in performance.
2. The study recommended that headteachers must lay planning strategies in which enhance Planning and implementation of the designed curriculum.
3. It was concluded the headteachers' relation are key to teachers' effectiveness. Thus, it is recommended that headteachers and School Management Committee members reinforce their relationship with their teachers through impressive programs, recognition skills, incentives, conducive environment etc.

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