

# Head Teachers' Practices and Teachers' Performance in Government-Aided Secondary Schools in Kibibi Sub-County, Butambala District

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## Abstract

The main purpose of this study is to examine the influence of head teachers' practices on teachers' performance in government-aided secondary schools in Kibibi Sub-county, Butambala district. The specific objectives of the study were; i) To examine the influence of head teachers' leadership practices on teachers' performance, ii) To examine the influence of head teachers' motivational practices on teachers' performance, and iii) To examine the influence of head teachers' supervisory practices on teachers' performance in government-aided secondary schools in Kibibi Sub-county, Butambala district. The study embraced a causal-comparative research design coupled with only a quantitative approach. Simple linear regression analysis was engaged to establish the strength, direction, and the significance of the influence of head teachers' practices on teachers' performance in government-aided secondary schools in Kibibi Sub-county, Butambala district. The study revealed that head teachers' leadership practices have a moderately positive statistical and significant influence on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district. Additionally, the study also exposed that head teachers' motivational practices have a strong positive statistical and significant influence on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district. The study further discovered that head teachers' supervisory practices have a moderately positive statistical and significant influence on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district. The study concluded that head teachers' practices in terms of head teachers' leadership practices, head teachers' motivational practices, and head teachers' supervisory practices have a significant influence on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district in that an improvement in head teachers' leadership practices, head teachers'

motivational practices, and head teachers' supervisory practices would resultantly lead to an enhancement in head teachers' leadership practices, head teachers' motivational practices, and head teachers' supervisory practices. The study recommends that school administrators should conduct regular classroom observations, provide constructive and timely feedback, foster a collaborative supervision approach, set clear expectations and goals, and encourage professional development for teachers which significantly influence an enhancement in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.

**Keywords:** Head Teachers' Practices, Head Teachers' Leadership Practices, Head Teachers' Motivational Practices, Head Teachers' Supervisory Practices, Teachers' Performance, and Government-Aided Secondary Schools.

## INTRODUCTION

The study aims at examining the influence of head teachers' practices on teachers' performance in government-aided secondary schools in Kibibi Sub-county, Butambala district.

### Historical Perspective

Globally, the variations in teachers' performance in the different educational institutions over the years resulted into different governments and education bodies to come up with various actions and strategies with the objective of improving teachers' performance as teachers play a crucial role in school performance (Esia-Donkoh & Baffoe, 2018). Over the previous few decades, the role of head teachers has changed from authoritative managers to facilitators of professional growth, collaboration, and innovation where head teachers began to adopt more participative leadership styles, engaging teachers in decision-making, and nurturing a collaborative school culture. Effective leadership practices such as mentoring, promoting a positive school culture, and boosting teacher agency have consistently been shown to enhance teachers' performance as teachers became more involved in school governance and decision-making, and this empowerment encouraged higher levels of professional development, innovation in teaching, and a positive school climate, which in turn enhanced teacher performance (Tyagi, 2017).

### Theoretical Perspective

This survey was led by the Instructional Leadership Theory proposed by Hallinger in 2003. The theory emphasizes the head teacher's role in directly influencing teaching and learning. The instructional leadership theory focuses on improving teachers' instructional practices through clear expectations, curriculum support, and frequent observation and feedback (Bush, 2015). Munna (2021) argues that head teachers acting as instructional leaders prioritize academic outcomes and teacher development. They focus on setting clear academic goals, overseeing the curriculum, monitoring teaching practices, and providing feedback to teachers. They also make certain that teachers have the assets, training, and support needed to enhance their teaching which fosters a culture of continuous teacher performance improvement. This theory was applicable to this study as it gives a linkage between head teachers' practices which practices influence teachers' performance outcomes.

### Contextual Perspective

The study was carried out among selected government-aided secondary schools in Kibibi Sub-county, Butambala district examining the influence of head teachers' practices on teachers' performance. This was selected due to the limited research that has been carried out in the region relative to head teachers' practices and teachers' performance specifically in government-aided secondary schools in Kibibi Sub-

county, Butambala district. Additionally, Butambala district was considered due to the inadequate teachers' performance among government-aided secondary schools indicated by lack of effective lesson plans, limited engagement in community activities, poor interpersonal relationships, increased absenteeism rates, and inconsistency in fulfilling professional obligations among the different sub-counties (Butambala District Local Government, 2022).

### **Conceptual Perspective**

Head teachers' practices refer to the strategies, actions, and behaviors employed by school leaders (head teachers or principals) to manage, guide, and support the operation and success of a school. These practices encompass leadership, administrative, instructional, and interpersonal activities aimed at fostering a positive learning environment, improving teacher performance, and achieving educational goals (Sewani, Jamil & Muhammad, 2024). Conversely, teachers' performance denotes to the efficiency and proficiency with which teachers carry out their professional responsibilities to achieve educational objectives. It encompasses the quality of their instructional practices, classroom management, engagement with students, and contribution to the overall learning environment (Ortiz & Abrera, 2017). For this study, head teachers' practices were hypothesized in terms of leadership practices, motivational practices, and supervisory practices, while teachers' performance was hypothesized in terms of attendance and punctuality, class management, interaction and collaboration, lesson planning and preparation, innovative teaching methods, communication skills, and adherence to ethical and professional standards.

### **Statement of the problem**

In Uganda, several policies and strategies have been implemented to enhance teachers' performance by focusing on the practices of head teachers. For example, the Ministry of Education and Sports has established the leadership and supervisory policies and practices which stipulate that head teachers are tasked with regular supervision and training of teachers, focusing on classroom management, instructional methods, and adherence to educational standards with the objective of improving teachers' job performance in all education institutions in Uganda (Ministry of Education and Sports, 2018).

However, even with all the outstanding hard work and policies, teachers' performance in some of the government-aided secondary schools in Kibibi Sub-county, Butambala district is still inadequate characterized by lack of effective lesson plans, limited engagement in community activities, poor interpersonal relationships, increased absenteeism rates, and inconsistency in fulfilling professional obligations among the different sub-counties (Namuwaya & Kyokunda, 2021). Evidence indicates that nearly 23% of the teachers recurrently arrived at school late or left early and also 12% of teachers missed classes at least once a week in 2021 among government-aided secondary schools in Butambala district (Butambala District Local Government, 2022). This has consequently resulted into decreased student engagement and low academic achievement, as well as poor school academic reputation. Therefore, it is upon this that the present study examined the influence of head teachers' practices on teachers' performance in government-aided secondary schools in Kibibi Sub-county, Butambala district.

### **Objectives of the Study**

#### **General Objective**

The general objective of the study is to examine the influence of head teachers' practices on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.

#### **Specific Objectives**

- To examine the influence of head teachers' leadership practices on teachers' performance in

government-aided secondary schools in Kibibi sub-county, Butambala district.

- To examine the influence of head teachers' motivational practices on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.
- To examine the influence of head teachers' supervisory practices on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.

## Study Hypotheses

The study was also directed by these various alternative hypotheses;

**Ha1:** Head teachers' leadership practices have a statistically significant influence on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.

**Ha2:** Head teachers' motivational practices have a statistically significant influence on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.

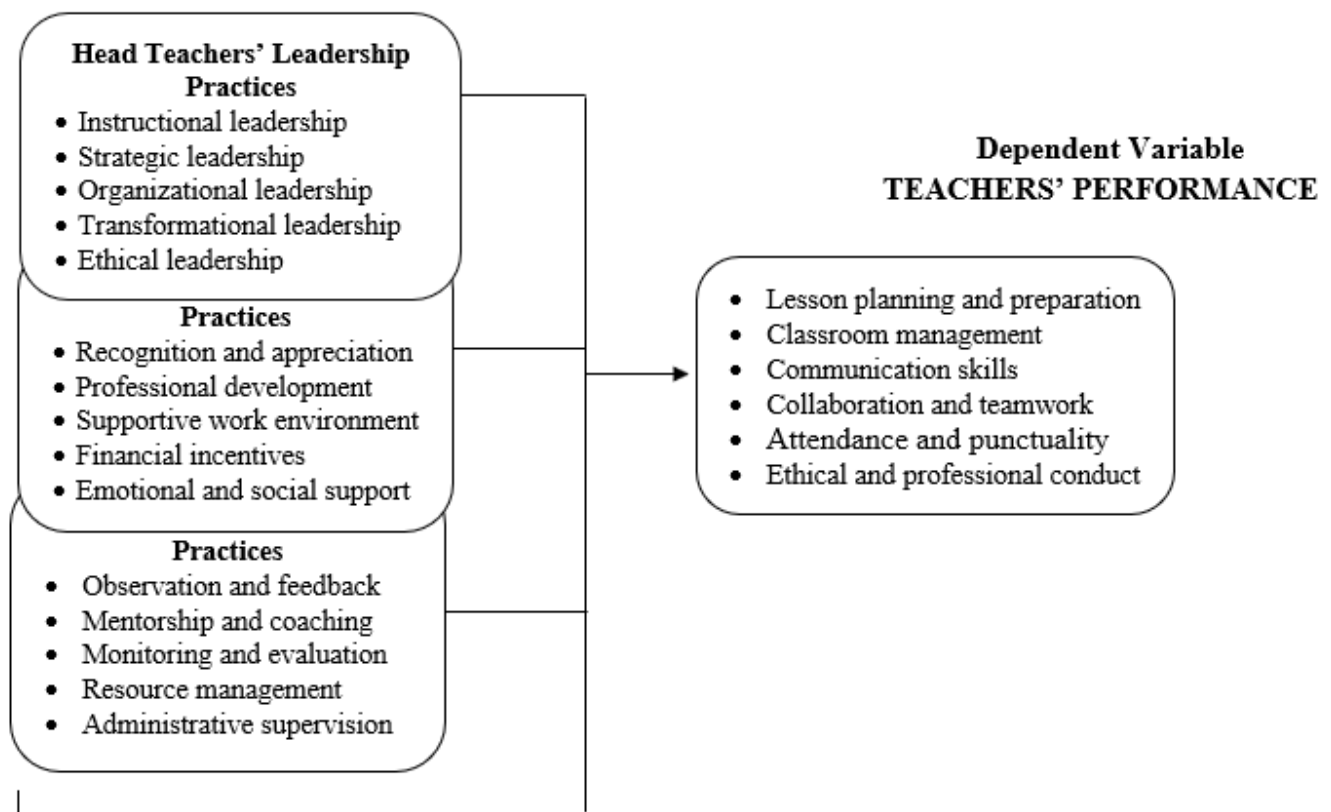
**Ha3:** Head teachers' supervisory practices have a statistically significant influence on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.

## Conceptual Framework

The conceptual framework shows a pictorial illustration on the link between Head Teachers' Practices and Teachers' Performance.

## Independent Variable

### HEAD TEACHERS' PRACTICES



### Head Teachers' Practices and Teachers' Performance

Head teachers' practices significantly influence teachers' performance through various mechanisms, shaping their motivation, instructional quality, and overall effectiveness. Head teachers' practices such as regular classroom observations followed by constructive feedback help teachers identify strengths and areas for improvement, leading to better teaching practices which improves teachers' performance (Tyagi, 2017). Additionally, Sule and Mercy (2019) argued that providing clear guidance on curriculum implementation ensures teachers deliver lessons that align with educational standards and goals which fosters more effective teaching. Similarly, head teachers' practices include actions aimed at improving teacher motivation. Acknowledging teachers' efforts and accomplishments boosts morale and encourages sustained high teacher performance (Sule & Mercy, 2019).

According to Mukumbi and Kabeta (2019) head teachers' motivational practices which allow teachers to make decisions about their classrooms and instructional strategies foster a sense of ownership and responsibility as well as boosts creativity and confidence in their abilities which builds teachers' self-esteem and willingness to improve thus enhancing teachers' performance. In addition, the authors assert that head teachers are concerned with providing teaching materials and ensuring teachers have access to adequate resources, such as textbooks, teaching aids, and technology, enhancing their ability to deliver quality education (Mukumbi & Kabeta, 2019).

Head teachers perform a critical part in influencing teachers' performance by providing support, resources, and guidance. Through effective leadership practices, head teachers create an environment where teachers feel motivated, empowered, and equipped to perform their roles effectively, ultimately leading to enhanced student achievements and overall school success (Mbonyumugenzi & Mukamazimpaka, 2022). The authors also argue that head teachers' practices involve fostering emotional and social support through addressing teachers' personal and professional challenges which helps reduce stress and burnout, enabling better teacher performance (Mbonyumugenzi & Mukamazimpaka, 2022). Similarly, Arif and Sevilay (2016) asserts that head teachers' practices that encourage work-life balance and organization of stress management activities contribute to teachers' overall productivity and performance.

The impact of head teachers' practices on teachers' performance is profound and multifaceted. Head teachers, as school leaders directly shape the working environment, provide support, and set the tone for instructional practices and professional development. Their practices impact teachers' motivation, job satisfaction, instructional quality, effectiveness, and overall performance (Ntirandekura, 2019). Additionally, head teachers' supportive practices demonstrating empathy, fairness, and understanding reduce teacher stress and increase job satisfaction, improving their teaching outcomes (Ntirandekura, 2019). Musungu and Nasongo (2018) argued that head teachers who recognize and reward teachers' efforts boost morale and motivation, leading to enhanced teacher performance. In addition, the authors assert that encouraging a healthy work-life balance helps teachers stay energized and focused, leading to consistent performance (Musungu & Nasongo, 2018).

A study by Malunda, Musaazi and Oonyu (2019) found that head teachers' leadership practices have a positive and significant influence on teachers' performance in public secondary schools in Ghana. The study discovered that providing one-on-one mentorship fosters professional growth and confidence, particularly for less experienced teachers which resultantly improves teachers' performance. The authors argued that head teachers provide training opportunities to teachers through organizing workshops and seminars which equips teachers with new skills and teaching strategies, enhancing their effectiveness and overall performance (Malunda et al., 2019). In addition, the authors assert that head teachers who provide



guidance on curriculum implementation ensure teachers align lessons with educational standards, leading to better learning and teaching outcomes (Malunda et al., 2019).

According to Achieng (2019) head teachers foster professional learning communities through encouraging collaboration among teachers which promotes the sharing of best practices and mutual support, enhancing teachers' performance. The author also argued that head teachers' leadership practices which include involving teachers in school decision-making processes increases their sense of proprietorship and obligation to the school's goals which improves teachers' performance (Achieng, 2019). In addition, the author asserts that head teachers' practices include the provision of emotional and psychological support to teachers. Providing emotional support and resources as well as addressing interpersonal conflicts among staff fosters a harmonious work environment enabling teachers to focus on their roles, improving teachers' mental well-being and productivity (Achieng, 2019).

A study by Zikanga, Anumaka, Tamale and Mugizi (2021) examined the influence of head teachers' supervision practices on teachers' performance in government aided secondary schools in Western Uganda. The study found out that head teachers' supervision practices have a positive and significant influence on teachers' performance in government aided secondary schools in Western Uganda. The study exposed that head teachers' supportive leadership practices reduce teacher turnover by building a positive work atmosphere, ensuring continuity and stability in teacher performance. The authors also assert that schools with strong head teacher leadership practices attract talented and quality educators or teachers, raising the overall standard of teaching at the school (Zikanga et al., 2021).

Head teachers' practices are vital to shaping teachers' performance. By fostering a supportive, professional, and collaborative environment, head teachers enable teachers to excel, which eventually leads to enhanced student achievements and overall school success (Muinde, 2018). In addition, the author argued that when head teachers demonstrate effective leadership practices, such as providing support, fostering collaboration, and encouraging professional development, teachers feel empowered, motivated, and capable of performing at their best thus an improvement in teachers' performance (Muinde, 2018). Similarly, Sule and Mercy (2019) assert that ineffective head teachers' leadership practices, such as lack of support, poor communication, or inadequate resources, can lead to low morale, burnout, and poor teacher performance.

## **Methodology**

### **Research Design**

This study embraced a causal-comparative research design with only a quantitative approach. A causal-comparative research design looks at establishing a cause-effect association among variables. It enables in determining the influence of the independent variable on the dependent variable as used in the study (Lawrence, 2023). Therefore, this design facilitated the researcher in examining the influence of head teachers' practices on teachers' performance in government-aided secondary schools in Kibibi Sub-county, Butambala district. A quantitative approach was fundamental in obtaining information in numerical form that was used to examine the study phenomenon.

### **Target Population and Sample Size**

A study population is a group of individuals with the characteristics of interest out of which a sample is selected (Majid, 2018). The study population comprised of school administrators and teachers from the different selected government-aided secondary schools in Kibibi Sub-county, Butambala district from which a sample was selected. The sample size comprised of 45 respondents constituting of 5 directors

and 40 teachers chose from the two selected government-aided secondary schools in Kibibi Sub-county, Butambala district to provide quantitative data that was utilized to give responses to the study objectives.

### **Sampling Procedure**

Sampling refers to a systematic procedure of choosing a characteristic sample of entities from the target population (Singh & Masuku, 2017). The researcher employed convenient sampling to choose individuals who participated in the study. Convenient sampling includes choosing individuals who are available and accessible which was utilized to pick both the school administrators and teachers from the various selected government-aided secondary schools in Kibibi Sub-county, Butambala district to engage in the study so as to generate quantitative data.

### **Data Collection Methods**

#### **Questionnaire Survey Method**

A questionnaire survey method is a procedure of obtaining information by use of a number of queries and other probes for the purpose of collecting information from individuals (Anokye, 2020). The questionnaire survey method played a greater role in attaining uniform information that ensured the comparability of data using queries that are well-aligned and easily understandable. Hence, this method was utilized as it facilitated the researcher to attain and gather data from the individuals in the possible shortest time.

### **Data Collection Instruments**

#### **Structured Questionnaire**

A structured questionnaire is an instrument used to obtain information from individuals comprising of closed-ended answers to the queries from which individuals are supposed to choose (Kuphanga, 2024). The study used structured questionnaires to gather quantitative data from respondents which comprised of closed-ended queries and predetermined responses that were self-administered to the individuals in the various selected schools. The structured questionnaires were utilized because they require fewer time and collect an immense deal of information on the concepts under study.

#### **Data Analysis**

Quantitative data analysis helps the researcher to quantify, scrutinize and apprehend a concept through running statistical examinations and descriptive analytics. The study engaged both descriptive and linear regression analysis procedures in evaluating the quantitative data collected. Descriptive analysis was utilized when evaluating individuals' demographics. To examine the influence of the predictor variable on the outcome variable, linear regression analysis was engaged to provide an empirical evidence on the study objectives and hypotheses at a 0.05 significance level. Linear regression analysis is important in research in examining the magnitude of the association between the outcome variable and the predictor variable (Maulud & Abdulazeez, 2020). Linear regression analysis involved the use of simple linear regression models which comprised of both the independent and dependent variables.

#### **Ethical Consideration**

The researcher acquired an introductory letter from the Department of Post Graduate Studies at Islamic University in Uganda before undertaking the study as a prerequisite to obtain permission to gather the required data for research in the different schools. The researcher also asked for individuals' consent to be involved in the study and respondents were fully well-versed about the purpose, procedures, and benefits of the study and participation was voluntary without any coercion.

The researcher safeguarded the privacy of individuals by ensuring confidentiality through preserving

personal information and ensuring that data is anonymized where possible. The researcher also conducted his work honestly and transparently, reporting findings accurately and acknowledging any limitations or conflicts of interest. Additionally, all the participants were treated with dignity and respect including recognizing their autonomy.

## Study Findings

The findings provided in this section constitute descriptive statistics on the respondents' bio data and regression analysis results.

### Findings on the Demographic Characteristics of Respondents

The study considered the demographic characteristics of respondents that participated in the study from the chosen government-aided secondary schools in Kibibi Sub-county, Butambala District and the results are provided in Table 4.1;

**Table 4.1: Demographic Characteristics of Respondents**

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Female	19	42.2
	Male	26	57.8
	<b>Total</b>	<b>45</b>	<b>100.0</b>
Age Groups	25-30 years	5	11.1
	31-35 years	10	22.2
	36-40 years	13	28.9
	Above 40 years	17	37.8
	<b>Total</b>	<b>45</b>	<b>100.0</b>
Education Level	Diploma	3	6.7
	Degree	34	75.6
	Masters	8	17.7
	<b>Total</b>	<b>45</b>	<b>100.0</b>
Marital Status	Single	14	31.1
	Married	31	68.9
	<b>Total</b>	<b>45</b>	<b>100.0</b>
Working Duration at the Institution	1-2 years	6	13.3
	3-5 years	16	35.6
	Above 5 years	23	51.1
	<b>Total</b>	<b>45</b>	<b>100.0</b>

**Source: Field Data (2025)**

The results in Table 4.1 indicate that majority of the individuals who were engaged in the study 26 (57.8%) were males and 19 (42.2%) of the individuals were females. The results also showed that a bigger proportion 17 (37.8%) of the individuals were aged above 40 years, followed by 13 (28.9%) of the individuals who were aged 36-40 years, then 10 (22.2%) of the individuals were aged 31-35 years, and the least proportion 5 (11.1%) of the individuals were aged 25-30 years.

Additionally, the study findings exposed that the biggest proportion 34 (75.6%) of the individuals had completed a bachelors' degree level of education, followed by 8 (17.7%) of the individuals who had



completed a masters' level of education, and only a few 3 (6.7%) of the individuals had completed a diploma level of education.

The study findings also discovered that majority 31 (68.9%) of the individuals were married and the least proportion 14 (31.1%) of the individuals were single. Further, the study showed that majority 23 (51.1%) of the individuals had worked with the respective institutions for a period of over 5 years, followed by 16 (35.6%) of the individuals who had worked with the respective institutions for a period of 3-5 years, and the least proportion 6 (13.3%) of the individuals had worked with the respective institutions for a period of 1-2 years.

## Findings on the Study Objectives

This section presents the findings in relation to the specific objectives of the study.

### Influence of Head Teachers' Leadership Practices on Teachers' Performance in Government-Aided Secondary Schools in Kibibi Sub-County, Butambala District

The study tried to examine the influence of head teachers' leadership practices on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district. To establish the influence, simple linear regression analysis was utilized and the results are provided in Table 4.2.

**Table 4.2: Regression Findings on the Influence of Head Teachers' Leadership Practices on Teachers' Performance in Government-Aided Secondary Schools in Kibibi Sub-County**

Model Summary							
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate		
1		.447 <sup>a</sup>	.200	.179	.45565		
a. Predictors: (Constant), Head Teachers' Leadership Practices							
Coefficients <sup>a</sup>							
Model			Unstandardized Coefficients		Standardized Coefficients	T	Sig.
			B	Std. Error	Beta		
1	(Constant)		2.940	.459		6.398	.000
	Head Teachers' Leadership Practices		.352	.114	.447	3.081	.004
a. Dependent Variable: Teachers' Performance							

**Source: Field Data (2025)**

The results in Table 4.2 specify that head teachers' leadership practices have a moderately positive statistical and significant influence on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district ( $\beta=0.447$ ,  $P\text{-value}=0.004$ ) at a 0.05 level of significance. The regression findings stipulate that a unit increase in head teachers' leadership practices significantly results into an enhancement in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district by 44.7%. The results imply that as head teachers' leadership practices increases, it resultantly leads to an improvement in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.

The model summary results show that the coefficient of determination (Adjusted R-square) was 0.179,

which indicates that head teachers' leadership practices explain 17.9% of the total variations in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district and the remaining 82.1% of the variations are explained by other factors. This implies that head teachers' leadership practices slightly but significantly influence teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district. Therefore, to enhance teachers' performance there has to be an enhancement in head teachers' leadership practices in government-aided secondary schools in Kibibi sub-county, Butambala district.

## **Influence of Head Teachers' Motivational Practices on Teachers' Performance in Government-Aided Secondary Schools in Kibibi Sub-County, Butambala District**

The study also tried to examine the influence of head teachers' motivational practices on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district. To establish the influence, simple linear regression analysis was engaged and the results are provided in Table

**Table 4.3: Regression Findings on the Influence of Head Teachers' Motivational Practices on Teachers' Performance in Government-Aided Secondary Schools in Kibibi Sub-County**

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.648 <sup>a</sup>	.420	.405		.38789	
a. Predictors: (Constant), Head Teachers' Motivational Practices						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.769	.493		3.588	.001
	Head Teachers' Motivational Practices	.635	.121	.648	5.248	.000
a. Dependent Variable: Teachers' Performance						

**Source: Field Data (2025)**

The results in Table 4.3 indicate that head teachers' motivational practices have a strong positive statistical and significant influence on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district ( $\beta=0.648$ ,  $P\text{-value}=0.000$ ) at a 0.05 level of significance. The regression findings specify that a unit increase in head teachers' motivational practices significantly results into an enhancement in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district by 64.8%. The results imply that as head teachers' motivational practices increase, it resultantly leads to an enhancement in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.

The model summary results specify that the coefficient of determination (Adjusted R-square) was 0.405, which indicates that head teachers' motivational practices explain 40.5% of the total variations in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district and the remaining 59.5% of the variations are explained by other factors. This implies that head teachers' motivational practices substantially and significantly influence teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district. Therefore, to enhance teachers'

performance there has to be an enrichment in head teachers' motivational practices in government-aided secondary schools in Kibibi sub-county, Butambala district.

## **Influence of Head Teachers' Supervisory Practices on Teachers' Performance in Government-Aided Secondary Schools in Kibibi Sub-County, Butambala District**

The study further tried to examine the influence of head teachers' supervisory practices on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district. To establish the influence, simple linear regression analysis was employed and the results are presented in

**Table 4.4: Regression Findings on the Influence of Head Teachers' Supervisory Practices on Teachers' Performance in Government-Aided Secondary Schools in Kibibi Sub-County**

Model Summary						
Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	
1	.464 <sup>a</sup>	.215	.195		.45125	
a. Predictors: (Constant), Head Teachers' Supervisory Practices						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.119	.384		8.119	.000
	Head Teachers' Supervisory Practices	.316	.098	.464	3.229	.003
a. Dependent Variable: Teachers' Performance						

**Source: Field Data (2025)**

The results in Table 4.4 indicate that head teachers' supervisory practices have a moderately positive statistical and significant influence on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district ( $\beta=0.464$ ,  $P\text{-value}=0.003$ ) at a 0.05 level of significance. The regression findings point out that a unit enrichment in head teachers' supervisory practices significantly results into an enhancement in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district by 46.4%. The results imply that as head teachers' supervisory practices increase, it resultantly leads to an enhancement in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.

The model summary results designate that the coefficient of determination (Adjusted R-square) was 0.195, which indicates that head teachers' supervisory practices explain 19.5% of the total variations in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district and the remaining 80.5% of the variations are explained by other factors. This implies that head teachers' supervisory practices slightly but significantly influence teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district. Therefore, to improve teachers' performance there has to be an enhancement in head teachers' supervisory practices in government-aided secondary schools in Kibibi sub-county, Butambala district.

## **Conclusions**

The study concludes that head teachers' practices in terms of head teachers' leadership practices, head

teachers' motivational practices, and head teachers' supervisory practices have a significant influence on teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district in that an improvement in head teachers' leadership practices, head teachers' motivational practices, and head teachers' supervisory practices would resultantly lead to an enhancement in head teachers' leadership practices, head teachers' motivational practices, and head teachers' supervisory practices.

### Recommendations

The study recommends that school administrators such as head teachers and directors should foster professional growth, promote collaboration, recognize teacher achievements, and maintain open communication, encourage innovation and creativity in teaching, as well as empower teachers by delegating responsibilities as this would influence an enhancement in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.

The study also recommends that the school administrators should conduct regular classroom observations, provide constructive and timely feedback, foster a collaborative supervision approach, set clear expectations and goals, and encourage professional development for teachers which significantly influence an enhancement in teachers' performance in government-aided secondary schools in Kibibi sub-county, Butambala district.

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