

**ADMINISTRATIVE PRACTICES OF HEAD TEACHERS AND TEACHER
PERFORMANCE IN BUHIMBA SUB COUNTY SECONDARY SCHOOLS HOIMA
DISTRICT, UGANDA**

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**A DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY
GRADUATESCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF A
DEGREE OF MASTER OF EDUCATION IN POLICY, PLANNING
AND MANAGEMENT OF KYAMBOGO UNIVERSITY.**

November 2019

Declaration

I, Ajuna Redeemer, hereby declare that this is my original work and has never been submitted to any university or institution of Higher Learning for any academic award.

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Approval

This is to certify that this dissertation entitled “**Administrative practices of head teachers and Teacher Performance in Buhimba Sub County Secondary Schools Hoima District-Uganda**” has been accomplished under our guidance as supervisors.

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Dedication

I dedicate this dissertation to all people who helped me complete my research study especially my Dad Mr. David AtwokiKyaligonza, my Love Wilson Mwijakubi, mybeloved son Raymond BensonJoshuaMujuni and sisters Janet Nyakamadi and Angel Kabonesa.I thank them so much for the support. May the almighty God bless them.

Acknowledgement

I am most grateful to the Almighty God for the opportunity given to advance in my studies and for the good health.

My earnest debts honestly go to my supervisors: Dr. Phillip Owino and Dr. Nathaniel Mayengwo who continuously guided, supported and advised me throughout the period of my study. I sincerely appreciate their patience and commitment to see me through the Master's program.

My sincere gratitude also goes to all lecturers of Kyambogo University and in the department of education in particular for the skills, knowledge and academic expertise offered to me during my academic struggle. You were so inspiring for without you, this dissertation would not have reached this far.

I am also grateful to my classmates for their endless support in the discussions, assignments throughout the time we spent together in our studies.

Humble appreciation goes to all my respondents who provided me with data and the different offices, secondary schools who allowed me collect data. Without your assistance, I would not have completed my research study successfully. May God richly bless them!

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List of Acronyms

B.O.G	Board of Governors
CVI	Content Validity Index
DEC	District Education Commission
KI	Key informants
MoES	Ministry of Education and Sports
PTA	Parent-Teachers Association
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
UNATU	Uganda National Teachers' Union
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study was carried out to assess the influence of school administrative practices of head teachers on teacher performance in selected secondary schools in Buhimba Sub-County-Hoima District. Specifically, the study assessed the influence of teacher selection, time tabling and record keeping on teacher performance. To achieve the study objectives, a cross-sectional study design was applied using both qualitative and quantitative approaches. Purposive and simple random sampling techniques, a sample size of 130 respondents was drawn comprising of teachers, headteachers, Schools' BOG and PTA members, District Education and MoES Officers. Data was collected using questionnaires, interviews and documentary review. Analysis of the collected data involved computation of descriptive statistics and inferential statistics involving Pearson's correlation and Linear regression analyses for quantitative data and discourse analysis for qualitative methods were also used in analyzing the data. From the analyses, results revealed a significant influence of teacher selection for supervision on teacher performance ($B=0.672$, $R=0.447$, $P<.001$), timetabling significantly predicted teacher performance ($B=0.757$, $R=0.570$, $P<.001$) and a significant influence of record keeping on teacher performance ($B=0.411$, $R=0.162$, $P<.001$) in Buhimba Sub County. It was concluded that; teacher selection influences teacher performance, time tabling impacts on teacher performance and record keeping influences teacher performance (though to a small extent compared to teacher selection for supervision and time tabling). It is recommended that headteachers should: adopt an appropriate teacher selection criterion when it comes to supervision of class teaching; ensure regular and careful assessment of teachers and provide a clear notation of expectations of records to be reviewed and parameters to be fulfilled in accordance with supervision guidelines; and timetable formulation should involve all teachers to cater for every member's needs and preferences.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This study assessed influence of school administrative practices of head teachers on teacher performance in selected secondary schools in Buhimba Sub County in Hoima District. The key study variables included school administrative practices of Head teachers (as the independent variable) and teacher performance (as dependent variable). Under this chapter, the background to the study, statement of the problem, general and specific objectives, research questions, research hypotheses, significance of the study, conceptual framework, justification, scope and the definitions of key operational terms as used in the study is presented. The study background was presented in four sub-sections including the historical perspective, theoretical perspective, conceptual perspective, and contextual perspective as shown below:

1.1.1 Historical Perspective

School administrative practices is one of the modern systems of education in Europe which derived its origin from the school of high middle ages in the 16th century. Most schools at this time were founded under religious principles. School administrative practices were carried out by school administrators who are the head teachers who planned and set goals for the school. (Onemu, 2015) They coordinated and evaluated activities of teachers through teacher selection, time tabling and ensuring record keeping.

In the 18th century, groups of prosperous parents established separate schools and employed school masters. In these schools even teachers were administrators charged with the operation of

schools as well as instruction of pupils. The increase of the number of schools as a result of education gaining recognition among people from all classes in the society and government led to more complex system of education and hence the demand for educators specializing in areas of administration leading to formation of administrative practices to be used in managing the education institutions or schools.

Mohanty (2008) stressed that school administrative practices involve forming a teacher support framework which involved maintaining proper distribution of work load through drawing time tables and maintaining proper record keeping were prerequisite to their performance.

In Uganda, school administration and its practices started in 1971 by the British Educational Administration Society. (Ribbins, 2006) and in 2001 it became the British Education Leadership, Management and Administration Society.

1.1.2 Theoretical Perspective

The study was based on the management control theory developed by Eric Flamholtz (1996). The theory states that “*organizations strive to achieve their desired or planned results or performances by controlling and monitoring people’s behaviors in the organization with the aim of improving performance*”. The theory assumes that organization’s efforts to minimize negative effects require solemn actions towards the internal and external atmosphere (Hewege, 2012). The theory also assumes that supervisors and supervisees should collaboratively formulate key strategic plans or objectives and monitor their achievement. As an internal process, performance management control links strategic objectives or plans with operational control as a solution to the managerial problems faced by schools. Therefore, the theory ensures that school managers and teachers work in the interest of schools (Langevin & Mendoza, 2013). Teacher performance

as an aspect of management control in schools cordially relates to the motivation and behavioral patterns of teachers. Therefore, measuring teacher's performance entails some form of appraisal through providing instructional insights and availing information needed for the execution of school mandates (Donkoh&Dwamena, 2014). The theory underscores the need for necessary information required to aid planning and decision making as well as motivate teachers to actively engage in their day-to-day instructional services. In essence, supervision of teachers aims at establishing whether teachers are consistent with the school objectives to improve their efficiency. The theory adequately links instructional supervision with teacher performance given the traits of measurement upon set criteria and guidelines (Hamzah et al., 2013).

1.1.3 Conceptual Perspective

Performance can be defined as the act of accomplishing a given task (Armstrong, 2008). Teacher performance refers to the demonstrated impact caused by a teacher on students' learning as evidenced through their achievement in test or exam scores, syllabus coverage, use of appropriate teaching methods and learning aids, making schemes of work and lesson plans as well as using them , timely assessment and evaluation of students and giving feedback . In this study, Teacher performance is the process by which a teacher is able to attain a maximum required level of their job in an effort to fulfill school objectives. The performance is geared towards promoting the process of teaching and learning for the benefit of the learners through proper use of lesson plans and lesson notes during the lesson (Katarasimbwa,2006).

Muriith(2012), views administrative practices as all processes as played by head teachers on ensuring that principles, rules, regulations, methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out.

The principal's ability to conduct school administrative practices enriches school goals and ensures collaborative operations are adhered to in a bid to improve teaching and learning process. The process of designing activities by school administrators to improve instruction at all school levels with regard to nurturing behavior facilitates teacher performance through achievement of school goals through teacher selection, time tabling, and record keeping.(Yavuz, 2010).Jahanian and Ebrahimi (2013) asserted that ensuring constant processes of teacher selection for supervision, time tabling and record keeping of teachers improves teacher performanceas indicated by extent of syllabus coverage, regular making of schemes of work and lesson plans, appropriate use of teaching aids and methods and timely assessment and evaluation of students by providing the necessary services and inputs required by teachers to perform their esteemed duties.

1.1.4 Contextual Perspective

Teacher performance is very critical in students' academic achievement. There are a number of factors that determine teacher performance among which administrative practices plays an important role. In a dialogue with Hoima District Education Officer on 10th November 2018, teacher absenteeism was cited as a clear cause of deteriorating teacher performance which indicates poor teacher performance. Stakeholders complain as to whether administrative practices are practiced by head teachers in the school or not(Local council abstract, 2018). Without an effective school administrative practices by head teachers, Kagolo (2009) asserted that teacher performance can immensely be affected through poor syllabus coverage,untimely scheming and poor lesson planning. Poor teacher performance in Hoima as asserted by Guloba, Wokadala and Bategeka (2010) was probably due to the increasing absenteeism, inadequate

skills in time tabling and record keeping in Secondary Schools. Hence it was upon this background that the researcher sought to examine the influence of school administrative practices by head teachers on teacher performance in secondary schools in Buhimba Sub County.

1.2 Statement of the problem

Teachers are expected to exhibit optimum performance by executing their duties as outlined in the teachers' code of conduct, Teachers' code of conduct,(2012) and public standing order of the republic of Uganda. However,inspite of efforts by head teachers to carry out administrative practices in Buhimba sub-county secondary schools, teacher performance is poor as evidenced by poor syllabus coverage, incomplete lesson plans and schemes of work sometimes they are not even available, un marked or poorly marked students' books and assessments, inappropriate use of teaching and learning aids, education progress report(2014/2015). This negatively affects teacher performance as evidenced by the poor student academic achievement in terms of grades to the extent that no studentattains a first grade at UCE(UNEB UCE results,2015/2017), increased school dropout, increased absenteeism. Therecords in the headteachers' offices indicate that administrative practices in terms of teacher selection, time tabling and record keeping are conducted in the schools.All the indicators of poor performance mentioned are linked to school administrative practices of the head teacher. Therefore, it is against this background that this study was conducted to assessthe influence of school administrative practices of head teachers on teacher performancein selected secondary schools in Buhimba Sub-county in Hoima District.

1.3 Objectives, Research questions and Hypotheses

1.3.1 General Objective

The overall object of this study was to assess the influence of school administrative practices of head teachers on teacher performance in the secondary schools in Buhimba Sub County in Hoima district.

1.3.2 Objectives

- i. To examine the influence of teacher selection for supervision on teacher performance in selected secondary schools in Buhimba Sub County, Hoima district.
- ii. To examine the predictive power of classroom timetabling on teacher performance.
- iii. To examine the influence of record keeping on teacher performance in Buhimba Sub County secondary schools in Hoima district.

1.3.3 Research Questions

- i. How does teacher selection for supervision influence teacher performance in the secondary schools in Buhimba Sub County in Hoima district?
- ii. What is the impact of classroom timetabling on teacher performance in the secondary schools in Buhimba Sub County in Hoima district?
- iii. How does record keeping influence teacher performance in the secondary schools in Buhimba Sub County in Hoima district?

1.3.4 Study Hypotheses

- i. Teacher selection for supervision significantly influences teacher performance in the secondary schools in Buhimba Sub County in Hoima district?
- ii. Timetabling significantly impacts on teacher performance in the secondary schools in Buhimba Sub County in Hoima district?
- iii. Record keeping significantly influences teacher performance in the secondary schools in Buhimba Sub County in Hoima district?

1.4 Significance of the study

The research findings ought to:

Provide a deeper understanding on the influence of school administrative practices of head teachers on teacher performance in secondary schools in Buhimba Sub County Hoima district.

Give in-depth evidence of what would aid government and private entity policy makers such as MoES and UNATU in developing appropriate policies and strategies that enhance school administrative practices of head teachers and promote teacher performance in secondary schools in Buhimba Sub- County and other areas.

Bridge the existing knowledge gap in regards to school administrative practices of head teachers and teacher performance in secondary schools in Buhimba sub-county Hoima district.

Identify the needs and inputs for school administrative practices of head teachers and suggest appropriate initiatives to be undertaken in order to enhance teacher performance in secondary schools in Buhimba Sub- County.

The study ought to generate literature for reference purposes by future scholars wishing to carry out research regarding school administrative practices of head teachers and teacher performance.

1.5 Conceptual Framework

In this study, the conceptual framework demonstrates links between school administrative practices of head teachers as independent variables and teacher performance as the dependent variable (Figure 1.1)

School administrative practices

Of Head teachers (I.V)

- Teacher selection
- Time tabling
- Record keeping

Teacher Performance(D.V)

- Syllabus Coverage
- Regular assessment and evaluation
- Preparing Schemes & lesson plans
- Preparing learning aids.

Extraneous variables

- Teacher motivation
- Availability of funds

Figure 1.1: Conceptual Framework

Source: Literature review Modified by the researcher.

In the figure 1.1 illustrates the influence of school administrative practices of head teachers on teacher performance. It is hypothesized that school administrative practices of head teachers as measured by teacher selection, time tabling and record keeping have a direct influence on teacher performance as measured by syllabus coverage, scheme of work, lesson plan, and teaching aids preparation and students' assessment and evaluation. It is envisaged that when headteachers ensure strict school administrative practices in the secondary schools, teachers' performance improves and consequently school achievement in terms of students' performance. However, without school administrative practices, teachers are unlikely to deliver the desired quality teaching leading to poor student achievement (Muriith, 2012). The tasks required of the headteacher to carry out administrative practices include: checking teachers' lesson plans and schemes of work, teaching aids, regular checking of students' exercises to find out teachers' output of work, and checking assessment record books to find out how teachers make use of continuous assessment record scores (Amina, 2015). The influence of school administrative practices of head teachers on teacher performance is however interfered with by extraneous variables like teacher motivation and availability of fund to provide teachers work tools. These have a moderating effect on the relationship between the dependent and independent variables.

1.6 Operational Definition of Terms

Administrative practices: These refer to activities carried out by administrators on a day to day basis to modify and bring about a change within the school environment.

Record keeping: Refers to the act of creating a record of work done, students marks, class registers, schemes, lesson plans and classroom notes.

Teacher performance: ability to prepare schemes, lesson plans, teaching/learning aids, deliver lessons, cover the syllabus, assess and evaluate learners. Schemes of work, lesson plan, and teaching aids preparation and students' assessment and evaluation.

Teacher selection: identification of teachers to be supervised during the time they are conducting lessons.

Time tabling: act of time allocation for teachers' teaching activities (lessons)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of existing related literature on Teacher selection and teacher performance, timetabling and teacher performance and record keeping and teacher performance. The review comprises literature from textbooks, pamphlets, journals, magazines, websites, publications and other official reports related to the topic under study.

2.1 Theoretical Review

The study was guided by the management control theory developed by Eric Flamholtz (1996). The theory states that “*organizations strive to achieve their desired or planned results or performances by controlling and monitoring people’s behaviors in the organization with the aim of improving performance.*” The theory assumes that organization’s efforts to minimize negative effects require solemn actions towards the internal and external atmosphere (Hewege, 2012). The theory also assumes that supervisors and supervisees should collaboratively formulate key strategic plans or objectives and monitor their achievement. As an internal process, performance management control links strategic objectives or plans with operational control as a solution to the managerial problems faced by schools. Therefore, the theory ensures that school managers and teachers work in the interest of schools (Langevin& Mendoza, 2013). Teacher performance as an aspect of management control in schools cordially relates to the motivation and behavioral patterns of teachers. Therefore, measuring teacher’s performance entails some form of appraisal through providing instructional insights and availing information needed for the execution of

school mandates (Donkoh&Dwamena, 2014). The theory underscores the need for necessary information required to aid planning and decision making as well as motivate teachers to actively engage in their day-to-day instructional services. In essence, supervision of teachers aims at establishing whether teachers are consistent with the school objectives to improve their efficiency. The theory adequately links school administrative practices with teacher performance given the traits of measurement upon set criteria and guidelines (Hamzah et al., 2013).

2.2 Review of Related Literature

2.2.1 Teacher selection and teacher performance

According to Oliver et al. (2011), school systems uphold rigorous selection procedures to determine which teacher to supervise. Selection of potential teachers to consider for supervision at early stages in their profession aims at improving their instructional abilities given the assessment and restrictions at entry. An attempt to pull teacher candidates takes broader discussions seeking to make the teaching profession a better as well as attractive career choice for both new and old teachers. Ngozika et al. (2015), in a study undertaken to examine management strategies and job performance of teachers in Akwa Ibom South Senatorial District further argued that job performance of teachers remains an issue of great concern to many organizations including the school. The effect of applying adequate management strategies on teachers' job performance like checking the teachers' lesson plans, Schemes of work and students' continuous assessments and evaluation and ensuring syllabus coverage bring about improved student achievements which translates into good teacher performance. Since the future of the state lies with the students, those students need to be educated and taught by well managed teachers, so that they can be equipped with the knowledge and skills to pilot the affairs of the country.

Amin et al. (2013), in his study on the investigation of teachers' job performance at secondary school level in Pakistan found out that the expressed teachers' job performance was high and good. The study results showed that teachers had good teaching skills as they use different appropriate methods of teaching in the class, made schemes of work and lesson plans for proper planning and content delivery and frequently assessed their students to identify their weaknesses hence devise means of improving their students' performance. This helped improve students' achievement hence teachers' performance as well. It was recommended that findings of this study should be used in the appointment and training of secondary school teachers, and to enhance teachers' performance in-service training programmes should be offered for present school teachers.

The influence of the headteachers' instructional supervisory practices on teachers' work performance in Arusha municipality in Tanzania, Simbano, (2015), revealed that majority of teachers had negative attitudes towards instructional supervision. Findings indicated that majority of headteachers strongly agreed that supervision benefits teachers on improving their teaching within the classroom and reduces lesson absence by teachers. The major challenges facing headteachers in supervisory practices were overload work by teachers and lack of certain teaching/learning materials averts effective instructional supervision process. The study concluded that to some degree, instructional supervision impact teacher performance in secondary schools and recommends the Ministry of Education Vocational Training to reinforce, seminars and workshops countrywide for headteachers and assistant headteachers. In relation to Simbano (2015), this study assessed the influence of instructional supervision on teachers' job performance, although it was not carried out in secondary schools of Buhimba Sub-county Hoima district in Uganda.

Chamundeswari(2013), in the study about state, matriculation and central board schools at the secondary level argued that teacher performance mainly depended on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. He argued that if the teachers take care of these factors, their performance can be enhanced to the optimum level. Chamundeswari (2013), based his research on secondary school teachers though his independent variable was job satisfaction leaving a gap of information school administrative practices by head teachers and teacher performance.

Saleem (2013) asserted that instructional supervision in the Pakistan context as assessed by professionalism exhibited underscore the coverage of fundamental facets of education by considering teachers engagement, attendance and professional conduct. Poor teacher selection causes inadequacies resulting into poor teacher performance as evidenced by absenteeism, irregular attendance and failure to complete syllabi in time thus affecting academic performance. Failure to appropriately select teachers for supervision highly affects their performance (D'Agostino, & Powers, 2008). Attractive ventures that determine selection are due to formal consideration and appealing to the high performers.

Fundamentally, effective mechanisms considered for teacher selection do acknowledge that for teachers to become more effective, school administrative practices certainly requires taking form in setting characteristics that identify individual weaknesses, strengths, threats and opportunities in their day-to-day activities (Harris & Sass, 2011). As such, Barber and Mourshed (2007)

reported that consideration of communication and interpersonal skills helps supervisory authorities to make concrete decisions on which teacher(s) to supervise, when and upon what parameters so as to help them identify their weaknesses and then provide meaningful feedback as a token of motivation.

Stringent teacher selection approaches used by authorities in England consider teacher performance as a vital anomaly of overall school performance but mainly for new entrants in the teaching profession. Teachers' demonstrate abilities especially among beginners at entry require centralized procedures to assess their readiness and suitability in determining their potential to take up particular teaching posts (Hobson et al, 2008). For the case of Uganda, teacher assessment exercise done post-licensure affirms competence and effectiveness in conducting their day-to-day activities. Teaching requirements at entry or during service are highly considered at screening before supervision is conducted as such requirements do differ from country to country taking various forms such as possessing an appropriate qualification, current performance and other necessary inputs (Zeitlin et al., 2011).

There isn't a national guideline for teacher selection in the United States of America as there are diverse variations from state to state as opposed to Japan where teachers undergo physical fitness tests, interviews and skill tests focused on instructional capabilities (Brodsky & Woods, 2000). In a pool of teachers to select from, some education systems abolish obstacles and thus make it more inclusive to address challenges faced by teachers by building their capacity and offering cordial support to nurture good performance. With centralized recruitment and appointment mechanisms in some countries such as South Africa, it makes it difficult for teachers to develop

a sense of commitment to their designated duties as appointed since supervision takes a wide top-down approach and less decentralized (Bechuke, 2015).

Accordingly, improving educational quality through teacher selection in Germany took route of school involvement in a more decentralized system in pursuit of ensuring regular assessment and evaluation of students, appropriate syllabus coverage and time management in form of timely scheming and making lesson plans as well as use of appropriate teaching aids (Hobson et al, 2010). Also, Hobson et al. (2009b) affirmed that teacher selection in Europe sets in mostly during the probationary period as a formative element of teacher induction for mentoring purposes. Teacher selection evidently assesses the realm of competence in a specific teaching environment (Roelofs, 2007). Additionally, Goldhaber and Theobald (2013) assert that teacher selection is vital in improving educational outcomes given that teachers do vary significantly and this helps in avoiding losses caused by exposing learners to ineffective teachers.

2.2.2 Time Tabling and Teacher Performance

According to Ottoum (2015), assessing teachers' abilities to draw teaching and instructional schedules for their classrooms by determining time slots is important. Documentation of teaching timetables as based on the curriculum requires preparing classroom plans arranged in a particular order as based on preferred systems in the school setting so as to improve teacher performance. Concerns for timetabling regard making appropriate schedules to guide teachers in their day-to-day teaching activities. In US time tabling helps school teachers and authorities in scheduling events according to the ideal time focus of teaching to ensure that teachers perform their duties diligently. Supervisors allocate time to supervise teachers in different settings such as schemes of work and lesson plans, appropriate teaching and learning aids, assessment and

evaluation of students in a bid to assess respective performances of teachers since these result in adequate syllabus coverage and in time which in the end leads to good student achievement hence teacher performance as well (Chetty, Friedman & Rockoff, 2014).

However, satisfying teaching requirements requires specific skills in drawing timetables and other formal schedules to provide a simultaneous array of promoting teacher performance (Rockoff et al, 2011). Meetings between teachers and their supervisors (internal or external) characteristically provide a shared platform for both parties to agree on what items to include in the time table in consideration of teacher availability so as to reduce on idle time during active study periods. It was therefore found expedient by Willemen (2002) that timetabling stands crucial where planners take time to draw conflict-free schedules. Proper timetabling also influences proper planning in form of making schemes of work, lesson plans, looking for appropriate teaching aids which in the end improve teacher performance. Without adequate instructional supervision, timetable construction problems may arise such as allocating sufficient resources including classrooms, teachers and time slots. Teacher assignment versus classroom assignment as mandated by both parties involved in timetable construction is as a result of instructional supervision (Ottoum, 2015).

Ottoum (2015) points out that, school management determines in practice that lessons laid out in the timetable are contrasted with the available time slots to appropriately consider conditions and restrictions imposed by unaligned school programs. Possibly, school puts in place measures teachers need to follow for the school to be satisfied which may include assessing teacher' syllabus coverage by checking their schemes of work and lesson plans, checking for the appropriateness of the teaching aids, and student continuous assessment and evaluation which

when adequate, the student achievement may be positive leading to good teacher performance. As such, teacher constraints do force school authorities to find time-slots to satisfy preferred requirements. Planners need to value set conditions in the timetable by weighing desires and determining the overall acceptable timetable. Making inappropriate timetables leadsto idle time which may create performance gap like inadequate syllabus coverage, use of wrong teaching aids ,under or over scheming ,and poor lesson planning which in the end will bring about poor assessment of students hence poor student achievement which in the end leads to poor teacher performance (Rockoff et al., 2011). An administrative consideration of drawing timetables with school management reduces unpleasant idle time to acceptable schedules as deemed necessary for objective service provision.

Given the assumption that teacher assignment is given, school management objectively finds way to allocate resources to lessons in satisfaction of all timetabling constraints (Ottoum, 2015). It was found out that timetabling characteristics consider both teacher-class demands as supreme interest items such as assigning rooms, time slots and students with an element of avoiding conflict in the school or class priorities and desires.

The Dutch education system utilizes network flow and graph coloring models to solve timetabling problems and reduce on the complexity in teaching activities. In pursuit to solve the core timetabling problem, school management takes a step-by-step feasible manner to draw appropriate timetables (Willemen, 2002).

Hybrid education systems in Europe assign constraints to improve teacher performance using tree-search algorithms and procedural specific solutions suggested by supervisors with practical relevance using decision support systems of constructing timetables (Goldhaber&Theobald,

2013).The Ugandan MoES considers teacher availability as the core constraint in timetable construction in secondary schools. Taking into account the availability of teachers feasibly keeps other constraints in shape and avoids conflicting priorities. Supervisors consider resource availability such as classroom blocks, teachers and other inputs to assess teacher ability to draw timetables (Kalule&Bouchamma, 2013).It was expedient for the Kenyan education system to consider the repair and streamlining of school timetable where specific knowledge is required in practice with regard to bottleneck and backtracking identification to be applied (Wanja, 2010).

2.2.3 Record Keeping and Teacher Performance

The role of school administrators in view of assessing teachers' skills and scope of knowledge in record keeping helps school management in planning and monitoring individual performance and thus necessitate achievement of educational objectives (Emuji&Nkoyo, 2015). Teachers' skill levels are measured and gaps are established which thus enables school management to equip them with skills of keeping classroom records for easy information retrieval when needed. Therefore, Ememe, Egu and Njoku (2011), stated that school principals should work to ensure that record keeping skills are sharpened so as to be able to adequately update records for both immediate and future use. Administrative effectiveness of school principals based on teachers' ability to keep records ensures teacher reliability to a larger extent which positively impacts on the accuracy of keeping up-to-date records (Yara&Otieno, 2010).

It was asserted by Sunmola(2008) that, keeping teachers' records helps in monitoring school and class activities including teacher punctuality, truancy, movements and holistic absenteeism. Poor record keeping hinders teacher performance because one cannot keep track of past events. Also, as a result of no updated records, teachers cannot ably perform their duties as per their

jurisdiction and this poses inadequacy in their performance. School authorities to strengthen record keeping gives it adequate control over their teaching fraternity. Findings further reveal that school directors should enforce record keeping as a prerequisite for teacher performance especially on matters related to punctuality so as to reduce absenteeism. Yavuz(2010) further maintained that absence of teachers in the school highly affects realization of school goals like timely and adequate syllabus coverage, proper planning in terms of making schemes of work, lesson plans , teaching aids and timely continuous assessments and evaluation which in turn hinders student achievement hence leading to poor teacher performance.

Failure to keep records by teachers, challenges school authority on knowing which student came late and makes it difficult to enforce discipline. Record keeping exposes weaknesses among teachers and the students and hence helps school administrators to set control measures. Sunmola (2008) pointed out that records are used as tools for performance appraisal in form of syllabus coverage, proper planning for teaching and assessment of students in order to establish individual strengths and weaknesses. Records are highly used for making cordial recommendations for corrective services. It involves storage, processing, retrieval as well as use of recorded information in a systematic manner. Teachers exhibiting poor records keeping face difficulties in administering, monitoring and planning their day-to-day teaching activities (Ememe, Egu&Njoku, 2011).

According to Yara and Otieno (2010), record keeping in itself should not be regarded a difficult task by teachers but rather looks more complex in retrieving and following the appropriate procedure. Basic records training may be imparted in teachers to share skills to take on duties and tasks deemed necessary to improve teacher performance. Wanja (2010), asserted that

applications, academic welfare, admissions and social welfare must be handled by teachers at classroom level to create a link between parents and students. Hence record keeping among teachers provides more holistic range of records on students and other school/class activities. Teachers manage class registers, students' assessment records, lesson notes, schemes of work and lesson plans which are the main tools for checking on the teachers' performance.

In Uganda, government aided schools receive records materials like papers for making schemes of work and lesson plans, teaching aids as part of the grants advanced to them but the poor handling of such records by teachers create a big gap in service delivery hence leading to poor teacher performance (Zeitlin et al, 2011). Therefore, Sunmola (2008) recommended that through school administrators, government should provide capacity building and re-training opportunities for teachers and other school personnel in record keeping and management in schools so as that they can appreciate the significance of the phenomenon and also develop a good orientation for high performance. In Nigeria, Enugu State education zone encourages monitoring of teachers' records keeping which in view helps in keeping updated records including attendance registers, schemes of work, lesson plans and school diaries among others records (Owo, 2014). These can easily refer to for instance to monitor students' classroom attendance, discipline, assessment and evaluation results which helps identifying their strengths and weaknesses and hence be helped to achieve better results which inculcates into good teacher performance as well.

2.2.4 Summary of Literature Review

The literature review above relays information about the influence of school administrative practices of head teachers on teacher performance in secondary schools. The influence of both variables was mainly hinged on the facets including teacher selection, timetabling, records

keeping. Establishing the literature gap was illustrated by the degree to which teachers exhibited a change in their orientation as a result of school administrative practices by head teachers; mishaps in teacher selection; timetabling problems; poor records keeping and poor teacher motivation and lack of funds. Thus, appropriate teacher selection for supervision, good timetabling, good records keeping would seemingly influence teacher performance as manifested through syllabus coverage, regular making of schemes of work as well as lesson plans and timely assessment and evaluation of students' progress. Failure to implement school administrative practices by head teachers impacts negatively their ability to execute professional mandate and thus implicates teacher performance. Therefore, it was clearly established that without school administrative practices by head teachers, teacher performance in secondary schools in Buhimba Sub-County Hoima district is put at stake hence negatively affecting teacher performance. Discussed above are views representing the local and global context on the impossibilities and likelihoods as far as school administrative practices by head teachers and teacher performance are concerned.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research methodology applied in carrying out the study on school administrative practices of head teachers and teacher Performance in secondary schools in Buhimba Sub County Hoima District. It covers description of the research design, study population, determination of sample size, sampling techniques and procedure, data sources and collection methods, data collection instruments, quality control of instruments, procedure for data collection, data analysis, measurement of variables, ethical considerations, limitation and delimitations.

3.2 Research Design

The researcher applied a cross-sectional design to examine the influence of school administrative practices by head teachers on teacher performance. The design was considered appropriate due to the fact that it was used to collect data from a sample of a population at a particular time in order to obtain information (Amin, 2005) which was timely and cheap to use (Babbie, 2007). Both qualitative and quantitative approaches were used to collect data. Quantitative approach was used for easy analysis and triangulation of findings while qualitative approach was used in collecting descriptive and narrative data to make an in-depth exploration on how instructional supervision influences teacher performance in secondary schools in Buhimba Sub-County.

3.3 Study Population

The study population comprised of teachers because they were the main subjects affected by the school administrative practices, Board of governors, Parents-Teacher Association members, district education commission officials and ministry of education officials were vital because they are the ones who implement the administrative practices in the secondary schools (the key informants). 114 teachers, 7 headteachers, 30 Board of governors, 21 PTA members, 5 DEC officials and 5 MoES officials were involved in the study. In total the study involved 182 respondents.

3.4 Sample Size

According to Fraenkel and Wallen (2009), a sample is a subsection of a population. Since the population was quite big, Roston (2008) recommended selection of a representative study population. Therefore, Krejcie & Morgan (1970) Table of sample determination was used to determine the sample size and on what category and number of respondents to be engaged in the study.

Table 3.1: Composition of the respondents

Category of respondent	Population	Sample size	Sampling technique
Teachers	114	86	Simple random sampling
Headteachers	7	7	Purposive
B.O.G	30	27	Simple random sampling
PTA members	21	18	Simple random sampling
DEC officials	5	5	Purposive
MoES	5	5	Purposive
Total	N=182	S=148	

Source: Hoima District Statistical Abstract (2017/18)

3.5 Sampling Techniques and Procedure

The researcher therefore applied both simple random and purposive sampling techniques of sampling to collect data. Simple random sampling means to give an equal and independent chance to all individuals to take part in a study (Fraenkel & Wallen, 2009). Teachers, B.O.G, P.T.A. members were selected using simple random sampling. It was used to give equal chance to the respondents. Purposive sampling was used to get information from respondents like Headteachers, District Education Commission officials, Ministry of education officials (key informants) in their various dignitaries. Proposing this sampling technique, the researcher was able to get data from individuals with the required information on school administrative practices by head teachers and teacher performance as proposed by Fraenkel and Wallen (2009).

3.6 Data Sources and Collection Methods

3.6.1 Data Sources

To collect data, the researcher used both primary and secondary sources of data. Secondary data was obtained using document review of already existing records in schools, district headquarters as well as the national library Kothari (2009). This data was readily available and quite easy to access. Remarkably, primary data was obtained from respondents using questionnaires and interviews and it was data reported for the first time (Fraenkel and Wallen, 2009).

3.6.2 Interviews

The researcher used interviews to gather data from key informants. This method assisted the researcher to collect detailed information in a more flexible way as it also allowed for probing/prompting for required data from the key informants as suggested by Roston (2008).

3.6.3 Document Review

The researcher applied a document review to gather secondary data from archived records to make comparison with the primary data obtained so as to ascertain the coherence of the data and justify the research problem. Data to be acquired was in relation to the study objectives and it was collected without interrupting the study process (Saunders et al., 2012).

3.7 Data Collection Instruments

3.7.1 Interview guide

Interviews carried out using an interview guide involved probing to prompt more responses from interviewees (Roston, 2008). The researcher applied an interview guide to collect in-depth qualitative data from 8 key informants including: 3 headteachers, 3 DEC officials and 2 MoES officials and information obtained was used to supplement on the one got from questionnaires. The researcher made effort to schedule appointments with all key informants on preferred dates at their convenience to interact in a discussion.

3.7.2 Questionnaire

It was revealed by Fraenkel and Wallen (2009) that questionnaires are cost-effective tools for data collection and easy to administer in a shorter time period. The researcher developed a questionnaire comprising of close-ended questions which was distributed to 122 respondents including 79 teachers, 25 Board of governors and 18 PTA members as affiliated to the respective schools. The closed-ended questions were preferred for reasons of their high response rate. Given their orientation and position, the respondents were considered significant to provide adequate and meaningful responses regarding the research study.

3.7.3 Documentary Review Guide

Existing records found at school premises, district headquarters and national libraries were sourced and reviewed to collect secondary data about school administrative practices by head teachers and teacher performance in schools in Buhimba Sub-County. Records such as journals,

strategic plans, newspapers, annual reports and university magazines were reviewed as supported by Saunders, Lewis and Thornhill (2012).

3.8 Quality Control of the instrument

3.8.1 Validity of the Instrument

According to Amin (2005), validity means the degree of suitability of a research tool. A questionnaire was developed, presented and discussed with supervisors to establish face validity. Therefore, Content Validity was determined by content validity Index test using the formula below:(Amin (2005) provides that an instrument is valid with CVI greater than 0.7)

$$\text{CVI} = \frac{\text{Number of items declared relevant/ valid}}{\text{Total number of items}}$$

Total number of items

3.8.2 Reliability of the instrument

Amin (2005) revealed that reliability is the level of consistency of a research instrument even after repeated measures. The degree of reliability was established using Cronbach Coefficient Alpha that would show the level of the relationship between the study variables. According to Saunders et al (2012), a coefficient equivalent to 0.50 or more depicts a higher degree of reliability.

3.9 Procedure for Data Collection

The researcher obtained a letter of introduction from Kyambogo University which was presented to the appropriate authorities in Buhimba Sub County, district headquarters and

MoES seeking permission to collect data for the study. Upon being granted permission, the researcher distributed questionnaires as deemed fit. The researcher made appointments with key informants to ensure that it was convenient to them.(Saunders et al., 2012).

3.10 Data processing and Analysis

Raw data obtained from the researchers was sorted, edited and processed using Statistical Package for Social Scientists (SPSS) for quantitative data while qualitative data was categorized according to objectives.

3.10.1 Quantitative Data Analysis

The researcher applied descriptive statistics to explore the data and verify the study hypothesis. The researcher used SPSS to analyse the data collected. Data presentation took form of tables displaying frequencies and percentages. Pearson Correlation coefficient analysis was conducted to establish the relationship while linear regression analysis was conducted to establish the strength and magnitude of the relationship between study variables.

3.10.2 Qualitative Data Analysis

Processing of qualitative data involved categorising data and attaching it to appropriate categories. The analysis of the interview responses was edited according to the themes developed from the objectives of the study. Responses from questionnaires and interview response was edited, coded and reported using descriptive narration of opinions, experiences and views of the participants. Descriptive statistics was used to analyse the coded responses .Where necessary, quotes from the respondents were used to strengthen the interpretation.

3.11 Measurement of Variables

The researcher used a nominal scale to categorize variables while interval scale was used to measure respondents' age. Fundamentally, the researcher applied a Likert scale (1—5) rating to assess the extent to which respondents agree or disagree in regards to the items under investigation a 1-5-point scale (Saunders et al., 2012).

3.12 Ethical Considerations

The researcher kept in confidence the information provided in the questionnaires to observe confidentiality. The classified information of the respondents was for education purpose.

3.13 Limitations of the study

Respondents like the key informants were too busy that it became hard for the researcher to get them as she had planned. However, the researcher had to make appointments with them in order to carry out the study.

The school programmes did not favour the researcher to conduct the study in the planned time. However, the researcher had to adjust in order to carry out the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

The chapter presents the background characteristics of respondents and also contains results and interpretation relating to sample characteristics of respondents. The presentation was guided by research objectives and statistics aimed at generating responses from the research questions regarding the influence of school administrative practices by head teachers on teacher performance in Buhimba Sub-County Secondary Schools Hoima District-Uganda.

4.2 Response Rate

The study targeted 148 participants out of which 130 responded giving a response rate of 88% as illustrated in Table 4.1. **Table 4.1: Response Rate of Participants**

Category of respondent	Sample size	Actual	Response Rate
Teachers	86	79	92%
Headteachers	5	3	60%
B.O.G	28	25	89%
PTA members	19	18	95%
DEC officials	5	3	60%
MoES	5	2	40%
Total	S=148	130	88%

As shown in the table above, findings revealed that participants who responded were 130 giving the response rate of 88%. It was considered an adequate proportion for the researcher to make conclusion given the sufficient representation across all categories.

4.3 Demographic characteristics of respondents

The questionnaires sought to establish the demographic setup of the sample size in regards to age, sex, marital status, education level and period of service as shown in Table 4.2 below:

Table 4.2: Distribution of respondents by Demographic Characteristics

Demographic Factor	Characteristic	Frequency	Percentage (%)
Age	20—30	45	37%
	31—40	39	32%
	41—50	31	25%
	51 above	7	6%
Sex	Male	83	68%
	Female	39	32%
Educational Level	Graduate	103	85%
	Postgraduate	9	7%
	Diploma	10	8%
Marital Status	Single	32	26%
	Married	84	69%
	Divorced	5	4%
	Widowed	1	1%
Period of service	<1 year	16	13%

	1—2 years	36	30%
	3—4 years	19	16%
	5 years above	51	42%
Total		122	100%

Source: Primary Data, 2019

As shown in Table 4.2, findings illustrate that majority of respondents 45(37%) were between 20—30 years of age, 39(32%) were between 31—40 years, 31(25%) were between 41—50 years while the least 7(6%) were 51 years and above. Findings show that majority were still below 30 years which means they are still energetic teachers who are involved in the teaching and learning of students.

Results from the study revealed that majority of respondents 83 (68%) were male while 39(32%) were female. This indicates that male teachers are more availability at the school compared to female ones.

Table 4.2 shows that majority of the respondents 103(85%) were graduates (degree holders), 10(8%) were diploma holders while 9(7%) held postgraduate (master’s degree). This kind of trend implied that all respondents had cognitive ability and intellectual responsibility to interpret the research concepts. Therefore, respondents were assumed to have adequate capacity to articulate matters related to the study.

Results illustrated that majority of respondents 84(69%) were married, 32(26%) were single, 5(4%) were divorced while only 1(1%) were widowed. With majority being married, it demonstrated a higher level of responsibility and maturity exhibited by respondents to provide reliable responses.

From the study findings, it was established that majority respondents 51(42%) had served at least 5 years and above, 36(30%) had served between 1—2 years, 19(16%) had served between 3—4 years while the least 16(13%) had served for less than one year. Establishing the period of service was aimed at determining respondents' perceptions depending on their accumulated experience.

4.4 Research Findings

Correlation and Regression analyses were used to provide answers to the research questions. Descriptive findings were presented chronologically in accordance with the research objectives. Analysis was based on the 1-to-5-point Likert scale i.e. 1= Strongly Disagree 2= Disagree, 3= Not Sure, 4= Agree and 5= Strongly Agreed. Measures of central tendency including mean and standard deviation were used to show the average difference and impact from the mean position. Interpretation of the ratings took form of <3 portraying disagreement with items while >3 portrays agreement. For standard deviation, <1 show commonality in the response distribution while >1 shows mixed responses (divergences).

4.4.1 Teacher selection for supervision and Teacher performance

Descriptive analysis

Descriptive analysis was conducted to establish the level of agreement and disagreement between the study variables.

The first study objective was to examine the influence of teacher selection for supervision on teacher performance in secondary schools in Buhimba Sub County. The section explored

3research question statements to assess how respondents agreed or disagreed as based on the Likert scale. For uniformity and easy interpretation in the Likert scale, strongly agree and agree were merged into “*agree*” while strongly disagree and disagree were merged into “*disagree*” and then undecided as shown in the Table 4.3 below.

To establish the level of agreement and disagreement between the study variables, descriptive analysis was conducted as shown in the table below:

Table 2.3: Descriptive analysis showing the influence of Teacher selection for supervision on teacher performance in secondary schools in Buhimba Sub County

Teacher Selection	Proportion of respondents who agree, disagree or undecided					
	N	Disagree	Un decided	Agree	Mean	Std. Deviation
Teacher is selected basing on merit	122	10(8%)	8(7%)	104(85%)	3.92	0.799
Teacher selection for supervision is done at random	122	16(13%)	10(8%)	96(79%)	3.75	1.017
Teacher is selected basing on the specific subject need	122	6(5%)	10(8%)	106(87%)	4.04	0.709
Teacher is selected basing on the subject competence	122	11(9%)	6(5%)	105(86%)	3.99	0.858
Selection of teachers to supervise promotes professional development	122	16(13%)	12(10%)	94(77%)	3.77	0.925

Source: Primary Data, 2019

The table above reveals that majority 104(85%) teachers are selected based on merit to be supervised, 10(8%) disagreed while only 8(7%) were undecided. According to the finding, majority supported the notion ascertaining that teachers were selected for supervision on merit whose orientation had a positive bearing on teacher performance in Buhimba Sub County.

Qualitative findings from interview revealed that:

Teacher selection for supervision is done to see how well teachers are performing in classrooms for student achievement. This is measured by looking at teachers' schemes of work, lesson plans, teach' records for students' continuous assessments and syllabus coverage. Those who are not performing well are recommended for help by subject heads or for further studies.

In Hoima, the inspector of schools visits like once/twice a term to see what is going on in schools...this is done to ensure that schools are adhering to the set standards and procedures in the ministry...Teachers' weaknesses and strengths are identified so that teachers are well supported and prepared to deliver good services to enable students pass well in their final exams which also promotes good teacher performance. Instructional supervision aims at strengthening the weak points of teacher...KI-2

According to Table 4.3, findings revealed that majority respondents 96 (79%) agreement that teacher selection for supervision in Buhimba sub-county secondary schools is done at random, 16(13%) disagreed while 10(8%) were undecided. This kind of trend implies that teacher selection can be done at random to get teachers to be supervised during active classroom lesson engagements. This aligned with teacher performance in which citing out teachers to be supervised would be based on random selection regardless of their performance, grade or gender. It was affirmed by key informants that sometimes teachers can be selected at random as below:

For me I think carrying out teacher selection at random is to ensure that at least all teachers are supervised to check on their syllabus coverage, schemes of work and lesson plan as well as see if they continuously assess students throughout the learning period

and also use appropriate teaching methods and aids which may affect learners' performance. He also affirmed that teacher selection can even be random especially if you see a teacher is not doing well...KI-4

Findings also revealed that majority 106(87%) teachers were selected basing on the specific subject need, 10(8%) were neutral while 6(5%) were in disagreement. Findings revealed that in situation where there was a specific subject need, it could determine teacher selection for supervision to check on individual performance of teachers in Buhimba Sub County. Also, from the qualitative findings, it was revealed that teacher selection could be based on specific subjects as affirmed by key informants in the verbatim below:

It is vital to assess teachers' strengths and weaknesses so that they can be helped if there is need via instructional supervision because through it teachers receive tips on how to improve their performance in specific subject they teach for instance through encouraging them to make lesson planning and schemes of work which guide them in teaching, appropriate teaching aid and use of appropriate teaching methods and also to continuously assess their students such that they can identify their strengths and weaknesses...KI-6

We base on how students are performing...we also receive complaints from fellow teachers reporting weaknesses of their colleagues and this gives us base to supervise that particular subject or teacher responsible...KI-4

At district level, we assess things like general school performance in terms of grades at the end of every year, then critically identify the subjects in which learners are

performing poorly then embark on our tasks by identifying those schools and particularly the poor done subjects...KI-5

When some subjects are being done poorly especially at the intervals such as mid-term or end-term, instructional supervision is quite important because here we can see that a subject like mathematics is not done well, so we launch supervision of all mathematics teachers in all classes... KI-8

In Table 4.3, majority respondents 105(86%) revealed that teacher selection for supervision assesses subject competence of a given teacher, 11(9%) disagreed while only 6(5%) were undecided. This trend implied that subject competence could also determine teacher selection as a way of identifying a teacher for supervision in order to check on their performance in the instruction of classroom activities in Buhimba Sub County. Findings affirmed teacher selection based on competence in their respective subjects as per the following verbatim:

Instructional supervision improves teachers' morale to deliver excellent services. For example, if teachers are supervised and given positive complements, their competence and morale are enhanced...we once visited Duhaga and supervised like 4 teachers who were reportedly struggling but after giving them feedback, we received information from the headteacher that students performed well in their subjects scoring credits and As... KI-8

Teacher selection is based on the overall school performance because here we can scan and see the needs of teachers and our learners to help teachers improve efforts...when

students performance declines, instructional supervision should be done and it is what we do... KI-7

Findings also revealed that majority respondents 94(77%) agreed to the notion that teacher selection for supervision promotes professional development, 16(13%) disagreed and the least 12(10%) were undecided. This signified that selection of teacher for supervision aligned to their mentorship in respective schools in Buhimba Sub County. Qualitative findings further affirmed that teachers were mentored during instructional supervision as pointed out by key informants:

As an inspector of schools, I look at basically the most crucial things like mode of delivery, class engagement, use of appropriate methods and teaching aids, teacher enthusiasm, smartness is also inclusive, etc....also time management should be a point because some teachers can report to class half way the lesson...supervision mentors teachers because if given feedback they can reform and improve on their performance... KI-5

Study findings, revealed mean values which were greater than 3 (3.75-minimum and 4.03-maximum). This illustrated that teacher selection for supervision was carried out either randomly or based on a given criteria. The scores for std. dev. (.799-minimum and .925) less than one entailed a common opinion with regard to teacher selection for supervision as a facet for instructional supervision despite the 1.017 that depicted divergence of opinion among respondents. This therefore signified that teacher selection for supervision is a strong element to be considered in school administration with the aim of improving teacher performance in Buhimba Sub County, Hoima District.

Correlation analysis

Correlation analysis was conducted to measure the relationship between two or more study variables.

The researcher computed the Pearson's correlation coefficient to determine the relationship between teacher selection for supervision and teacher performance in secondary schools in Buhimba Sub –CountyHoima district as shown in Table 4.4:

Table 4.4 Correlation between teacher selection and teacher performances

Correlations			
		Teacher selection	Teacher performance
Teacher selection	Pearson Correlation	1	.246
	Sig.(2-tailed)	.006	
	N	122	122
Teacher performance	Pearson correlation	.246	1
	Sig.(2-tailed)	.006	
	N	122	122
Correlation is significant at 0.01 level			

Source: System Data, 2019.

In the table above, findings show that there was a significant relationship between teacher selection and teacher performance ($r = .246$; $p = .006$). This means that the better the teacher selection for supervision during school administration by head teachers, the more significant influence it has on teacher performance in secondary schools in Buhimba Sub County. This is

because it helps identify teachers' strengths and weaknesses which improves instructional abilities in school hence bring about improved teacher performance

Regression analysis

Linear regression analysis was conducted to establish the strength and magnitude of the relationship between teacher selection for supervision and teacher performance as shown in the table below:

Table 4.5: Regression Analysis showing the influence of teacher selection for supervision on teacher performance

R Square=0.452, Adjusted R Square =0.447, Sig=.000						
Model		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta	T	Sig.
1	Constant					
	Teacher selection	7.699	1.269		6.068	0.000
		0.643	0.065	0.672	9.949	0.000
a. Dependent Variable: Teacher Performance						

Source: System Data, 2019

As shown in Table 4.5 above, a 44.7% variance in teacher selection is attributed to teacher performance (Beta = .672, R=0.447, P<.001). This implies that teacher selection as an administrative practice by head teachers is statistically a significant predictor of teacher performance.

4.4.2 Time Tabling and Teacher Performance

The second objective was to examine the predictive power of time tabling on teacher performance in secondary schools in Buhimba Sub County.

Descriptive analysis

Descriptive analysis was conducted to establish the level of agreement and disagreement between the time tabling and teacher performance as shown in the table below.

Table 4.6: Descriptive analysis showing the impact of timetabling on teacher performance in Buhimba Sub -County secondary schools in Hoima district

Classroom Timetabling	Proportion of respondents who agree, disagree or undecided					
	N	Disagree	Un decided	Agree	Mean	Std. Deviation
Timetabling improves activity scheduling	122	4(3%)	2(2%)	116(95%)	4.25	0.647
Timetabling fosters teacher availability	122	10(8%)	4(3%)	108(89%)	4.03	0.802
Timetabling eases supervision	122	7(6%)	4(3%)	111(91%)	4.18	0.750
Timetabling improves time management among teachers	122	3(5%)	5(4%)	114(93%)	4.20	0.664
Timetabling influences sufficient resource allocation	122	11(9%)	11(9%)	100(82%)	3.96	0.913

Source: Primary Data, 2019

Findings in Table 4.6 revealed that majority 116(95%) were in agreement with the notion that timetabling improved activity scheduling among teachers, 4(3%) while only 2(2%) were undecided. This finding implied that proper timetabling had a strong impact on teacher performance in secondary schools in Buhimba Sub County. Qualitative findings affirmed that timetabling indeed enhances activity scheduling among teachers. Results from the interview revealed that time tabling is very important for teachers. It provides an opportunity for the teacher for proper planning, know the check points, guides teachers on making schemes of work and lesson plan, organizing teaching aids and appropriate teaching methods which leads to completion of the syllabus in time and hence student achievement is realized. In this way, teacher performance is measured.

Good timetabling in schools enables teachers to attend to all vital activities in their designated time...it allows teachers to know when to part-time in other schools so as to make ends meet because they may not only survive on one salary...He said there is a timetable followed and supervision is done once in a term and in a term three teachers are supervised...He said while in instructional supervision, they look out for: teachers' lesson notes, Instructional materials used, assessment of learners...KI-2

Table 4.6 Majority 108(89%) agreed that timetabling fostered teacher availability in secondary schools while 10(8%) disagreed and 4(3%) were undecided. As such, findings affirmed that with appropriate timetabling, teacher availability could be determined, assessed and evaluated in order to assess their overall performance. Additionally, qualitative findings affirmed that with timetables in place, teacher availability could be assured as follows:

As inspectors we can only supervise teachers if their lessons are on the timetable because we don't want to have scenarios where teachers are placed in lessons they have not prepared for...this can cause anxiety and fear and we may fail to achieve our objective...once I went to supervise teachers in some school and almost half were available because many of them were part-timing elsewhere...KI-5

As shown in the table above, it was also revealed that 111(91%) agreed to the issue that timetabling eases instructional supervision, 7(6%) were in disagreement while the least 4(3%) were neutral. It was thus affirmed that with proper timetabling, instructional supervision could be well-effected whose bearing positively impact teacher performance in secondary schools in Buhimba Sub County.

Majority 114(93%) agreed that timetabling improves time management among teachers in Buhimba Sub County, 5 (4%) were undecided while 3(5%) disagreed. The findings thus showed that time management among teachers would be improved with good timetabling which would in turn translate into good teacher performance in secondary schools in Buhimba Sub County. Qualitative information revealed that timetables were management tools as per the verbatim below:

Since timetables are drawn in reflection of the available teachers, they enhance syllabus completion in time so that we can focus efforts on learners' performance...without following the timetable, it may be difficult to finish the syllabus unless there are extra lessons...they are also management tools used by school administrators...KI-8

From the study findings, it was also revealed that majority 100(82%) agreed that timetabling influenced sufficient resource allocation while those that disagreed and were undecided both contributed 11(9%). This kind oftrend entailed that timetabling in secondary schools could influence efficient resource allocation which would positively impact on teacher performance as supported by qualitative findings in the following verbatim:

Following the timetable is another aspect of assessing teachers' performance and so supervisors must use it as a benchmark to determine how teachers are performing...supervisors get to class as early as the period is supposed to start to see if teachers are actually on time...school leaders base on them to allocate teachers and things like lab rounds for each class...KI-7

Measures of central tendency revealed mean values scored were all greater than three which signified thatmajority were in agreement with the notions thus affirming that timetabling impacts on teacher performance in Buhimba Sub County ranging between 3.96-minimum and 4.25-maximum. Also, the standard deviation scores were below one which implied a common opinion held in regards to how timetabling impacts on teacher performance in Buhimba Sub County in Hoima.

Correlation Analysis

The Pearson's correlation coefficient was conducted to determine the relationship between timetabling and teacher performance in secondary schools in Buhimba Sub County was computed and the results are shown in the below.

Table 4.7: Correlation Analysis showing the relationship between timetabling and teacher performance

Correlations			
		Timetabling	Teacher performance
Timetabling	Pearson Correlation	1	.672**
	Sig.(2-tailed)		0.000
	N	122	122
Teacher performance	Pearson correlation	.672**	1
	Sig.(2-tailed)	0.000	
	N	122	122
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: System Data, 2019

In Table 4.7 above, system findings showed a significant relationship between timetabling and teacher performance ($r = .600$; $p = .000$). This therefore implied that an improvement in timetabling in secondary school facilitates a positive influence on teacher performance in secondary schools in Buhimba Sub County.

Regression analysis

The researcher conducted a linear regression analysis to establish the strength and magnitude of the relationship between timetabling on teacher performance and the results are shown in the table below.

Table 4.8: Regression Analysis showing the predictive power of timetabling on teacher performance

R Square=0.573, Adjusted R Square =0.570, Sig=.000						
Model		Unstandardized Coefficients	Standardized Coefficients			
1	Constant	B	Std. Error	Beta	T	Sig.
	Time tabling	2.288	1.420		1.612	0.110
		0.870	0.069	0.757	12.696	0.000
a. Dependent Variable: Teacher Performance						

Source: System Data, 2019

Table 4.8 above shows a 57% predictive power of timetabling on teacher performance (Beta = .757, R=0.570, P<.001). This means that timetabling was a significant predictor of teacher performance. Implying teacher performance significantly improved as a result of time tabling in Buhimba sub-county Hoima district.

4.4.3 Record Keeping and teacher performance

The third objective was to examine the influence of record keeping on teacher performance in secondary schools in Buhimba sub-county Hoima district. This is shown in the table 4.9 below:

Descriptive Analysis

Descriptive analysis was conducted to establish the level of agreement and disagreement between the study variables that is record keeping and teacher performance.

Table 34.9: Descriptive Analysis showing the influence of Record Keeping on teacher performance in secondary schools in Buhimba Sub County Hoima district

Record Keeping	Proportion of respondents who agree, disagree or undecided					
	N	Disagree	Undecided	Agree	Mean	Std. Deviation
Teachers exhibit good record keeping in Buhimba	122	25(20%)	10(8%)	87(71%)	3.66	1.019
Teachers maintain updated records as per their respective roles	122	9(7%)	9(7%)	104(86%)	3.96	0.743
Supervisors review records to monitor teacher performance	122	12(10%)	7(6%)	103(84%)	3.92	0.819
Record keeping has reveals teachers' strengths and weaknesses	122	11(9%)	9(7%)	102(84)	3.91	0.833
Record keeping enables teachers to know their students' skill level	122	3(2%)	2(2%)	117(96%)	4.17	0.571
Supervisors regularly review teacher records of work	122	44(36%)	17(14%)	61(50%)	3.20	1.096

Source: Primary Data, 2019

Findings revealed that majority 87(71%) were in agreement with the notion that teachers exhibit good record keeping in Buhimba, 25(20%) disagreed and 10(8%) were undecided. This kind of

trend signified that record keeping among teachers in secondary schools in Buhimba Sub County had a contribution to their performance. Qualitative findings by key informants affirmed that teachers exhibited good record keeping. Results from the interview revealed that records of class activities and class progress helped teachers find out areas which needed improvement like in the schemes of work, lesson notes, assessment and evaluation of students which can improve their performance as well. We encourage teachers to keep records such that they can improve on their performance by encouraging them to always prepare and complete their schemes of work, lesson plans, prepare teaching and learning aids, keep students 'continuous assessment and evaluation results, maintain record of lesson notes, students' registers.

Good record keeping should be in form of lesson planning, scheme of work, class attendance registers, students' marks,...these are ways in which teachers do their record keeping and if they do not prepare these their performance is affected because they may not know what to do in different situations...KI-2

When teachers make their records, they are always reminded on what to do...record keeping is a must for teachers as they have to prepare things like lesson plans which guide them in doing their work in class...KI-1

Study findings revealed that majority respondents 104(86%) affirmed that teachers maintained updated records while those that disagreed and the undecided ones contributed each 9(7%). It was thus affirmed that teachers endeavored to maintain updated records which positively contributed to improved teacher performance. In accordance with qualitative findings, results from the interview affirmed that teachers in Buhimba Sub County were obliged to maintain updated records as said below:

Reviewing teachers' records helps us identify the help needed especially if their lesson planning is not good; it reflects that even their delivery may not be so good...so up-to-date record keeping helps teachers to make decisions which could improve student performance...KI-7

When teachers have updated records that guide them, they are positioned to perform well...in cases where teachers do not have enough documents to guide their service provision, student performance is at stake...there is no way teachers can perform without basic documents such as lesson plans...we sometimes base on record keeping to promote some teachers to another level such as deputy headteachers, director of studies, or any post based on how organized they are at class level...as an inspector at district level, we ensure that record keeping is taken as a priority because it guides teachers in the way they do their work...KI-5

In Table 4.9, findings revealed that majority respondents 103(84%) agreed that supervisors monitored teacher performance by reviewing their records, 12(10%) disagreed while 7(6%) were undecided. This therefore affirmed that an administrative practice of reviewing teachers' records would have a significant bearing in monitoring teacher performance in secondary schools in Buhimba Sub County. Qualitative findings affirmed that record keeping could be used as a monitoring tool for teacher performance as asserted by key informants as follows:

As teachers keep class records, schools can have historical facts and evidence of school performance which can enable planning...record keeping is also a form of compliance with the set rules and responsibilities that teachers have to fulfill so as to minimize risks

of poor academic performance. School administrators use these records as tools to monitor teacher performance to see their contribution to school prosperity...KI-8

When we go to supervise, to monitor teacher performance we must look at their lesson plans, scheme of work and also review the registers of class attendance...we review the records of student performance every time we visit...in my last supervision last week, I had to check even previous lesson plans because about 15 students did not pass well to go to S4...KI-4

Majority 102(84) revealed that record keeping reveals teachers' strengths and weaknesses, 11(9%) disagreed and the least 9(7%) were neutral. This finding affirmed that instructional supervision targeted to record keeping, could highlight teacher strengths and weaknesses and thus support improvement in their performance. Qualitative information affirmed the notion as follows:

Using records, teachers are able to identify students' weaknesses and find ways of helping, guiding and supporting them to understand the concepts so as to improve their performance...it can help teachers check if the syllabus has been covered...KI-6

Study findings also revealed that majority 117(96%) were in agreement with the notion that record keeping enabled teachers to know their students' skill level, 3(2%)while 2(2%) were undecided. It was hence affirmed that record keeping could improve teacher performance. Additionally, qualitative information affirmed that teachers were in position to know students' skill levels as per the verbatim below:

In keeping records, teachers are able to follow up for example, if students' marks are recorded, they can be in position to look back and compare with the present to see if there is any improvement in performance, if students attend classes regularly and others...KI-3

Findings also revealed that majority 61(50%) agreed that supervisors regularly reviewed teacher records of work despite a significant proportion 44(36%) disagreeing and 17(14%) were undecided. The findings affirmed that efforts to make regular record reviews had a significant influence on teacher performance. As per the qualitative findings, though some challenges which might be responsible for irregular review of teachers' records were cited in the verbatim below:

Personally, I was once caught without a scheme of work, so I asked a colleague of mine from another school to help me with his but I mistakenly forgot to change some details and I was caught but the supervisor was lenient enough and she told me not to do it again but just inform that I misplaced or it got lost instead of forging a way forward...Schools are challenged during instructional supervision because teachers have many schools they teach and therefore don't give their best to improve their performance and hence student achievement as well...KI-8. This implies that there should be regular review of the teachers' records to ensure completeness and correctness.

Lack of storage is one thing because some teachers make their records well and schools do not have enough room to accommodate the records...for this reason, teachers sometimes store these records in their homes...KI-1

Unavailability of some part of the records has been identified during supervision rounds...some records of previous terms may go missing due to things like teachers' negligence or lack of space to store them...in some schools, administrators provided lockers where teachers of different subjects store their items...KI-2

With regard to the mean scores, all values were greater than three (3.20-minimum to 4.17-maximum) implying that record keeping was indeed an element considered while conducting instructional supervision to enhance teacher performance in Buhimba Sub County, Hoima District. This was also accompanied by the standard deviation less than one ranging from .571-minimum and .833-maximum which signified common opinion held among majority. Nevertheless, some divergent opinions as portrayed by the standard deviation greater than one i.e. 1.019 and 1.096 depicted that record keeping might not necessarily enhance teacher performance in Buhimba Sub County.

Correlation Analysis

Correlation analysis was conducted to determine the relationship between record keeping and teacher performance in secondary schools in Buhimba Sub- County and the results are shown in the table below.

Table 4.10: Correlation Analysis showing the relationship between record keeping and teacher performance

Correlations			
		Record keeping	Teacher performance
Record keeping	Pearson Correlation	1	.411**
	Sig.(2-tailed)		0.000
	N	122	122
Teacher performance	Pearson correlation	.411**	1
	Sig.(2-tailed)	0.000	
	N	122	122
** . Correlation is significant at the 0.01 level (2-tailed).			

Source: System Data, 2019

Table 4.10 above shows system findings which depicted a significant relationship between record keeping and teacher performance ($r = .411$; $p = .000$). This by implication indicates that an improvement in record keeping in secondary schools would positively influence teacher performance in schools in Buhimba Sub County.

Regression Analysis

Regression analysis was conducted to establish the strength and magnitude of the relationship between record keeping and teacher performance among teachers in Buhimba sub -county Hoima district as shown in the table below.

Table 4.11: Regression Analysis showing the influence of record keeping on teacher performance

R Square=0.169, Adjusted R Square =0.162, Sig=.000						
Model		Unstandardized Coefficients	Standardized Coefficients			
1	Constant	B	Std. Error	Beta	T	Sig
	Record keeping	12.445	1.588		7.837	0.000
		0.341	0.069	0.411	4.936	0.000

a. Dependent Variable: Teacher Performance

Source: System Data, 2019

As shown in Table 4.11, (Beta = .411,R= 0.162,P<.001) the regression analysis of record keeping and teacher performance depicts a 16.2% influence on teacher performance which implies that record keeping alone does not influence teacher performance however there are other factors.

4.4.4 A grouped Coefficients Regression Analysis for study variables

A grouped coefficient of all study independent variables was computed to contrast how they relate with the dependent variable teacher performance. In consideration, a grouped coefficient regression was aimed at helping the researcher to rank variables so as to show the relative contribution and effect of each independent variable to the dependent variable as shown in Table.

Table 4.12: Coefficients of school administrative practices of head teachers and Teacher performance

Coefficients					
	Unstandardized		Standardized		
	B	Std.Error	Beta	T	Sig.
Model					
1 constant	-3.094	1.261		-2.454	.016
Teacher selection	.442	.047	.461	9.392	.000
Time tabling	.674	.057	.587	11.783	.000
Record keeping	.006	.043	.007	.143	.887

a. Dependent Variable: Teacher Performance

Table 4.12 demonstrates that all study independent variables were significant to the dependent variable. By inference, all variables had an effect on teacher performance in secondary schools in Buhimba Sub County. The results in the table indicated that record keeping had the highest significance ($P=0.887$) and the lowest positive coefficient (0.006), followed by teacher selection ($P=0.000$) with a positive coefficient of (.442), and then timetabling with the least level of significance ($P=0.000$) but with the highest positive coefficient (0.674). By implication therefore timetabling having had the lowest level of significance but bearing the highest positive coefficient, affects teacher performance more than other independent variables, followed by teacher selection, by virtue of the level of significance and lastly record keeping.

Qualitative findings further revealed other ways how school administrative practices by head teachers can influence teacher performance in schools in Buhimba Sub County and other parts of Uganda. These suggestions are presented in the following verbatim below:

If all teachers are sensitized on the importance, I think it would help in career development and it can help guide them on how to best execute their duties...if teachers acknowledge the importance of instructional supervision, they can ensure to do their work well and complete the syllabus, attend classes and manage time well...KI-4

Administrative practices should be done as a participatory activity involving the school management committees and sometimes the parent-teachers association plus other bodies...KI-1

Hoima District service commission should organize learning activities such as workshops and seminars to create awareness among school administrators on the relevance of school administrative practices and also discuss the positive ways in which to conduct instructional supervision practices...KI-5

There is need to involve other aspects outside the classroom such as teacher interaction with peers and also behavior in the community where they stay because these things determine a lot in their performance...B.O.G need to improve teachers' transport by giving them transport to reduce on late comingKI-8

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents findings, discussion, conclusions and recommendations based on the study objectives which were: to establish the relationship between teacher selection, time tabling, record keeping and teacher performance in secondary schools in Buhimba sub-county Hoima district.

5.2 Discussion

The findings obtained in this study were compared with prior studies to ascertain whether they support, contradict or are unique in the scholarly world.

5.2.1 Influence of Teacher Selection on teacher performance in secondary schools

Study findings revealed that there is moderate positive significant relationship between teacher selection and teacher performance. This means that increase in teacher selection on increases on teacher performance. This therefore implies that an effective teacher selection by headteachers helps increase on teacher performance. This is supported by the findings of Oliver et al (2011) who asserted that once teacher selection procedures are followed, instructional abilities in schools would improve hence leading to improved assessment of teachers' which results into an improvement in their performance. The findings are in agreement with other authors such as Harris & Sass (2011) who asserted that teacher selection on merit takes form to identify individual weaknesses, strengths, threats and opportunities in teachers' day to day activities which help

check on teachers' performance by school administratorssupervisors. This guides them on how best they can help the teachers improve which advice later transforms to better performance by the teachers. However, failure to appropriately select teachers for supervision highly affects their performance negatively as asserted by(D'Agostino, &Powers, 2008).

Findings revealed that teacher selection for supervision could be done randomly to identify a lesson to be assessed regardless of their performance, grade or gender. This implies that every teacher has to be supervised such that their strengths and weaknesses can be identified and hence helped in away. This helps administrators understand their teachers' strengths and weaknesses and hence help them for instance through their colleagues, taking them for further studies and other ways in order to improve teacher performance. This is also in agreement with Saleem (2013) who asserted that administrators should consider teachers' engagement in form of appropriate teaching methods and aids, and professional conduct like making appropriate schemes of work and lesson plans in assessing teachers' performance to bring about better performance in the schools. The finding therefore suggests that if teachers are selected at random, their performance will improve since they will try to always be ready through making schemes of work, lesson notes, lesson plans and also attend the time tables as scheduled. This leads to good teacher performance in the secondary schools as well.

Furthermore, selection of teachers is based on specific subject need. This helps in assessing the level of competence by the teacher on teaching a specific subject. This means that teachers need to teach subjects which they specialized in other than picking on any one perhaps due to the gaps available which need to be filled. This promotes delivery of the right content to students leading to better achievement in that subject hence depict good teacher performance. This is agreement

with Roelofs (2007) who asserted that selection of teachers basing on their subject competence helps improve educational out comes given that teachers specialize in different subjects. This is in line with other scholars like Goldhaber and Theobald (2013) who also argues that selection of teachers basing on their subject competence helps avoid loses brought about by exposing learners to ineffective teachers. This in the end leads to improved teacher performance.

Findings further affirmed that teacher selection could also be aligned to purposes of mentoring teachers during instructional supervision in their respective schools in order to develop their abilities and potential to deliver quality teaching services in Buhimba Sub County.

5.2.2 Impact of Timetabling on Teacher Performance in Secondary Schools

The findings revealed a strong positive significant relationship between time tabling and teacher performance. This means that an improvement in timetabling strongly influences teacher performance in secondary schools hence bring about a positive influence on teacher performance in Buhimba Sub County. This was confirmed by Willemen (2002) who asserted that proper timetabling influences teacher availability hence completion of the syllabus in time which brings about a positive impact on student achievement and good teacher performance as well. However, Rockoff et al, (2011) asserted that making inappropriate timetables leads to idle time which may create performance gaps for teachers.

In addition, findings reveal that proper timetabling guides teachers on making appropriate schedules for their day to day teaching activities according to the ideal time. This helps them focus teaching on performing their duties diligently. This implies that good time tabling encourages teachers to teach their specific subjects when they are scheduled which leads to

appropriate syllabus coverage leading to its completion in time. This positively influences performance by students and teachers as well. This is in agreement with Ottoum (2015) who asserts that time tabling helps teachers schedule for their classrooms by determining their convenient time and days, teacher availability was revealed to improve which gives instructional supervisors an opportunity to assess and evaluate teacher competence and performance.

Findings also reveal that satisfying teaching requirements needs specific skills in drawing time tables. This is because with proper timetabling skills, a teacher can be able to make schedules for activities of the school such that they do not collide. More still, it was revealed that proper timetabling could strongly influence efficient resource allocation hence creating a positive impact on teacher performance. This means that teachers are in position to plan their time hence attending to different activities including their scheduled classes at the right time. This simultaneously promotes teacher performance. This is also in agreement with Willemen (2002) who asserts that good timetabling assists in making conflict free schedules. However, authors like Willemen (2002) concluded that, without adequate school administrative practices timetable construction problems may arise such as insufficient resource allocation including assigning class rooms, time and even teachers which hinders teacher performance.

5.2.3 Influence of Record keeping on teacher performance in secondary schools

Results revealed a weak positive significant relationship between record keeping and teacher performance. This implies that an improvement in record keeping in secondary schools in Buhimba sub-county would positively influence teacher performance. Study findings revealed that record keeping among secondary school teachers were quite good which enhances good performance in Buhimba Sub County. This is in agreement with Emuji&Nkoyo (2015) who

asserted that through school administrative practices record keeping skills are measured and established gaps are filled hence equipping teachers with skills of keeping classroom records like registers, assessment results and others for easy retrieval when needed in order to improve the teachers' performance.

Findings revealed that proper record keeping helps school administrators in monitoring teachers. This is in regard to class activities as scheduled like assessing and evaluating students through giving tests, assignments and exams, records of student discipline and others. It was further revealed that given the fact that school administrators ensure to make record reviews, teachers' strengths and weaknesses could be identified and thus necessary improvement may be suggested. Maintaining updated records could have a positive impact on teacher performance. Reviewing of teachers' records such as lesson plans, schemes of work, class registers and other information would significantly impact teacher performance in secondary schools in Buhimba Sub County. This is in line with Sunmola (2008) who emphasizes that keeping teachers' records promotes monitoring of school activities.

Sunmola (2008) however asserted that poor record keeping hinders teacher performance because one cannot keep track of past events. He further asserts that as a result of no updated records, teachers cannot ably perform their duties which lead to inadequacy in their performance. On the other hand, teachers with poor record keeping skills face difficulties in administering, monitoring and planning their day to day teaching activities as supported by (Ememe, Egu&Njoku, 2011).

5.3 Conclusions

Teacher selection influences teacher performance, Time tabling impacts on teacher performance through improving teachers' attendance to their lessons, encourage them to manage their time well hence leading to syllabus coverage, Record keeping influences teacher performance through ensuring up to date ,correctness and completeness of teachers' records though not as much as teacher selection for supervision and time tabling.

5.4 Recommendations

Based on the findings and conclusion of the study, the following recommendations were made in order to improve on teacher performance.

1. Schools should identify a teacher selection criterion for supervision given that instructional supervision is a technical activity that needs careful assessment of teachers to help them improve performance
2. All teachers should be involved in time table formulation in order to cater for everyone's needs and preferences hence enable teachers manage their time properly and adhere to it regularly.
3. There should be a clear notation of expectations of records to be reviewed and parameters to be fulfilled and also regular review of teacher records in order to continuously assess their performance.

5.5 Areas for further research

Further research is recommended on the following areas.

1. Headteachers' competences on school administrative practices.
2. Teachers' perception on headteachers' school administrative practices and student performance.

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APPENDICES

Appendix i: Questionnaire

Dear respondent,

I am a student of Kyambogo University pursuing a Masters of Education in Policy, Planning and Management of Kyambogo University. I am conducting a study on *School administrative practices by head teachers and Teacher Performance in Buhimba Sub-County Secondary Schools Hoima District-Uganda*. Given your experience and position, you have been chosen to participate in the study. Your response is therefore very instrumental to the success of our research project. I would like you to be part of this study by responding to the questions herein. Your co-operation will be highly appreciated and the data given is strictly for academic purposes and it will be treated with utmost confidentiality.

Instruction: Please tick where appropriate

SECTION A: BIO DATA

1. Age

20—30 31—40

41—50 51 above

2. Sex

Male Female

3. Marital status

4. Single Married

Divorced Widowed

5. Educational level

Undergraduate Postgraduate Certificate

6. Period in service

<1 year 1—2 years

3—4 years 5 years above

SECTION B: Teacher selection and teacher performance in secondary schools

#	Question	SD	D	NR	A	SA
		1	2	3	4	5
1.	Teacher is selected basing on merit					
2.	Teacher selection for supervision is done at random					
3.	Teacher is selected basing on the specific subject need					
4.	Teacher is selected basing on the subject competence					
5.	Selection of teachers to supervise mentors them					

SECTION C: Timetabling and teacher performance in secondary schools

#	Question	SD	D	NR	A	SA
		1	2	3	4	5
6.	Timetabling improves activity scheduling					
7.	Timetabling fosters teacher availability					
8.	Timetabling eases supervision					
9.	Timetabling improves time management among teachers					
10.	Timetabling influences sufficient resource allocation					

SECTION D: Record keeping and teacher performance in secondary schools

#	Question	SD	D	NR	A	SA
		1	2	3	4	5
11.	Teachers exhibit good record keeping in Buhimba					
12.	Teachers maintain updated records					
13.	Supervisors review records to monitor teacher performance					

14.	Record keeping reveals teachers' strengths and weaknesses					
15.	Record keeping enables teachers to know their students' skill level					
16.	Supervisors regularly review teacher records of work					

SECTION E: Teacher Performance

#	Question	SD	D	NR	A	SA
		1	2	3	4	5
17.	Syllabus is covered in time					
18.	Learners' continuous assessment					
19.	Regular scheming and making lesson plans					
20.	Use of appropriate teaching Methods and aids					

Thank you for your cooperation

Appendix ii: Interview Guide

1. Why do you carry out selection of teachers?
2. What factors do you base on during selection of teachers geared towards improved teacher performance?
3. Why do you make time tables in school?
4. Does timetabling contribute to teacher performance?
5. Explain any other ways in which school administrative practices by head teachers can influence teacher performance.

Thank you for your cooperation

Appendix iii: Observations Checklist

Item	Availability
Approved schemes of work	
Approved lesson plans	
Staff attendance records	
Teacher evaluation forms	
Feedback reports	
Instructional materials.	

Appendix iv: Table for sample size determination from a given population

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

Note.—N is population size. S is sample size.

Appendix v: Introductory Letter Used during data collection

Appendix v: Introductory Letter Used during data collection

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TEL: +256-0414-285037/285001, www. Kyambogo.ac.ug
FACULTY OF EDUCATION
Department of Educational Planning and Management

Date: 05th April 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: AJUNA REDEEMER, REG. NO. 16/U/13391/GMED/PE

This is to certify that **AJUNA REDEEMER- 16/U/13391/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on the topic titled:

Administrative Practices Of Headteachers and Teacher Performance in Buhimba Sub-County Secondary Schools Hoima District-Uganda"

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Kyambogo University
Thank you,
FACULTY OF EDUCATION
George Wilson Kasule
Dr. George Wilson Kasule
HEAD OF DEPARTMENT

BUHIMBA SEC. SCHOOL
P. O. BOX 218, HOIMA
24 APR 2019
HEAD TEACHER
Htm

*Granted
with her all
help necessary*
DISTRICT INSPECTOR
OF SCHOOLS
HOIMA DISTRICT

24 APR 2019
[Signature]

