

ORGANIZATIONAL STRUCTURE AND TEACHER PERFORMANCE IN GOVERNMENTAIDED SECONDARY SCHOOLS IN NGORA DISTRICT

STELLA AKITENG

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**UGANDA CHRISTIAN
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DECLARATION

I, **Akiteng Stella**, declare this dissertation is the result of my effort and has not been presented to any College or University for any award.


Sign.....

Date.....

AKITENG STELLA

APPROVAL

I, Dr. Hannah Gidudu Lunyolo, certify that this piece of research work has been done under my close supervision

Signed.....

Date.....29/9/2025.....

Dr. HANNAH GIDUDU LUNYOLO
SUPERVISOR

DEDICATION

I dedicate this research report to my husband, Mr. Okello Ignatius Loyola, my children, Amulen Rhoda, Okiria Anthony, my friends, Mr. Okware Calvin, and Akurut Felista, for the support given to me during my study. May the Almighty God bless them.

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LIST OF ABBREVIATIONS

EFA	Education for All
ICT	Information and Communication Technology
MoES	Ministry of Education and Sports
NGO	Non-Governmental Organization
ODEL	Open and Distance E-Learning
SDI	Service Delivery Indicators
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UPE	Universal Primary Education
USE	Universal Secondary Education
UWESO	Uganda Women's Effort to Save Orphans

ABSTRACT

The study sought to establish the effect of organizational structure on teacher performance in government secondary schools in Ngora district. The study was guided by three specific objectives: to examine the effect of chain of command on teacher performance, to establish the effect of span of control on teacher performance, to examine the effect of delegation on teacher performance in government-aided secondary schools in Ngora District. The study used a descriptive survey design with quantitative and qualitative approaches. The study population consisted 251 teachers, 8 head teachers, 4 District Inspectors of Schools, and a District Education Officer in Ngora district from which a sample size of 152 was derived. The sampling techniques included purposive and simple random sampling. The data collection instruments were a questionnaire and an interview guide. Quantitative data was analyzed using descriptive statistics and Regression analysis, while Interpretative Phenomenological Analysis was employed to examine the qualitative data. The study results exhibited that chain of command has a positive and significant effect on teacher performance as reflected by the findings R square value of 0.262 (26.2%) and an ANOVA P value of 0.000, the span of control has positive and significant effect on teacher performance as shown by R square value of 0.220 (22.0%) and an ANOVA P value of 0.000, delegation has a positive and significant effect on teacher performance as portrayed by R square value of 0.329 (32.9%) and an ANOVA P value of 0.000. The study concludes that chain of command, span of control, and delegation each have a positive and statistically significant effect on teacher performance in lesson preparation, classroom management, and instructional delivery in government-aided secondary schools in Ngora District. However, their effectiveness is undermined by systemic challenges such as centralized decision-making, supervisor overload, and weak accountability and communication structures. The study recommends that the Ministry of Education and Sports to enhance the implementation of enforcement and decentralization policies.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Teachers' performance has been a subject of concern in the past decade. This study set out to examine the effect of organizational structure on teachers' performance in government-aided secondary schools in Ngora district. This chapter presents the background of the study, the statement of the problem, the purpose of the study significance, the justification of the study, and the conceptual framework for the study.

1.1 Background

Teacher performance refers to the effectiveness with which teachers carry out their professional responsibilities to facilitate student learning, promote holistic development, and contribute to the achievement of educational goals (Darling-Hammond, 2021; Kiggundu & Nayimuli, 2022). It encompasses various dimensions, including instructional quality, classroom management, lesson planning, timely assessment, adherence to curriculum requirements, and the ability to foster an engaging and supportive learning environment (UNESCO, 2023). According to Mulkeen et al. (2022), teacher performance is not only a measure of instructional competence but also reflects professional attitudes, commitment, and adherence to ethical standards. Furthermore, it is influenced by factors such as teacher motivation, welfare, professional development, and the institutional environment (OECD, 2021). Thus, teacher performance is both an outcome and a process, central to improving student achievement and overall education quality.

Globally, teacher performance is in decline, with staggering rates of absenteeism reported, up to one-third to half of teachers being absent at any given time (Mahendra & Baxter, 2011). Moreover, the lack of essential pedagogical skills among educators compromises the quality of education, as many instructors themselves lack fundamental literacy and numeracy skills (Francois, 2014). The organizational structure becomes pivotal in fostering teacher performance; if teachers are aligned with roles that leverage their strengths, adhere to the established chain of command, and fulfill their departmental responsibilities, we can expect an elevation in their performance levels.

In Africa, teacher performance has become a growing concern, with declines manifesting in several forms such as absenteeism, lack of punctuality, and diminished instructional quality. In South Africa, for example, a significant number of schools are reported to be dysfunctional due to demotivated and underperforming teachers (Sayed & Motala, 2021). The South African Department of Basic Education reported high absenteeism rates among teachers, with an average absence of 19.7 days in recent years, a trend that remained problematic in subsequent years (Vermooten et al., 2020). Beyond absenteeism, issues such as teacher lateness and attrition further undermine the quality of education.

Within the East African context, similar challenges persist. In Kenya, studies have documented pervasive teacher absenteeism, delays in grading student work, failure to cover the curriculum adequately, and engagement in examination malpractice (Mutisya, 2022). These practices compromise the integrity of education and negatively affect learner outcomes. Tanzania faces comparable challenges, particularly in rural settings, where teacher misconduct—including

absenteeism, substance abuse, sexual misconduct, examination fraud, and unprofessional behaviour—remains prevalent (Komba & Nkya, 2021). Reports indicate that between 200 and 300 teachers are dismissed annually for professional misconduct, reflecting systemic issues in teacher management and accountability.

Recent evaluations conducted by UNESCO and Uganda's Ministry of Education and Sports have highlighted a marked decline in teacher performance across critical instructional areas, including lesson preparation, classroom management, and instructional delivery in Uganda. The World Bank's Service Delivery Indicators Report indicates that 23.3% of Ugandan teachers were absent during unannounced visits, and among those present, only 47.7% were actively engaged in teaching, revealing a significant issue with ineffective classroom engagement (World Bank, 2021). A study in the Teso sub-region found that inadequate supervision practices accounted for only 46.3% of the variance in teacher performance, with numerous teachers exhibiting deficiencies in lesson planning and learner engagement (Ekapu, 2021). These statistics are corroborated by the UNESCO (2022) report, which noted that insufficient instructional delivery and weak classroom management significantly impede educational advancement in Uganda's rural and peri-urban schools.

Organisational structure refers to the formal framework through which an organisation arranges its lines of authority, communication, roles, and responsibilities to achieve its objectives effectively (Daft, 2021; Mintzberg, 2022). It defines how tasks are divided, coordinated, and supervised, thereby shaping the flow of information and decision-making within an organisation (Robbins & Judge, 2023). According to Jones (2022), organisational structure determines the

allocation of resources, the distribution of responsibilities, and the mechanisms for accountability, and it can take various forms such as functional, divisional, matrix, or flat structures. In an educational context, organisational structure influences how schools coordinate teaching, manage resources, and implement policies, ultimately affecting institutional performance and outcomes (Bush & Glover, 2023).

In Uganda, the governance structure of secondary schools centers around head teachers who oversee teams of teachers, supported by deputy head teachers and departmental leaders. However, significant challenges have arisen concerning head teacher leadership. Reports indicate a troubling lack of stakeholder engagement, particularly with teachers often excluded from decision-making processes, compounded by the misappropriation of school funds (Rukundo, 2009). This mismanagement has fostered a discordant atmosphere that has occasionally led to strikes, undermining the performance of even the most prestigious academic institutions.

In Uganda, the 1992 government white paper suggests that the effectiveness of an educational system directly correlates with the quality of its educators, reflecting on the nation's broader advancement through a robust educational framework. The Ugandan government recognizes this vital role of teachers in implementing educational policies, as emphasized in the National Teacher Policy of 2019. However, an essential question persists. Despite the implementation of performance management standards aimed at improving teaching effectiveness, teacher performance continues to exhibit significant challenges. This situation leads to a crucial question: Could the organizational structure of schools be

adversely affecting teacher performance, which in turn leads to inadequate academic results? Thus, this study sought to establish the effect of organizational structure on teacher performance within government-aided secondary schools in Ngora District.

1.2 Statement of the Problem

Teacher performance is central to the realisation of quality education. However, teacher performance remains a persistent challenge in Uganda's education system, with Ngora District being no exception. Poor teacher performance significantly manifests itself in terms of inadequate lesson preparation, poor classroom environments, and ineffective instructional delivery in secondary schools in Ngora district (Ngora District Directorate of Education Standards Report, 2023). Poor lesson preparation manifests in incomplete or absent schemes of work, lesson plans, and teaching aids, leading to poorly structured lessons that fail to meet curriculum requirements. This inadequacy disrupts continuity in teaching and negatively impacts students' comprehension and academic progress. In addition, the classroom environment in many schools in Ngora is often un conducive for learning, characterised by overcrowding, insufficient instructional materials, inadequate seating, and a lack of teaching resources. Such conditions hinder effective teacher-learner interaction and limit the use of participatory teaching methods (Ngora District Directorate of Education Standards Report, 2023). Furthermore, poor instructional delivery, reflected in monotonous teaching, failure to apply learner-centred approaches, limited use of teaching aids, and weak assessment practices, further erodes students' engagement and academic performance (Ngora District Education Office Report, 2023).

In response to these issues, the government of Uganda has implemented various initiatives aimed at improving teacher performance. Agencies such as the Education Service Commission, the Education Standards Agency, the National Curriculum Development Centre, and the Uganda National Examinations Board have engaged in training programs aimed at enhancing teachers' skills in computer technology, an abridged curriculum, online education, and knowledge-sharing through workshops focused on the teaching of science subjects (Ministry of Education and Sports, 2022). Nevertheless, teachers' performance continues to be suboptimal (Ngora District Education Office Report, 2023). It is within this context that the present study investigated the effect of organizational structure on teacher performance in government-aided secondary schools in Ngora District.

1.3 Purpose of Study

To establish the effect of the organizational structure on teacher performance in government-aided secondary schools in Ngora District.

1.4 Specific Objectives of the Study

- i. To examine the effect of chain of command on teacher performance in government-aided secondary schools in Ngora District.
- ii. To establish the effect of span of control on teacher performance in government-aided secondary schools in Ngora District.
- iii. To examine the effect of delegation on teacher performance in government-aided secondary schools in Ngora District.

1.5 Research Questions

- i. What is the effect of chain of command on teacher performance in government-aided secondary schools in Ngora District?

- ii. What is the effect of the span of control on teacher performance in government-aided secondary schools in Ngora District?
- iii. What is the effect of delegation on teacher performance in government-aided secondary schools in Ngora District?

1.6 Significance

The information that the research provides could be important in identifying the good type of organizational structure that has a positive influence on teacher performance.

This could help the school proprietors, the school's board of governors, the school's Parents' Teacher Association, and the government to appreciate and adopt an effective organizational structure that could enhance teacher performance.

The research could help identify the most effective organizational structure in the Ngora environment and guide school administrations on which structures to adopt. It will also enable Ngora District to achieve its goals outlined in the Ngora District Development Plan 2023-2025, which align with those of the Ministry of Education and Sports.

1.7 Justification

The observed decline in teacher performance at secondary schools in Ngora District, as evidenced by student outcomes in 2020, raises significant concerns despite the implementation of teacher professional development initiatives. Furthermore, the escalation of school fees over the past decade has compounded these issues. There has been insufficient investigation into the impact of organizational structure on teacher effectiveness. Such inadequate teacher

performance ultimately contributes to a decrease in student quality, resulting in individuals who may struggle to contribute positively to society and potentially become a burden on the nation in the long run. Moreover, the effectiveness of the teaching staff directly influences the reputation of educational institutions. High turnover rates among educators further exacerbate students' educational experiences, leading to increased dissatisfaction with both their academic pursuits and the school environment. Collectively, the presence of underperforming teachers and elevated turnover rates pose significant challenges to school performance. Competent educators are essential for effectively delivering subject matter, catering to diverse student needs, implementing appropriate instructional strategies, engaging with individual students, and evaluating their understanding and learning outcomes.

1.8 Scope of the study

The geographical scope of the study was in Ngora District, including both the private and government-aided schools, amounting to 08 secondary schools, which include: Mukura Memorial Secondary School, King of Kings' Secondary School - Mukura, Ngora Girls Secondary School, Ngora High School, Ngora Parents Secondary School, Teso Progressive Secondary School - Ngora, Ark Peace Secondary School, and Okapel Secondary School.

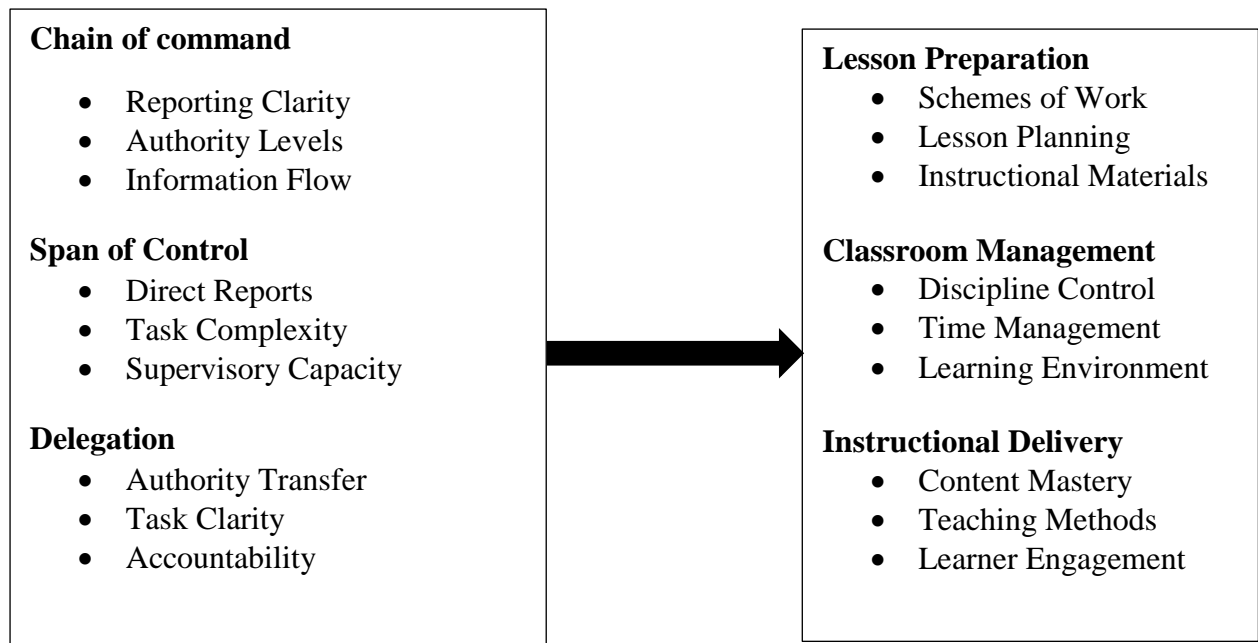
1.9 Conceptual Framework

The conceptual framework illustrates the ideal relationship between the organizational structure (Independent Variable) and teacher performance (Dependent Variable).

Organizational Structure (IV)

Teacher Performance

(DV)



Source: Adopted from the ideas of Bolden (2003); MoEs (2009), and modified by the researcher.

Fig. 1.1: Relationship between Organizational Structure and Teacher Performance.

The conceptual framework illustrated in Figure 1.1 delineates the proposed relationship between organizational structure (independent variable) and teacher performance (dependent variable). This framework posits that the interplay between organizational structure and teacher performance is fundamentally interdependent, with organizational structure serving as a catalyst for enhancing teacher performance. Essential elements of organizational structure, including the chain of command, span of control, and the process of delegation, exert a direct influence on critical components of teacher performance, such as lesson planning, classroom management, and instructional delivery.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature related to the topic under study. The literature was reviewed according to the themes derived from the study objectives. The theme includes: the contribution of organizational structure toward teacher performance in pre-teaching, actual teaching, post-teaching, and teacher attendance and time management.

2.1 Theoretical Review

The study reviews Max Weber's (1947) theory of bureaucracy. This theory presents a critical framework for analyzing the influence of organizational structure on employee performance, particularly within educational institutions. Weber posited that bureaucracy represents the pinnacle of organizational rationality and efficiency, characterized by well-defined hierarchies, standardized regulations, and merit-based recruitment processes. At its core, this theory relies on the principle of rational-legal authority, which asserts that power stems from established laws rather than tradition or personal charisma. In contemporary educational settings, these bureaucratic principles manifest through clear delineations of job roles, responsibilities, and command structures, effectively fostering order and operational efficiency (Serpa & Ferreira, 2019).

Central to Weber's conceptualization is the division of labour, which allocates specialized tasks to individuals, thus enhancing both expertise and overall operational efficacy. Hierarchical authority structures further clarify

responsibilities and facilitate communication within the organization, while standardized rules foster consistency in operations and decision-making. The meritocratic nature of recruitment and promotion ensures that personnel are based on qualifications rather than personal connections, contributing to a more objective work environment. Additionally, the impersonal application of rules serves to minimize individual bias, promoting organizational equity (Weber, 1947; Serpa & Ferreira, 2019). Clearly, these bureaucratic attributes parallel the structural frameworks found in public education systems globally.

Exploring the implications of Weber's theory on teacher performance reveals that a well-defined bureaucratic structure can create an atmosphere of clarity, fairness, and consistency. When teachers recognize their responsibilities clearly and when administrative procedures are strictly followed, it can lead to enhanced job satisfaction and performance. Research conducted by Alanoğlu et al. (2021) illustrated that teachers view a bureaucratic environment as "enabling," enhancing their perceptions of organizational justice, which subsequently boosts job satisfaction and productivity. Similarly, Balıkçı (2024) found that the bureaucratic elements that emphasize rule adherence and a rational decision-making process cultivate an ordered administrative environment that benefits teacher performance.

Nevertheless, Weber's bureaucratic model is not devoid of noteworthy criticisms, particularly in the context of dynamic educational environments. One significant concern is the potential for rigidity inherent in bureaucratic systems, which may constrain creativity and innovation, qualities that are essential in educational settings. The imposition of neutrality through impersonal rules can engender

feelings of alienation among educators, fostering demotivation and disengagement. This phenomenon, referred to as the “iron cage” of rationality, suggests that rigid adherence to rules can stifle individuality and inhibit the adaptability necessary for teaching (Weber, 1947; Serpa & Ferreira, 2019). Furthermore, the ideal of merit-based advancement frequently fails to materialize in practice, as many educational systems prioritize tenure or relationships over competence in personnel decisions.

Withstanding its limitations, Max Weber’s bureaucratic theory serves as an essential lens for examining the interplay between organizational structure and teacher performance. The theory underscores how rule-based, hierarchical frameworks can establish order and equity, attributes that are integral to fostering accountability and improving teacher performance.

2.2 The Effect of Chain of command on teacher performance

A recent study conducted by Awala (2024) on the effect of organizational structure, specifically the chain of command, on employee performance at Ernst & Young Nigeria. Utilizing a descriptive survey design alongside regression analysis with a sample of 249 employees, the research indicated that a well-defined hierarchical structure significantly improves employee performance, accounting for more than 42% of the variance in performance outcomes. The findings suggested that the chain of command facilitates enhanced communication and task execution, thereby fostering greater accountability and clarity in role definitions. Nonetheless, the study was limited to a corporate environment, employed exclusively quantitative methods, and relied on employee self-assessments, neglecting the perspectives of various stakeholders. To address these limitations,

the present study in Ngora District adopts a mixed-methods approach that includes input from multiple stakeholders, teachers, District Education Officers (DEOs), headteachers, and inspectors, aiming to evaluate how both formal and informal chain-of-command structures influence teacher performance in public secondary schools.

A study by Ntoiti et al. (2022) in Meru County, Kenya, examined how organizational structure impacts performance within local government settings. Utilizing a sample of 291 employees and applying regression analysis, the research determined that a flatter organizational hierarchy and a clearer chain of command considerably enhanced employee performance by promoting quicker decision-making and improving communication. Although the results are pertinent to public service environments, the study did not focus on educational or instructional outcomes and lacked qualitative insights into employees' experiences and interpretations of hierarchical relationships. The Ngora District study seeks to build upon these findings by integrating both qualitative and quantitative data from educational professionals and district education administrators, thereby providing a more comprehensive understanding of the effects of hierarchical structures on performance in the education sector.

In a similar vein, Agbor (2023) conducted a study within the Cameroon Development Corporation (CDC), which analyzed the impact of a well-defined organizational hierarchy on employee performance. This research, based on a smaller sample of 30 employees and utilizing correlation analysis, revealed a positive relationship between structured command lines and job performance. However, it also highlighted the inefficiencies arising from overlapping or matrix

structures that could result in power struggles. While useful, Agbor's study was restricted by its small sample size, its specific focus on corporate environments, and its limited relevance to the education sector. The Ngora District study addresses these limitations by examining teacher performance with a larger sample size and investigating stakeholder interactions within the chain of command in public education.

Furthermore, a study by Mutuku et al. (2023) focused on Kenyan state corporations, exploring how bureaucratic structures, centralization, and span of control affect employee performance. Their findings indicated that excessively rigid hierarchies and centralized decision-making can hinder timely decision-making and innovation, thereby adversely impacting performance. Although these insights are crucial for understanding the downsides of poorly designed command structures, the context was strictly limited to executive functions within public corporations. The current study in Ngora District aims to determine whether similar hierarchical inflexibility is present in the education system and how this rigidity influences teacher performance, innovation, and decision-making autonomy.

Lastly, Nosike and Okoye (2021) investigated how bureaucratic and hierarchical structures affect employee creativity and productivity at Lafarge Africa Plc in Calabar, Nigeria. Their use of regression and correlation analysis revealed that while formal hierarchies can enhance accountability, they may also stifle creativity and flexibility, particularly among middle-level employees. Although these findings are insightful, they originate from the private sector and may not fully capture the realities faced within the educational context. The Ngora study extends this

exploration by assessing how hierarchical structures can either facilitate or impede teacher creativity and adaptability in lesson delivery and learner engagement, employing both survey data and in-depth interviews across various educational tiers.

2.3 The Effect of Span of Control on Teacher Performance

Thomas et al. (2020) investigated the interplay between span of control and employee empowerment within a manufacturing framework across 24 industrial teams in the United States, utilizing both survey data and administrative performance records. The findings revealed that teams with narrower spans of control achieved superior safety and task performance when combined with high levels of empowerment. Conversely, teams characterized by wider spans of control and low empowerment exhibited the least favorable outcomes. Although the study employed multivariate regression analysis, it was constrained by its focus on industrial settings, neglecting cognitive and relational tasks that are more prevalent in educational environments. Furthermore, it did not incorporate qualitative analyses of supervisory relationships. In contrast, the present study addresses these gaps by concentrating on the education sector and exploring relational and instructional dynamics through interviews with educational leaders in Ngora District, thereby providing enhanced contextual relevance and deeper explanatory insights.

Jakobsen et al. (2023) explored the influence of different spans of control on employee job satisfaction, mediated by leadership behaviors in Denmark, utilizing a cross-sectional design involving 393 public managers and 1,699 employees. Data analyzed multilevel regression techniques, revealed that moderate spans of control

promoted more effective leadership behaviors, both transformational and transactional—which positively impacted employee job satisfaction. Conversely, spans that were either excessively narrow or excessively broad were found to have negative consequences. While the methodological strength of the study lies in its use of multilevel modeling, it primarily examined job satisfaction without addressing performance metrics and notably excluded employees from the education sector, as well as qualitative data to elucidate the observed patterns. The current study fills these gaps by focusing on teacher performance within the education sector and adopting a mixed-methods approach to provide richer insights into how spans of control influence teacher performance in Ugandan schools.

Egbunike et al. (2023) examined the impact of structural variables, particularly the span of control, on employee performance within accounting firms in Nigeria. Utilizing a cross-sectional survey of 210 employees and applying linear regression analysis, the researchers revealed a significant positive relationship between moderate spans of control and both employee productivity and alignment with organizational goals. These findings underscore the necessity of achieving a balance between oversight and autonomy to optimize employee performance. However, the study faced limitations, including its exclusive focus on the private sector and reliance on self-reported data, which raises concerns regarding potential bias and the generalizability of the results. Additionally, the absence of sector-specific performance metrics further restricted its applicability. The present study addresses these limitations by focusing on public secondary school teachers and employing both objective performance indicators. Furthermore, the mixed-methods design of this research provides a more comprehensive

understanding of the relationship between span of control and teacher performance within Uganda's education system.

Otieno et al. (2021) conducted a comprehensive study entitled "Influence of Headteachers' Supervisory Strategies on Teachers' Performance in CBC Implementation in Kisumu, Kenya," employing a mixed-methods research design that included a sample of 304 teachers and 21 administrators. Their findings indicated that while supervisory strategies significantly impacted the implementation of the curriculum, the effectiveness of these strategies was compromised by high supervisor-to-teacher ratios, although a formal measurement of the span of control was not included in their analysis. Additionally, the study did not consider the perspectives of district inspectors or utilize structural metrics related to the span of control. In contrast, the current study addresses these methodological shortcomings by explicitly using formal measurements of span of control and by collecting data from teachers, headteachers, District Education Officers (DEOs), and inspectors, thereby filling the gaps in both measurement and multi-tiered stakeholder perspectives.

Tayebwa et al. (2021) investigated the influence of the administrative supervisory support on teacher performance utilizing a mixed-methods approach involving 255 participants, including teachers, headteachers, and district officials. The study implemented both quantitative analyses and thematic qualitative analysis. The quantitative results indicated that regular, tool-assisted support supervision significantly bolstered teacher performance. Importantly, the study highlights the beneficial impact of a well-defined supervisory span on the quality of instruction. However, it does not explicitly define or measure the ratio of supervisees to

supervisors and is confined to the context of Rukungiri District. Additionally, while rich in qualitative insights, the research fails to establish a quantitative correlation between the measurements of span of control and teacher performance. In contrast, the current study in Ngora District addresses these essential shortcomings by accurately measuring supervisory spans, incorporating viewpoints from teachers, headteachers, DEOs, and inspectors, and melding quantitative performance indicators with qualitative narratives.

2.4 The Effect of Delegation on Teacher Performance

A key study by Nadarasa et al. (2014) examined how delegation affects employee performance at the Ministry of Education in Sri Lanka, using a quantitative approach with a descriptive survey design. The sample included over 300 teachers and administrative staff from specified educational zones, and data analysis was performed with SPSS for correlation and regression analysis. The results showed that effective delegation has a positive effect on teacher motivation and task completion. However, the study had a limitation because it was carried out within Sri Lanka's centralized education system, which differs from Uganda's decentralized system. It also mainly used quantitative data, missing out on qualitative insights into delegation practices. The current study addresses these issues by using a mixed-method approach that gathers perspectives from district-level officials and school leaders for a more complete understanding.

In Kenya, Mwanja and Mugambi (2018) explored the influence of delegation on teachers' performance in public secondary schools in Kitui County. This study utilized a descriptive survey design with a mixed-method approach, targeting head teachers and classroom teachers from 20 schools. The researchers analyzed data

through thematic analysis for qualitative components and SPSS for descriptive statistics. Their results revealed that task delegation enhanced teacher involvement in decision-making and improved classroom performance. However, a notable content gap existed, as the focus was predominantly on academic performance rather than encompassing a holistic view of teacher performance. The current study fills this gap by incorporating insights from District Education Officers (DEOs) and inspectors, thus providing a more rounded organizational perspective.

Another relevant study by Karimi and Karanja (2015), titled “Effect of Delegation on Employee Performance: A Case of Public Secondary Schools in Nakuru County, Kenya,” employed a quantitative cross-sectional design and surveyed 120 secondary school teachers and head teachers using questionnaires. Data analysis involved regression and ANOVA techniques. The findings suggested that while delegation enhances time management and efficiency, ambiguities in role boundaries could lead to conflicts and diminished accountability. This highlights a significant content gap, as the study did not integrate delegation within a broader organizational context, such as communication flows and reporting lines. The current research in Ngora District attempts to address this by examining delegation as part of the overall organizational structure, drawing upon a theoretically informed framework that involves multiple stakeholders.

In Nigeria, Ogundele et al. (2017) investigated the “Effect of Principals’ Delegation of Duty on Teachers’ Job Performance in Kwara State.” This study adopted a quantitative design, sampling 200 teachers from 50 schools using stratified random sampling methods. Data analysis was conducted using t-tests and Pearson

correlation. The study concluded that effective delegation correlated with enhanced teacher morale and increased classroom productivity. However, it faced both contextual and methodological constraints, particularly by being limited to Nigeria and relying exclusively on teachers' perceptions while neglecting feedback from supervisors or education officers. The current study in Ngora District addresses this limitation by including input from head teachers, DEOs, and District Inspectors, thereby offering a more nuanced view of the delegation's role within the organizational structure.

More relevant to the Ugandan setting, Okoth (2019) conducted a study on delegation and teacher performance in secondary schools in Busia District, Uganda, using a case study approach that included both interviews and questionnaires given to teachers and head teachers. Data analysis combined thematic content analysis and descriptive statistics. Results showed that well-structured delegation increased teacher commitment and eased administrative burdens. However, the study had a methodological gap because it relied mainly on qualitative methods, and a content gap because it did not examine how delegation functions within formal organizational structures, such as reporting lines and chains of command. The current research aims to address these issues by using a mixed-method approach, focusing specifically on organizational structure and involving different respondents beyond just teachers and heads.

2.5 Summary of Literature Gaps

Collectively, these studies underscore the significant influence that chain of command, span of control, and delegation have on employee performance. However, they primarily draw from corporate settings, concentrate narrowly on

compliance or satisfaction metrics, and often rely predominantly on quantitative data or singular stakeholder perspectives. In contrast, this study in Ngora differentiates itself by specifically targeting formal chain-of-command, span of control, and delegation structures within public secondary schools, utilizing mixed methods, and engaging a broader spectrum of stakeholders, including teachers, District Education Officers, headteachers, and inspectors of schools. This comprehensive approach aimed to address existing gaps in content, methodology, and context, thereby offering deeper insights into how hierarchical systems influence teacher performance in Ugandan education

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were employed in conducting the research. These included: study design, study area, study population, sample size determination, sampling techniques, data collection methods, data collection instruments, data quality control, and data analysis that were used in the study, and ethical considerations.

3.1 Research Design

The research utilized a descriptive survey design, which is a methodological framework aimed at systematically detailing the attributes of a specific population or phenomenon. This design prioritizes an accurate representation of the subject matter without the manipulation of variables (Creswell, 2014). The adoption of a descriptive research design was particularly advantageous as it permitted the researcher to illustrate the phenomenon in its present context (Akhtar, 2016). Furthermore, this approach supports the incorporation of both qualitative and quantitative data collection methods which the study adopted, thereby facilitating a comprehensive understanding of the phenomenon under examination and validating the adequacy of the research instruments employed (Mugenda & Mugenda, 1999).

3.2 Study Area

Ngora district is located in the Eastern part of Uganda. It borders Kumi district in the East, Serere to the West, Soroti in the North West, Katakwi district in the

North, and Pallisa district in the South. Ngora district headquarters are located in Ngora Town Council and at a distance of about 326 km from Kampala. It lies approximately between latitudes 1⁰10' North and 1⁰35' North and longitudes 33⁰30' East and 34⁰20' East. Ngora District covers a total area of 715.9 sq km, out of which 177.44sq.km is island area while 330.76 (18.7%) is covered by open water bodies and swamps/wetlands. The main water bodies include Bisina, Nyaguo, Omiito, and Nyasala.

3.3 Target Population

The overall target population for the study included a District Education Officer, 4 inspectors of schools, 08 head teachers, and 251 teachers from 8 government-aided secondary schools in Ngora district.

3.4 Sampling Size Determination

Sampling is the portion of the study population whose results can be generalized to the population (Pikas et al. 2020). Given the study population of 264 and using the Krejcie and Morgan sampling frame of 1970 attached in Appendix 1, the sample size is 152 and was considered adequate (Krejcie and Morgan 1970).

Table 3.1 Population and Sampling Size of the Study

Category	Study Population	Sample size	Sample Technics
Headteachers	08	08	Purposive sampling
Teachers	251	143	Simple random sampling
DIS	04	04	Purposive
DEO	01	01	Purposive
	264	152	Krejcie and Morgan

Source: Ngora district education records 2022 for population, Krejcie and Morgan for the sample size, the researcher's data 2022 for sampling techniques

3.5 Sampling Techniques

The study employed two sampling techniques: purposive sampling and simple random sampling. Purposive technique was utilized to select a District Education Officer, 4 District Inspectors of Schools (DIS), and 8 head teachers. This was used because of its ability to gather in-depth insights from individuals who possess specialized knowledge or experience relevant to the study (Patton, 2002). By selecting participants with authority and experience in the education sector, the study aimed to obtain informed perspectives that are crucial for understanding the educational context of the region.

A simple random technique was applied to include 153 teachers in the study. Simple random sampling is recognized for its ability to yield a representative sample, thereby enhancing the generalizability of the findings (Creswell, 2014). By ensuring that every teacher in the population had an equal chance of being

selected, the researcher minimized selection bias and provided a solid statistical basis for analyzing the overall trends and patterns within the teaching community.

3.6 Data Collection Methods

The study employed both questionnaires and interviews as methods for data collection. This combination facilitated methodological triangulation, thereby enhancing the credibility and reliability of the research findings (Patton, 2015). The questionnaire data provided quantifiable trends, while the interviews yielded a richer contextual understanding and deeper insights into participants' perspectives. Utilizing both quantitative and qualitative methods allowed for a more thorough exploration of the research issue at hand.

3.6.1 Questionnaire

A questionnaire is defined as a research instrument composed of a series of questions or prompts created to gather information from respondents (Kumar, 2019). Questionnaires are particularly useful for collecting quantitative data from large sample sizes due to their cost-effectiveness, ease of administration, and ability to ensure standardized responses (Creswell & Creswell, 2018). In this study, structured questionnaires containing closed-ended items were distributed to teachers. These items were specifically designed to align with the study objectives and to gather data on particular variables relating to organizational structure and teacher performance. The structured format not only ensured consistency in responses but also facilitated subsequent statistical analysis.

3.6.2 Interview

An interview is a qualitative method for data collection involving direct verbal exchanges between the researcher and the respondent, aimed at uncovering

deeper insights into participants' attitudes, behaviors, and experiences (Merriam & Tisdell, 2016). This study used semi-structured interviews, which combined preset questions with the flexibility to explore emerging themes. This approach allowed the researcher to dig deeper into the perceptions of key informants, such as a District Education Officer, Inspectors of Schools, and head teachers, regarding the impact of organizational structure on teacher performance. The semi-structured format of the interviews offered opportunities for elaboration, clarification, and follow-up questions, enriching the data collected.

3.7 Data Collection Instruments

This study used a closed-ended self-determined questionnaire and interview guide as the main collection tool.

3.7.1 Self-Administered Questionnaire

This study employed a self-administered questionnaire with closed-ended items as a key method for data gathering from the teachers. A closed-ended questionnaire is a structured tool that offers respondents a predetermined set of response options, primarily designed to quantitatively assess specific variables (Kumar, 2019). The self-administered format enabled participants to complete the questionnaire at their convenience and without the influence of an interviewer, thereby enhancing the honesty of their responses. The questionnaire comprises three sections: Section A captures the demographic characteristics of the respondents, Section B evaluates teachers' performance, and Section C examines aspects of organizational structure. Both Sections B and C utilize a five-point Likert scale for item responses. This method is particularly beneficial for handling a large

respondent pool, as it streamlines data collection and simplifies statistical analysis (Creswell & Creswell, 2018).

3.7.2 Interview Guide

In this study, a semi-structured interview guide was utilized to conduct interviews. The interview guide serves as a versatile qualitative instrument, delineating essential questions or themes while permitting the interviewer to explore respondents' answers in greater depth (Merriam & Tisdell, 2016). This approach facilitates the gathering of comprehensive, descriptive data that yields profound insights into the participants' experiences, perceptions, and motivations. The interview guide enabled organized discussions with a District Education Officer, school inspectors, and head teachers, concentrating on their views regarding the effect of organizational structures, such as span of control, chain of command, and delegation, on teacher performance. The semi-structured nature of the format provided the benefit of ensuring consistency across interviews while simultaneously allowing for the discovery of emerging themes pertinent to the research question.

3.8 Data Quality Control

To collect quality data, the study ensured the validity and reliability of the questionnaire and interview guide.

3.8.1 Validity of Instruments

Validity pertains to the degree to which a research instrument accurately measures the intended constructs (Creswell & Creswell, 2018). To ensure content validity, the researcher sought input from three academic experts in educational research as well as seasoned practitioners in school administration. These experts reviewed

the instrument for relevance and clarity using a two-point scale (Relevant, and Not Relevant). The Content Validity Index (CVI) was calculated to quantify the experts' agreement on each item using the formula below.

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

$$= \frac{77}{84}$$

$$= 0.92$$

An overall CVI of 0.92 indicates a very high level of agreement among the experts regarding the relevance of the instrument's items. Since this value exceeds the recommended threshold of 0.80 (Polit & Beck, 2006), it confirms that the instrument possesses strong content validity and is suitable for accurately measuring the intended constructs.

3.8.2 Reliability of the Instruments

Reliability, on the other hand, refers to the consistency and dependability of a measurement instrument over time (Kumar, 2019). To establish reliability, a pilot study was conducted before the main data collection. A sample of respondents resembling the target population of the main study was chosen for this pilot test. The responses obtained were analyzed with the help of SPSS for internal consistency using Cronbach's Alpha coefficient, with a reliability index of 0.70 or higher deemed acceptable for questionnaires. This indicates that the items consistently measured the intended constructs (Mugenda & Mugenda, 2003).

Table 3.2: Reliability Statistics

Cronbach's Alpha	N of Items
.928	28

Additionally, the interview guide underwent pre-testing with a select group of participants to evaluate the clarity of its questions and the logical flow of the conversation. Adjustments were made as necessary to ensure that the guide would facilitate the elicitation of consistent and rich qualitative data from diverse respondents during the actual interviews.

3.9 Data Processing and Analysis

Following the completion of data collection, the study engaged in a systematic approach to data processing and analysis to extract meaningful insights aligned with its research objectives. For the quantitative data gathered via closed-ended self-administered questionnaires, the initial processing stage involved ensuring data completeness and accuracy, which was followed by the coding of responses to translate them into numerical values. These coded datasets were then input into the Statistical Package for the Social Sciences (SPSS) for further analysis. Descriptive statistics, such as frequencies, percentages, and means, were calculated to summarize the participants' responses and highlight general trends regarding perceptions of organizational structure and teacher performance. Additionally, simple regression analysis was employed to investigate the predictive relationships among variables, including span of control, chain of command, and delegation, with teacher performance. This inferential statistical method enabled the researcher to assess the strength and direction of influence of each

independent variable on the dependent variable, thereby providing empirical support for the study's hypotheses.

For the qualitative data collected through semi-structured interviews, the study utilized Interpretative Phenomenological Analysis (IPA), a qualitative methodology designed to delve deeply into how individuals interpret and make sense of their personal and professional experiences (Smith et al., 2009). The interview responses were transcribed verbatim and analyzed through a systematic process comprising multiple readings, initial notations, the development of emergent themes, and the identification of patterns across cases. This comprehensive approach allowed the researcher to capture the nuanced lived experiences and subjective interpretations of school administrators concerning the effect of organizational structure on teacher performance.

3.10 Ethical Consideration

These are professional codes of conduct that distinguish between what is right and wrong. It also showed acceptable and unacceptable behaviors in conducting the study. Ethical norms also served as aims or goals in the participation of respondents. It also valued the respect of participants and non-participants, and confidentiality was observed. The consent of the respondent was assured by asking for permission from the respondent. Integrity of the respondent to ensure correct information.

CHAPTER FOUR

PRESENTATION, INTERPRETATION, AND ANALYSIS OF THE RESULTS

4.0 Introduction

This chapter covers the presentation and analysis of the data on organisational structure and teacher performance in secondary schools in Ngora district, Uganda.

4.1 Response Rate

This section presents an analysis of the study's response rate, offering insights into the percentage of participants involved in the research.

Table 4.1: Response Rate

Instrument	Target sample Size	Frequency	Percent
Interview Guide	13	12	92.3
Questionnaire	143	138	96.5
Total	156	150	96.1

Source: Field Data (2024)

The data on response rates for the study instruments in Table 4.1 indicate a high level of participation among the targeted respondents. Out of the total target sample size of 156, 150 participants responded, representing an overall response rate of 96.1%. Specifically, of the 13 individuals targeted for interviews, 12 (92.3%) were successfully interviewed, while 138 out of 143 (96.5%) completed the questionnaires. These response rates surpass the commonly accepted threshold of 70% for social science research, suggesting a strong level of engagement and cooperation from the study participants (Creswell & Creswell, 2018).

4.2 Respondents' Demographic Characteristics

This section delineates the demographic attributes of the 138 participants involved in the study. Gaining insight into these characteristics was crucial for contextualizing the results and understanding the makeup of the teaching workforce. The analysis concentrated on several pertinent variables, including gender, age category, highest educational qualification achieved, and years of service. The results are summarized in Table 4.2.

Table 4.2: Demographic Characteristics of Respondents

Characteristics	Category	Frequency	Percentage (%)
Sex	Male	79	57.2
	Female	59	42.8
	Total	138	100%
Age Bracket	20-30 years	13	9.4
	31-40 years	43	31.2
	41-50 years	45	32.6
	51 years and above	37	12.3
	Total	138	100%
Highest Level of Education	Diploma	47	40.8
	Bachelor	82	47.6
	Masters	9	6.8
	Total	138	100%
Length of Service	<5 years	21	15.2
	5-10 years	39	28.3
	11-15 years	44	31.9
	>15 years	34	24.6
	Total	138	100%

The demographic profile of the study participants reveals a fairly balanced representation across various categories, contributing to the richness and diversity

of the findings. In terms of gender, the majority of respondents were male (57.2%), while females constituted 42.8%, indicating a moderate gender gap in the sampled population. Regarding age distribution, most participants fell within the 31-40 years (31.2%) and 41-50 years (32.6%) brackets, suggesting that a significant proportion of respondents were in their prime working age with considerable professional experience. Participants aged 51 years and above made up 12.3%, while the youngest age group, 20-30 years, comprised 9.4%, reflecting a limited presence of early-career professionals in the sample.

In terms of educational qualifications, the majority of respondents held a Bachelor's degree (47.6%), followed by those with Diplomas (40.8%), and a smaller proportion (6.8%) possessed Master's degrees. This distribution indicates that most participants had attained at least a tertiary level of education, which is essential for informed perspectives in academic and professional discourse. Regarding work experience, the largest group had served between 11-15 years (31.9%), followed by those with 5-10 years (28.3%), more than 15 years (24.6%), and less than 5 years (15.2%) of service. This implies that the majority of respondents were experienced professionals, likely contributing valuable insights derived from substantial time in the field. Collectively, the demographic characteristics suggest that the study benefited from a well-informed and professionally diverse respondent base, enhancing the credibility and depth of the data collected.

4.3 Findings on Teachers' Performance

The dependent variable (DV) in this study was teachers' performance. The information on teachers' performance from the study participants was gathered using six Likert-scale formatted items in the developed Questionnaire and

interviews. The quantitative information obtained is presented using descriptive statistics: frequencies, percentages, and means as presented in Table 4.3.

Table 4.3: Descriptive Statistics on Teachers' Performance

Items	SD	D	UD	A	SA	Mean	
I regularly prepare schemes of work and lesson plans to guide my teaching.	7 (5.1%)	10 (7.2%)	12 (8.7%)	52 (37.7%)	57 (41.3%)	4.03	High
I use relevant instructional materials to support the delivery of my lessons.	1 (0.7%)	10 (7.2%)	13 (9.4%)	66 (47.8%)	48 (34.8%)	4.09	High
I effectively manage learners' discipline and make good use of instructional time during lessons.	1 (0.7%)	6 (4.3%)	12 (8.7%)	62 (44.9%)	57 (41.3%)	4.22	Very High
I create and maintain a positive learning environment that supports pupils' academic engagement.	4 (2.9%)	8 (5.8%)	14 (10.1%)	67 (48.6%)	45 (32.6%)	4.02	High
I have a strong understanding of the subject content I teach and use appropriate teaching methods.	3 (2.2%)	8 (5.8%)	15 (10.9%)	58 (42.0%)	54 (39.1%)	4.10	High
I actively engage learners during lessons to enhance their understanding and participation.	2 (1.4%)	3 (2.2%)	24 (17.4%)	70 (50.7%)	39 (28.3%)	4.02	High
Grand Mean						4.07	High

Findings in Table 4.4 indicate that a total of 109 teachers (79.0%) agreed that they regularly prepare these documents to guide their teaching. About 17 teachers (12.3%) disagreed, while 12 teachers (8.7%) were undecided on this matter. The mean score of 4.03 indicates a generally favorable perception. These results imply

that the majority of teachers demonstrate a strong sense of planning and instructional preparedness. Despite the favourable perception reflected in the quantitative findings, qualitative data from head teachers, the District Education Officer (DEO), and Inspectors of Schools revealed notable inconsistencies regarding teachers' actual practices in preparing schemes of work and lesson plans. While the survey responses suggest that most teachers claim to regularly prepare instructional documents, interviews uncovered a different reality.

Out of the eight head teachers interviewed, six expressed concern over the irregular preparation and use of schemes and lesson plans by some teachers. One head teacher noted:

“Some teachers just rush to the classroom without referring to any scheme or lesson plan. They rely heavily on experience and not on structured preparation. This is worrying, especially for lower primary” (Interviews with one of the head teachers in November 2025).

Another head teacher observed:

“Even though teachers submit schemes at the beginning of the term, many do not follow them. When we do impromptu checks, some lesson plans are missing or outdated” (Interviews with one of the head teachers in November 2025).

This contradicts the high percentage (79.0%) of teachers who indicated they consistently prepare such documents, suggesting a potential gap between self-reported practices and actual classroom behaviour.

Further contrasting views came from the District Education Officer, who emphasized systemic gaps in planning supervision:

“We have discovered through school visits that the preparation of schemes and lesson plans is inconsistent. Some teachers only draft them for compliance during inspections” (Interviews with the DEO in November 2025).

The Inspector of Schools echoed this concern, stating:

“It is common to find lesson plans that are photocopied or recycled. There’s limited evidence that these documents are effectively used to guide teaching and learning” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector added:

“Some teachers are under the impression that lesson plans are mere formalities. As a result, the quality and relevance of these documents are questionable” (Interviews with one of the Inspectors of Schools in November 2025).

These contrasting qualitative insights reveal a critical inconsistency between the self-reported data and the observed practices within schools. While the quantitative findings suggest a strong culture of instructional preparedness among teachers, qualitative evidence highlights superficial compliance and a lack of sustained, meaningful use of instructional planning tools.

As to whether teachers use relevant instructional materials to support lesson delivery, 114 teachers (82.6%) responded affirmatively, while only 11 teachers (7.9%) disagreed. Meanwhile, 13 teachers (9.4%) were undecided on this item. With a mean score of 4.09, the data indicate that most teachers value and apply instructional resources in their teaching. While the quantitative data reflect an overwhelmingly positive perception regarding teachers' use of instructional materials, qualitative findings from interviews with head teachers, the District Education Officer (DEO), and Inspectors of Schools present a more critical and contradictory narrative. Of the eight head teachers interviewed, the majority (5 out of 8) expressed dissatisfaction with how instructional materials are used in practice. One head teacher remarked:

“Teachers say they use materials, but in reality, very few go beyond using the chalkboard. Teaching aids like charts, real objects, and models are rarely used, especially” (Interviews with one of the head teachers in November 2025).

Another head teacher emphasized the issue of neglecting locally available resources:

“There's little creativity. Teachers wait for supplied materials, yet the curriculum encourages improvisation. You rarely find a teacher bringing realia to class unless there's an inspection” (Interviews with one of the head teachers in November 2025).

These observations contradict the quantitative claim that instructional materials are widely applied in teaching. The disparity raises questions about the validity of

the teachers' responses, suggesting either a social desirability bias or a lack of clarity regarding what qualifies as 'instructional materials.'

Furthermore, the District Education Officer reported systemic limitations in the effective integration of teaching aids:

"In many schools, instructional materials are locked away in stores. Teachers cite excuses like lack of time or fear of damage to avoid using them during lessons" (Interviews with the DEO in November 2025).

This view was corroborated by one Inspector of Schools who stated:

"Even where materials are available, we find that they are underutilized. Teachers might bring them out during a demonstration lesson, but day-to-day use is inconsistent" (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector added:

"What we observe is a culture of minimal effort—teachers stick to textbooks and talk-and-chalk methods. The use of visual or tactile materials is rare unless it's a mandated practical subject" (Interviews with one of the Inspectors of Schools in November 2025).

These divergent qualitative findings present a compelling argument that the quantitative data, though statistically robust, may mask deeper issues regarding the practical application of instructional materials. The high percentage of teachers claiming to use such materials does not align with the ground-level realities reported by school leaders and supervisors. This inconsistency highlights a

possible disconnect between perception and practice, suggesting that while teachers may be aware of the value of instructional materials, their actual use remains superficial or sporadic.

About the effective management of learners' discipline and instructional time, the findings show that 119 teachers (86.2%) agreed that they manage discipline and utilize lesson time effectively. In contrast, 7 teachers (5.0%) reported disagreement, and 12 teachers (8.7%) were undecided. The mean score of 4.22, the highest among all items, reflects a particularly positive trend. Although the quantitative findings present an overwhelmingly positive picture, where 86.2% of teachers reported effectively managing learner discipline and instructional time, qualitative insights from head teachers, the District Education Officer (DEO), and Inspectors of Schools reveal a less consistent and more critical reality. From interviews with eight head teachers, a majority (7 out of 8) raised concerns regarding inconsistent classroom management, especially in large classes and lower primary levels. One head teacher remarked:

“In some classes, you find chaos. Teachers are overwhelmed and often lose control. They claim to manage well, but in practice, discipline is a daily struggle” (Interviews with one of the head teachers in November 2025).

Another head teacher noted the misuse of instructional time, stating:

“Some teachers report late to class or spend time on unrelated discussions. The lesson may be planned for 40 minutes, but actual teaching time can be as low as 20 minutes” (Interviews with one of the head teachers in November 2025).

These observations starkly contrast with the high agreement reflected in the survey, highlighting a gap between perceived and actual practices. Head teachers attributed this gap partly to teachers overstating their effectiveness to protect their professional image.

The District Education Officer offered an even more critical assessment:

“Effective time use remains a major challenge. Teachers are often distracted by personal calls, late arrivals, or extended staffroom conversations. There is a need for stronger enforcement of instructional schedules” (Interviews with DEO in November 2025).

One Inspector of Schools added:

“We frequently observe that teachers let learners roam around or chat during lessons. Classroom control is weak in many rural schools, despite what the data suggests” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector emphasized that:

“There’s a tendency for teachers to equate physical presence with teaching. But engagement and discipline management require more than just being in class” (Interviews with one of the Inspectors of Schools in November 2025).

Despite the dominant critical view, a minority of both head teachers and inspectors acknowledged that a few committed teachers manage discipline and instructional time exceptionally well. One head teacher highlighted:

“We do have some standout teachers who are highly disciplined. Their classes are always organized, and learners remain attentive throughout” (Interviews with one of the head teachers in November 2025).

An inspector similarly remarked:

“Where teachers are passionate and properly trained, we see excellent classroom management, but these are exceptions, not the norm” (Interviews with one of the Inspectors of Schools in November 2025).

These qualitative insights reveal a significant divergence from the overwhelmingly positive self-assessments presented in the quantitative findings. While most teachers claim to manage discipline and instructional time effectively, observations from supervisory authorities challenge this claim, suggesting that such self-reporting may reflect idealized perceptions rather than consistent realities. The few teachers who truly excel in this area represent an important but small fraction.

Regarding the creation and maintenance of a positive learning environment, 112 teachers (81.2%) agreed, while 12 teachers (8.7%) indicated disagreement. 14 teachers (10.1%) remained undecided. The mean score of 4.02 suggests general positivity. These results indicate that a majority of teachers are aware of the importance of fostering conducive learning spaces that enhance student engagement. Nonetheless, the undecided responses may point to inconsistent practices or a lack of training in classroom climate management.

Although the quantitative data suggest that most teachers (81.2%) believe they create and maintain a positive learning environment, with a high mean score of 4.02, qualitative findings from head teachers, the District Education Officer (DEO), and Inspectors of Schools challenge this optimistic portrayal. The claim that teachers consistently foster conducive learning spaces is undermined by ground-level reports of inconsistency, lack of learner-centered strategies, and demotivating classroom environments, particularly in under-resourced or overcrowded schools.

Among the eight head teachers interviewed, six expressed doubts about the consistent creation of positive classroom environments. One head teacher stated:

“Some classrooms are dull and rigid. Teachers stick to chalk-and-talk. Learners are rarely involved in discussions or group work that could foster a more interactive environment” (Interviews with one of the head teachers in November 2025).

Another emphasized poor teacher-learner relationships as a hindrance:

“Some teachers are too authoritative. They shout or threaten students, which creates fear rather than motivation. That’s not what a positive learning environment should look like” (Interviews with one of the head teachers in November 2025).

Such perspectives contrast with the survey findings, where teachers largely rate themselves favourably. This inconsistency points to possible self-reporting bias, where teachers may overstate their efforts to conform to expected professional standards.

From a district-level viewpoint, the DEO voiced concerns about the structural and pedagogical challenges that hinder the development of positive classroom climates:

“In many schools, especially in rural areas, classrooms are overcrowded, and furniture is inadequate. Even motivated teachers struggle to create a warm, learner-centered environment under such conditions” (Interviews with the DEO in November 2025).

The inspector of Schools corroborated this, with one stating:

“During monitoring visits, we often find learners seated on the floor or squeezed into benches. The physical setup alone makes it difficult to foster positivity” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector added:

“There’s minimal display of learning materials, charts, or pupils’ work on walls. Many classrooms feel bare and uninspiring. This affects learner morale and engagement” (Interviews with one of the Inspectors of Schools in November 2025).

Despite the general criticism, a minority of head teachers and inspectors acknowledged that a few teachers excel at fostering a positive learning environment, even under difficult circumstances. One head teacher observed:

“We have a few teachers who are naturally warm and engaging. Their classes are lively, pupils are relaxed but focused, and there’s mutual

respect” (Interviews with one of the head teachers in November 2025).

An inspector similarly noted:

“Some classrooms are beautifully arranged, with pupil work displayed, group activity areas, and teachers who use praise effectively. But these are exceptions” (Interviews with one of the Inspectors of Schools in November 2025).

The discrepancy between teachers’ self-assessments and the lived experiences described by school leaders and inspectors suggests a notable gap between perception and practice. While the majority of teachers claim to maintain positive learning environments, qualitative evidence points to widespread challenges such as poor physical conditions, outdated teaching styles, and authoritarian attitudes.

Concerning teachers’ understanding of subject content and use of appropriate teaching methods, 112 teachers (81.1%) agreed, 11 teachers (8.0%) disagreed, and 15 teachers (10.9%) were undecided. The mean score was 4.10, suggesting a solid level of content mastery. Although the quantitative findings indicate strong subject content knowledge and the use of appropriate teaching methods, the District Education Officer (DEO), and Inspectors of Schools reveal significant inconsistencies. These supervisory voices paint a more nuanced, and in some cases, critical picture that challenges the validity of teachers’ self-assessments.

From interviews with eight head teachers, most acknowledged that while some teachers demonstrate strong mastery, a considerable number still struggle with

both content knowledge and methodological application. One head teacher candidly stated:

“We have teachers who teach by routine. When the syllabus shifts or when learners ask deeper questions, they get stuck. This shows gaps in subject mastery” (Interviews with one of the head teachers in November 2025).

Another head teacher emphasized issues with teaching strategies:

“Some teachers use outdated methods like rote learning. They rarely adapt teaching to learner needs or integrate participatory approaches like group discussions or problem-solving” (Interviews with one of the head teachers in November 2025).

These observations suggest that the high quantitative scores may not fully reflect classroom realities. Rather, they could reflect overconfidence, social desirability bias, or a limited understanding of what constitutes good teaching practices.

The District Education Officer was even more direct in questioning the perceived mastery reported in the survey:

“When we conduct school inspections, we find teachers who cannot break down concepts or contextualize content. They may know the topic in theory, but their delivery lacks depth and clarity” (Interviews with the DEO in November 2025).

An Inspector of Schools expressed similar concerns about methodological rigidity:

“Many teachers stick to teacher-centered approaches. They dominate lessons, limit learner interaction, and rarely use differentiated instruction to support learners at different ability levels” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector added:

“Some teachers avoid topics they don’t fully understand or rush through them. This compromises the learners’ grasp of key concepts, despite what the data claims” (Interviews with one of the Inspectors of Schools in November 2025).

While the dominant qualitative voices point to inconsistencies, a minority of head teachers and inspectors highlighted a few exemplary teachers. One head teacher noted:

“We have some teachers who prepare thoroughly. They not only know the content but can simplify it and make it engaging for learners” (Interviews with one of the head teachers in November 2025).

An inspector echoed this, stating:

“In a few cases, we observe highly skilled teachers who use innovative techniques, real-life examples, and learner-centered methods. Unfortunately, these are still in the minority” (Interviews with one of the Inspectors of Schools in November 2025).

The inconsistencies between the quantitative and qualitative findings suggest that while many teachers may feel confident about their content knowledge and

teaching methods, actual classroom practices often fall short of pedagogical best practices. The qualitative evidence points to a critical need for ongoing subject-specific professional development, not only to deepen content understanding but also to improve instructional delivery.

As to whether teachers actively engage learners during lessons, 109 teachers (79.0%) reported agreement, while 5 teachers (3.6%) disagreed or strongly disagreed. 24 teachers (17.4%) remained undecided, the highest undecided percentage among all items. The mean score was 4.02, showing general agreement. These findings suggest that while most teachers recognize the importance of interactive pedagogy, a considerable number are uncertain about their level of engagement. While quantitative results suggest that the majority of teachers actively engage learners during lessons, the qualitative findings tell a different, more complex story. The high percentage of undecided responses (17.4%), the largest among all items, already signals uncertainty, and this is reinforced by insights from head teachers, the District Education Officer (DEO), and Inspectors of Schools. These supervisory voices cast doubt on the extent and consistency of learner engagement in classrooms, pointing to practices that often fall short of true learner-centered instruction.

Of the eight head teachers interviewed, five acknowledged that although some teachers attempt to involve learners, many still rely on traditional, teacher-dominated approaches. One head teacher commented:

“Most teachers still use lecture methods. Learners are passive. When you visit classes, very few teachers ask open-ended questions or use group work effectively” (Interviews with one of the head teachers in November 2025).

Another head teacher added:

“Some teachers equate calling a few names during a lesson to engagement. But real engagement goes beyond that—it means making learners think, discuss, and discover” (Interviews with one of the head teachers in November 2025).

These observations contrast sharply with the quantitative figures, suggesting that the favourable responses may stem more from theoretical understanding than actual classroom behaviour.

The District Education Officer also expressed concern over this disconnect:

“There’s a misconception among teachers that talking to learners equals engagement. True engagement requires learners to be actively involved through problem-solving, discussion, and hands-on activities. That is rarely the case in many schools” (Interviews with the DEO in November 2025).

An Inspector of Schools further observed:

“We find very little group work or learner presentations. In many lessons, the teacher talks for 30 minutes while learners just copy notes. That’s not learner engagement” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector noted that engagement often breaks down in large classes:

“Some teachers have good intentions, but with classes of 80 or more, they can’t manage interactive methods effectively. It becomes easier to lecture than facilitate dialogue” (Interviews with one of the Inspector of Schools in November 2025).

Despite these criticisms, a few head teachers and inspectors acknowledged that a minority of teachers demonstrate strong learner engagement practices. One head teacher highlighted:

“We have teachers who use songs, role play, and discovery methods, especially in lower primary. These classes are lively, and learners participate actively” (Interviews with one of the head teachers in November 2025).

An inspector echoed this view, stating:

“Some teachers are trained in active learning strategies and apply them well. But they are still the exception, not the rule” (Interviews with one of the Inspectors of Schools in November 2025).

The stark contrast between self-reported engagement levels and qualitative evidence from supervisory stakeholders reveals a significant inconsistency. While many teachers may understand the importance of learner-centered methods, translating this into practice remains a major challenge. The high proportion of undecided responses in the survey reflects this uncertainty and highlights a deeper issue: a lack of confidence, pedagogical training, or conducive conditions for interactive teaching.

The grand mean of 4.07 in Table 4.3 indicates that teachers' performance across the measured indicators is generally high, reflecting a consistent level of professionalism and commitment to instructional responsibilities. This aggregate score shows that teachers frequently prepare schemes of work and lesson plans, employ relevant instructional materials, manage classroom discipline effectively, maintain positive learning environments, demonstrate strong subject knowledge, and actively engage learners during lessons. While some specific items, such as classroom management ($M = 4.22$), scored at a "very high" level, the overall consistency of scores above 4.0 reflects sustained effort and competence in teaching practices. This suggests that teachers in the studied context are largely dedicated to enhancing instructional quality and pupil engagement, which is critical for improved academic outcomes. The high grand mean, therefore, serves as an important baseline, implying that structural and managerial factors—such as effective delegation and a clear chain of command—likely play a significant role in sustaining and enhancing this performance level, as further evidenced by the regression findings.

4.4 Effect of Chain of Command on Teacher Performance in Government-aided Secondary schools in Ngora District

The first specific objective of the study sought to examine the effect of the chain of command on teacher performance in government-aided secondary schools in Ngora District. The chain of command was measured by reporting clarity, authority level, and information flow. Six items in the questionnaire were developed to collect statistical data on the chain of command, and qualitative data were collected using an interview guide. Below in Table 4.4 are descriptive results on the chain of command.

Table 4.4: Descriptive Statistics on Chain of Command

Items	SD	D	UD	A	SA	Mean	Interpre.
I clearly understand to whom I am directly accountable in the school hierarchy.	4 (2.9%)	6 (4.3%)	5 (3.6%)	28 (20.3%)	95 (68.8%)	4.48	Very High
In this school, the roles and reporting lines between teachers and school administrators are well-defined.	3 (2.2%)	3 (2.2%)	4 (2.9%)	81 (58.7%)	47 (34.1%)	4.20	Very high
In this school, there is a clear distinction between different levels of authority in our school structure.	4 (2.9%)	12 (8.7%)	8 (5.8%)	51 (37.0%)	63 (45.7%)	4.14	High
I know who is responsible for making decisions at different levels of the school system.	2 (1.4%)	3 (2.2%)	12 (8.7%)	57 (41.3%)	64 (46.4%)	4.29	Very high
In this school, the information from school leadership is communicated to teachers promptly.	1 (0.7%)	7 (5.1%)	8 (5.8%)	60 (43.5%)	62 (44.9%)	4.27	Very high
In this school, there is an efficient flow of communication from top management down to classroom teachers.	4 (2.9%)	4 (2.9%)	6 (4.3%)	71 (51.4%)	53 (38.4%)	4.20	Very high
Grand Mean						4.26	Very High

Legend: (1.00-1.80 = Very low, 1.81-2.60 = low, 2.61-3.40 = Moderate; 3.41-4.20 = High; 4.21-5.00 = Very high)

Findings in Table 4.4 show that 123 teachers (89.1%) agreed that they clearly understand to whom they are directly accountable. In contrast, 10 teachers (7.2%) expressed disagreement, while 5 teachers (3.6%) were undecided. The mean score of 4.48, the highest in this set, suggests a strong awareness among teachers about

their direct reporting lines. These results imply that the majority of teachers operate within a clearly defined chain of command, which likely contributes to effective school management and accountability practices. Qualitative findings from head teachers align with this narrative, reinforcing the idea that internal school structures support accountability. However, contrasting views from the District Education Officer (DEO) and Inspectors of Schools suggest that while awareness may be high, actual adherence to accountability mechanisms is uneven, and implementation is sometimes undermined by systemic challenges.

From interviews with eight head teachers, most (6 out of 8) affirmed that teachers are indeed aware of the school's reporting structures and understand their supervisory roles. One head teacher explained:

“Teachers know they report directly to the deputy or the head teacher. This has been emphasized during staff meetings, and it helps streamline communication and task execution” (Interviews with one of the head teachers in November 2025).

Another head teacher noted:

“The chain of command is clear, from class teachers to heads of departments, then to senior management. Most of our teachers understand this and comply well” (Interviews with one of the head teachers in November 2025).

These observations confirm the quantitative data and point to a functional internal accountability structure that fosters effective operations. According to head

teachers, this clarity reduces conflict, enhances coordination, and ensures follow-through on teaching and administrative tasks.

However, contrasting insights emerged from the District Education Officer and Inspectors of Schools, who acknowledged that while awareness of reporting lines exists, consistent observance and responsiveness remain a challenge. The DEO pointed out:

“Teachers may know who they report to, but that doesn’t mean they always follow through. Some ignore instructions or delay in submitting reports. The structure exists, but the culture of accountability is weak in some schools” (Interviews with the DEO in November 2025).

An Inspector of Schools echoed this concern, stating:

“In some schools, teachers bypass their immediate supervisors and go straight to the head teacher or district office with complaints or issues, creating confusion and undermining hierarchy” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector noted:

“Yes, teachers know the reporting system, but during inspections, we often find files not updated, schemes of work not signed by supervisors, and limited evidence of real accountability enforcement” (Interviews with one of the Inspectors of Schools in November 2025).

These contrasting observations reveal a critical nuance: teachers' knowledge of their accountability lines is widespread, but effective operationalization of that structure varies across schools.

A minority perspective among head teachers and inspectors acknowledged that in schools with strong leadership, accountability systems are both understood and rigorously applied. One head teacher remarked:

“Where leadership is strong and consistent, teachers not only know whom to report to but also follow the chain diligently and with discipline” (Interviews with one of the head teachers in November 2025).

Similarly, an inspector affirmed:

“We have seen schools where structures are functional—records are up to date, communication is clear, and teachers comply fully. But these are exceptions in a broader system with enforcement gaps” (Interviews with one of the Inspectors of Schools in November 2025).

The qualitative findings largely support the high level of teacher awareness reflected in the quantitative results. Head teachers confirm that clear reporting lines are established and understood by most staff, which positively influences school functionality and coordination. However, the contrasting views from the DEO and Inspectors of Schools introduce a critical layer: awareness does not always equate to compliance.

As to whether roles and reporting lines between teachers and school administrators are well-defined, 128 teachers (92.8%) agreed that roles and reporting lines between them and school administrators are well-defined, while 6 teachers (4.4%) disagreed or strongly disagreed. Only 4 teachers (2.9%) were undecided. With a mean score of 4.20, this reflects a very high level of confidence among teachers regarding organizational role clarity. Qualitative findings from head teachers strongly support this positive assessment, highlighting that role expectations and supervisory frameworks are generally well-communicated and upheld within schools. However, the views of the District Education Officer (DEO) and Inspectors of Schools inject a critical contrast, noting that while structural definitions exist, practical adherence and role execution are often hindered by leadership gaps, informal practices, or contextual limitations in some schools.

Among the eight head teachers interviewed, all affirmed that their schools maintain well-defined roles and reporting structures between teachers and administrators. One head teacher confidently stated:

“Each teacher knows what is expected of them, and they know who to report to. This clarity has helped us reduce unnecessary delays and conflicts in implementing school programs” (Interviews with one of the head teachers in November 2025).

Another head teacher added:

“We review the duty rosters and role expectations at the start of each term, and everyone signs. This reinforces the structure and keeps staff focused on their duties” (Interviews with one of the head teachers in November 2025).

Such testimonies align with the quantitative findings, suggesting that in many schools, internal communication and administrative planning have created a culture of transparency and accountability.

Yet, the DEO provided a more nuanced view. While acknowledging that schools generally have defined roles, she raised concerns about how these roles are sometimes executed:

“On paper, everything looks good—teachers know who they report to. But in practice, we’ve seen cases where head teachers take over responsibilities meant for their deputies, or teachers bypass reporting lines” (Interviews with the DEO in November 2025).

An Inspector of Schools echoed this concern:

“Yes, the roles exist. But enforcement is the challenge. Sometimes teachers wait to be told what to do instead of acting proactively within their roles. It shows that clarity does not always translate to initiative” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector observed that role clarity is often weaker in poorly managed schools:

“In schools with weak leadership, roles may be stated but not followed. For example, heads of department are not empowered to supervise their teams, and everything defaults to the head teacher” (Interviews with one of the Inspectors of Schools in November 2025).

These contrasting views highlight the gap between structural clarity and functional reality, pointing to inconsistencies in leadership practice, communication culture, and delegation.

While most head teachers were confident in the clarity of reporting lines, one noted challenge in maintaining boundaries:

“We sometimes struggle when new teachers come in mid-term. They’re not always properly inducted, and that can lead to confusion about who supervises what” (Interviews with one of the head teachers in November 2025).

Interestingly, one inspector acknowledged exemplary systems:

“In well-run schools, role clarity is not just stated—it is practiced. Teachers are confident, they consult their immediate supervisors, and tasks are followed through as expected” (Interviews with one of the Inspectors of Schools in November 2025).

The alignment between quantitative findings and most qualitative responses from head teachers affirms that, in general, teachers are confident in their understanding of organizational roles and reporting structures. This clarity is critical in minimizing administrative ambiguity and ensuring a functional division of labour. However, the contrasting insights from the DEO and Inspectors of Schools point to a significant qualification: structural clarity alone is insufficient if not backed by consistent leadership behaviour, empowerment of middle-level leaders, and routine reinforcement of duties.

About the distinction between different levels of authority, 114 teachers (82.7%) agreed, while 16 teachers (11.6%) disagreed that there are distinctions between different levels of authority. 8 teachers (5.8%) remained undecided. The item's mean of 4.14 indicates a generally high favourable view. This suggests that teachers generally recognize and respect the hierarchical structure within the school system. Qualitative findings from head teachers support this view, confirming that institutional protocols and chains of command are largely understood and followed by most teachers. However, qualitative data from the District Education Officer (DEO) and Inspectors of Schools introduce a contrasting narrative: while structural awareness exists, inconsistencies in the application and enforcement of authority lines diminish the effectiveness of hierarchical governance.

All eight head teachers interviewed affirmed that their teachers are aware of the stratified leadership structure within schools. One head teacher stated:

“Our staff understands the hierarchy: class teachers report to department heads, who then report to the deputy or me. This distinction helps prevent confusion and maintains order” (Interviews with one of the head teachers in November 2025).

Another head teacher elaborated:

“When responsibilities are assigned, teachers know whom to consult or report to. This clarity reduces conflicts and fosters accountability” (Interviews with one of the head teachers in November 2025).

These responses strongly align with the quantitative findings and demonstrate that, from the perspective of internal school leadership, authority structures are both known and respected. Head teachers credit this awareness with enhancing administrative efficiency and teamwork.

However, a more critical view was provided by the DEO, who noted that the presence of formal authority structures does not always ensure their functional integrity:

“Yes, schools have layers of authority, but we often see teachers bypassing those layers. Some go directly to the head teacher with minor issues that should be handled by department heads. Others escalate concerns outside the school without following protocol” (Interviews with DEO in November 2025).

Similarly, an Inspector of Schools commented:

“In many cases, authority distinctions exist in name, but not in practice. Some deputy head teachers or heads of department are passive, and teachers ignore them altogether. That weakens the intended structure” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector pointed out disparities between schools:

“In urban or well-managed schools, these levels are respected. But in rural or understaffed schools, the distinctions blur. Sometimes the head teacher does everything because intermediate leaders are

ineffective or unavailable” (Interviews with one of the Inspectors of Schools in November 2025).

While the dominant views support the idea that authority distinctions are generally respected, a few dissenting voices emerged from among the head teachers themselves. One head teacher admitted:

“We still have a few teachers who question or challenge decisions from senior teachers or heads of department. They believe only the head teacher’s word matters, which undermines the system” (Interviews with one of the head teachers in November 2025).

Conversely, one inspector acknowledged exemplary cases:

“Some schools have clear delegation structures that work well. Teachers respect the roles and decisions of their immediate supervisors without always seeking approval from the top” (Interviews with one of the Inspectors of Schools in November 2025).

The consistency between the majority of qualitative data from head teachers and the quantitative findings supports the conclusion that teachers generally recognize and respect the distinction between different levels of authority. This clarity contributes positively to institutional protocol and workflow. However, insights from the DEO and Inspectors of Schools highlight a deeper concern: awareness of authority structures does not always translate into adherence.

Regarding knowledge of decision-making responsibilities, 121 teachers (87.7%) agreed that they are aware of who is responsible for making decisions at different

levels of the school system. 5 teachers (3.6%) disagreed or strongly disagreed, and 12 teachers (8.7%) were undecided. The mean score of 4.29 supports a strong consensus on decision-making clarity. This suggests that teachers are informed about their duties and well-acquainted with the administrative decision-making framework, likely enhancing their trust and confidence in school governance.

Qualitative findings from head teachers reinforce this positive assessment, affirming that teachers are not only aware of but also generally comply with defined decision-making roles. However, contrasting views from the District Education Officer (DEO) and Inspectors of Schools suggest that while formal clarity exists, the actual distribution of decision-making power is often centralized, which may limit teacher agency and affect participatory governance.

From interviews with eight head teachers, there was a strong consensus that teachers in their schools understand who is responsible for making decisions and at what level. One head teacher stated:

“We involve teachers in decisions that concern their roles, like planning lessons or organizing class activities. But they also know that issues like budgeting or staffing are handled at the management level” (Interviews with one of the head teachers in November 2025).

Another added:

“We make it a point during staff meetings to communicate who decides what. Teachers have become more confident and cooperative because they know where they fit in the process” (Interviews with one of the head teachers in November 2025).

These insights affirm the quantitative data and reflect a school culture in which administrative responsibilities are both clearly articulated and generally respected. According to head teachers, this clarity enhances staff cohesion, boosts trust in leadership, and minimizes conflicts over authority.

However, a more skeptical perspective came from the DEO, who remarked that while decision-making hierarchies are defined in many schools, implementation tends to be top-heavy:

“In many schools, real decisions are still made by the head teacher alone. Teachers might feel informed, but they are not always part of the process. Their role is more about execution than input” (Interviews with the DEO in November 2025).

One Inspector of Schools similarly noted:

“Yes, teachers know the chain of decision-making, but their actual involvement is often limited. Sometimes, even deputy head teachers are left out of critical decisions, especially in schools with authoritarian leadership styles” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector highlighted issues of inconsistency:

“In well-managed schools, decisions are distributed, and teachers participate meaningfully. But in poorly managed ones, the system is highly centralized. This creates disillusionment among staff,

especially younger or newer teachers” (Interviews with one of the Inspectors of Schools in November 2025).

These observations challenge the surface-level consensus revealed by the quantitative data. They reveal that awareness of decision-making structures does not always translate into meaningful involvement, especially where leadership culture inhibits open dialogue or team-based decision-making.

A minority view from a head teacher acknowledged that not all teachers fully understand decision-making boundaries, especially newer staff:

“Some new teachers get confused about where their voice matters. We have to keep mentoring them to understand where they can make decisions and where they need to consult” (Interviews with one of the head teachers in November 2025).

One inspector also acknowledged schools where the process works well:

“There are head teachers who empower their staff. Teachers are invited to give input on instructional decisions or co-curricular activities, and this builds ownership” (Interviews with one of Inspectors of Schools in November 2025).

The convergence of quantitative and head teacher qualitative findings suggests that most teachers have a clear understanding of the decision-making framework within their schools. This knowledge likely contributes to operational stability and promotes a sense of direction. However, the contrasting perspectives from the

DEO and Inspectors of Schools highlight a critical difference between knowing who holds decision-making power and participating in that process.

As to whether information from school leadership is communicated promptly to teachers, 122 teachers (88.4%) agreed that information from school leadership is communicated promptly to them, while 8(5.8%) disagreed. 8(5.8%) were also undecided. With a mean of 4.27, the responses suggest that timely communication from leadership is common in the school setting.

Qualitative data from the eight interviewed head teachers support this position, with most confirming the existence of consistent and timely communication channels. However, the contrasting views from the District Education Officer (DEO) and Inspectors of Schools introduce a critical layer, suggesting that while communication may be prompt, it is not always effective, comprehensive, or two-way.

All head teachers agreed that timely communication with teachers is a routine part of their leadership role. One head teacher remarked:

“We have a clear communication structure. Circulars, staff meetings, and WhatsApp groups help us relay information quickly and clearly.”

(Interviews with one of the head teachers in November 2025).

Another emphasized procedural efficiency:

“Whenever we receive updates from the district or the Ministry, I brief my deputies the same day, and we pass it to the staff

immediately. We can't afford delays" (Interviews with one of the head teachers in November 2025).

These statements reinforce the quantitative findings and portray schools as well-organized systems that prioritize information flow for smooth coordination. Teachers are, according to the head teachers, rarely caught off-guard about changes or expectations.

However, the DEO presented a contrasting view, stating that while communication often happens promptly, it can lack engagement or clarity:

"There's a difference between fast communication and meaningful communication. In some schools, messages are rushed through without context or discussion, leaving teachers unsure about implementation." (Interviews with the DEO in November 2025).

An Inspector of Schools similarly commented:

"Some head teachers issue directives quickly, yes, but they don't allow room for feedback or clarification. This top-down approach can demoralize teachers, especially when the information is vague or overly administrative" (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector noted discrepancies across schools:

"In better-managed schools, communication is both timely and interactive. But in others, notices are pinned up or passed around at

the last minute, and teachers feel blindsided” (Interviews with one of the Inspectors of Schools in November 2025).

These insights highlight that while most schools succeed in rapid dissemination of information, the quality and tone of that communication vary. Promptness without clarity or inclusion can result in surface-level compliance rather than meaningful engagement.

The convergence of quantitative findings and head teachers’ accounts confirms that prompt communication from school leadership is a widespread practice, reinforcing administrative order and preparedness among teachers. However, contrasting insights from the DEO and Inspectors of Schools urge caution in interpreting these results solely as a marker of effective leadership.

About the efficiency of communication flow from top management to classroom teachers, 124 teachers (89.8%) agreed that communication flows effectively from the top down. Only 8 (5.8%) disagreed, and 6 (4.3%) were undecided. The mean score of 4.20 indicates a broadly positive perception. These findings suggest that the communication structure supports efficient information dissemination across levels of authority, fostering a transparent and responsive school culture. Consistently, head teachers in qualitative interviews affirmed that their schools maintain effective communication structures, utilizing both formal and informal channels to ensure the timely and consistent dissemination of information. However, insights from the District Education Officer (DEO) and Inspectors of Schools present a contrasting viewpoint, questioning the depth, consistency, and bidirectionality of that communication flow, particularly in schools with weak internal management or in rural settings.

Among the eight head teachers interviewed, all expressed confidence in the efficiency of communication from top management to teachers. One head teacher proudly stated:

“We ensure that whatever is communicated from the Ministry or district office is relayed to staff promptly, whether through staff briefings, written notices, or digital platforms” (Interviews with one of the head teachers in November 2025).

Another emphasized structure and delegation:

“We have clear internal channels, heads of departments, class coordinators, and WhatsApp groups. These systems allow even minor updates to reach teachers without delays” (Interviews with one of the head teachers in November 2025).

These narratives reinforce the quantitative consensus that schools largely operate with streamlined top-down communication practices. Head teachers viewed efficient communication not just as a logistical task but as an integral part of school leadership.

However, the District Education Officer challenged this perspective by pointing out that in some schools, communication flow is hierarchical and lacks engagement:

“It is true that messages are passed down quickly, but the concern is whether teachers are given the chance to digest, question, or contribute to those messages. In many cases, it’s command, not communication.” (Interviews with the DEO in November 2025).

An Inspector of Schools supported this critique, observing:

“In some schools, head teachers dominate the flow of information. Teachers are expected to listen, not respond. This undermines mutual understanding and limits ownership of school initiatives” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector noted disparities in school capacity:

“Well-staffed urban schools with digital resources tend to communicate better. But in remote schools, communication is irregular, fragmented, and dependent on the head teacher’s style” (Interviews with one of the Inspectors of Schools in November 2025).

The quantitative results and head teachers’ accounts collectively affirm that communication from top management to teachers is largely systematic and timely, which is essential for organized school operations. However, the views of the DEO and inspectors raise critical questions about the quality, openness, and sustainability of such communication.

The grand mean of 4.26 in this table indicates that the respondents perceive the chain of command in their school as very high, reflecting strong clarity and effectiveness in the school’s hierarchical structure and communication processes. This suggests that teachers clearly understand to whom they are accountable, are aware of the decision-making responsibilities at different levels, and recognize well-defined roles and reporting lines between teachers and administrators. High scores on items related to prompt communication and efficient information flow (e.g., means above 4.2) highlight a well-functioning leadership system that ensures

important information reaches teachers quickly and accurately. Such clarity in authority and communication reduces confusion, enhances accountability, and fosters a supportive working environment. Overall, the very high grand mean underscores that a strong chain of command exists, which likely plays a critical role in promoting teacher performance, as confirmed by the regression findings showing chain of command as a significant predictor of teachers' effectiveness.

4.4.1 Regression for The Effect of Chain of Command on Teachers' Performance in Government-aided Secondary Schools in Ngora District

To determine whether chain of command has effect on teachers' performance in government-aided secondary schools in Ngora district, simple regression analysis was carried out. The results are presented in the tables below.

Table 4:5 Model Summary of Regression for Chain of Command and Teachers' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.511 ^a	.262	.256	.57847

a. Predictors: (Constant), Chain of Command

The regression results reveal that the correlation coefficient ($R = .511$) indicates a moderate positive relationship between chain of command and teachers' performance. This means that improvements in clarity, consistency, and effectiveness of reporting structures are moderately associated with better performance among teachers. The coefficient of determination ($R^2 = .262$) shows that chain of command explains 26.2% of the variance in teachers' performance.

This is a meaningful contribution, suggesting that clear hierarchical authority structures and effective reporting lines positively influence how teachers carry out their professional duties. The adjusted R^2 (.256) indicates that after accounting for sample size and the number of predictors, the model still explains 25.6% of the variation in teachers' performance. This adjustment confirms that the predictive power of chain of command remains reliable and is not inflated by sampling errors.

Table 4.6: ANOVA for Chain of Command and Teachers' Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	16.123	1	16.123	48.182	.000 ^b
1	Residual	45.510	136	.335		
	Total	61.633	137			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Chain of Command

Results in Table 4.6 explained the overall statistical significance of the regression model, (($F = 1, 136 = 48.182, p = 0.000 < 0.05$)). This implies that the proposed model is statistically significant (fit) in predicting the dependent variable. It means that the chain of command positively and significantly affects teachers' performance in government-aided secondary schools in Ngora district.

4.5 Effect of Span of Control on Teacher Performance in Government-aided Secondary Schools in Ngora District

The second specific objective of the study sought to examine the effect of the span of control on teacher performance in government-aided secondary schools in Ngora District. The span of command was measured by direct reports, task complexity, and supervisory capacity. Six items in the questionnaire were developed to collect statistical data on the span of command, and qualitative data

were collected using an interview guide. Below in Table 4.7 are descriptive results on the span of control.

Table 4.7: Descriptive Statistics on Span of Control

Items	SD	D	UD	A	SA	Mean	
In this school, the number of teachers under each supervisor is manageable.	4 (2.9%)	12 (8.7%)	21 (15.2%)	46 (33.3%)	55 (39.9%)	3.99	High
In this school, supervisors give adequate attention to all teachers under their supervision.	6 (4.3%)	9 (6.5%)	9 (6.5%)	51 (37.0%)	63 (45.7%)	4.13	High
In this school, the tasks assigned to teachers vary in complexity and require different levels of support.	1 (0.7%)	7 (5.1%)	15 (10.9%)	58 (42.0%)	57 (41.3%)	4.18	High
In this school, supervisors understand the complexity of tasks teachers handle in their daily work.	4 (2.9%)	7 (5.1%)	17 (12.3%)	64 (46.4%)	46 (33.3%)	4.02	High
My supervisor is capable of effectively managing multiple teachers.	2 (1.4%)	6 (4.3%)	8 (5.8%)	69 (50.0%)	53 (38.4%)	4.20	Very high
In this school, supervisors provide the necessary guidance and support for teachers to perform well.	1 (0.7%)	4 (2.9%)	21 (15.2%)	59 (38.4%)	53 (38.4%)	4.15	High
Grand Mean						4.11	High

Legend: (1.00-1.80 = Very low, 1.81-2.60 = low, 2.61-3.40 = Moderate; 3.41-4.20 = High; 4.21-5.00 = Very high)

Findings in Table 4.7 show that 101 teachers (73.2%) agreed that their number under each supervisor is manageable, 16(11.6%) disagreed, while 21 teachers

(15.2%) remained undecided. The mean score of 3.99 reflects a high favourable view. These findings suggest that most teachers believe the supervisory workload is within reasonable limits, which may support more personalized supervision and better monitoring of teacher performance. However, qualitative evidence points to structural overload, inconsistent supervision frequency, and compromised instructional support due to large teacher-to-supervisor ratios in some schools.

Contrary to the favourable perception, five out of the eight head teachers expressed concerns that supervisory responsibilities are often excessive, particularly in larger schools with limited administrative staff. One head teacher observed:

“In theory, the ratio may seem manageable, but in practice, supervising over 20 teachers, each with unique challenges, becomes overwhelming. It affects the depth and quality of feedback I can provide” (Interviews with one of the head teachers in November 2025).

Another head teacher echoed this view:

“There’s too much paperwork and class teaching on top of supervising. Sometimes I only get to observe a teacher once a term, which is not enough to support or improve their methods” (Interviews with one of the head teachers in November 2025).

These statements suggest that although teachers may perceive supervision as manageable, perhaps due to infrequent oversight or autonomy, the administrative strain on supervisors reduces the effectiveness of teacher monitoring and support.

The District Education Officer offered a stronger critique, noting:

“What teachers consider ‘manageable’ may simply mean they are left alone. But true supervision is not about being hands-off, it’s about consistent engagement, feedback, and accountability” (Interviews with DEO in November 2025).

Inspectors of Schools also shared contrasting perspectives. One inspector stated:

“Some head teachers double as classroom teachers. They don’t have the time to give meaningful attention to every staff member, especially where staffing is low” (Interviews with one of the Inspectors of Schools in November 2025).

Another added:

“In several rural schools, you find one deputy handling administration and academic supervision for the whole school. It’s too much. That’s not manageable in any real sense” (Interviews with one of the head teachers in November 2025).

These contrasting views suggest that the teachers’ perception of manageability might stem from superficial engagement rather than effective supervisory presence. The favourable quantitative data may mask an operational reality where supervision is minimal, rushed, or informal, thus creating a false sense of sufficiency.

Among the head teachers, three did affirm that their supervisory load was balanced, particularly in smaller schools. As one explained:

“We are a small school. With 13 teachers, I can observe each one regularly and give meaningful feedback. It works well here” (Interviews with one of the head teachers in November 2025).

An inspector acknowledged this variability:

“Schools differ. Where leadership is proactive and the school size is manageable, supervision is more personalized. But these are exceptions, not the norm” (Interviews with one of the Inspectors of Schools in November 2025).

Although quantitative data reflect a broadly favourable view regarding the teacher-supervisor ratio, the qualitative evidence presents a counter-narrative. Teachers' agreement might reflect satisfaction with limited interference rather than effective support. Meanwhile, head teachers and education officials highlight the strain on supervisory structures, particularly in under-resourced or overpopulated schools.

As to whether supervisors give adequate attention to all teachers under their supervision, 114 teachers (82.7%) agreed that their supervisors give adequate attention to all of them under their supervision, while 15(10.8%) disagreed or strongly disagreed. Only 9(6.5%) were undecided. The mean score of 4.13 indicates that a high feeling among teachers that they are sufficiently attended to by their supervisors. However, qualitative insights present a more contested and nuanced reality. The apparent consistency and inclusiveness suggested by the numbers contrast with observations of unequal supervision practices, selective attention, and limited follow-up, particularly in large or under-resourced schools.

Among the eight head teachers interviewed, several (6 out of 8) admitted that while efforts are made to attend to all teachers, time constraints, staffing limitations, and competing priorities often result in uneven attention. One head teacher candidly noted:

“In principle, I try to reach every teacher, but realistically, I end up focusing more on new or struggling teachers. The others are left to operate independently” (Interviews with one of the head teachers in November 2025).

Another echoed this challenge:

“We lack enough time for thorough supervision. Some teachers go through a whole term without being observed or given feedback. It’s not intentional, it’s just workload” (Interviews with one of the head teachers in November 2025).

These admissions contrast sharply with the overwhelmingly positive perception expressed in the quantitative data, suggesting that teachers’ sense of being ‘attended to’ may be shaped more by informal contact than structured supervisory engagement.

The District Education Officer provided a broader critique, stating:

“There’s a tendency among some supervisors to only focus on visible or vocal teachers, those who come forward often. Quiet but struggling teachers may be overlooked” (Interviews with DEO in November 2025).

Inspectors of Schools further highlighted inconsistencies in supervision quality and coverage. One inspector remarked:

“When we ask for supervision records, some schools only show notes for a few staff members. That tells you that not everyone is receiving equal attention” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector shared:

“In some cases, supervision is reduced to checking lesson plans or classroom visits once a term. That’s not sufficient, especially when teachers need ongoing mentorship” (Interviews with one of the Inspectors of Schools in November 2025).

These testimonies challenge the assumption that supervisors are uniformly responsive to all teachers under their care. While the quantitative results reflect a generally positive perception, the qualitative data reveal gaps in reach, frequency, and depth of supervision.

It’s important to recognize that not all qualitative voices contradicted the survey results. Three head teachers confirmed that they consistently supervise all staff:

“I work with my deputy and senior teachers to ensure everyone is supported equally. We use a rotation plan for classroom observation” (Interviews with one of the head teachers in November 2025).

Similarly, one inspector acknowledged:

“Some schools have strong internal systems. They schedule termly supervision, document it, and follow up with peer reviews”
(Interviews with one of the Inspectors of Schools in November 2025).

These views suggest that supervision quality varies widely based on school leadership capacity, staff commitment, and administrative structures.

The gap between quantitative perceptions and qualitative realities reveals a superficial layer of satisfaction among teachers, possibly due to sporadic supervisory contact or positive relationships with their supervisors.

About the variation in complexity of tasks assigned to teachers, 115 teachers (83.3%) agreed that such variation exists and requires different levels of support. Only 8(5.8%) disagreed or strongly disagreed, while 15(10.9%) were undecided. The relatively high mean of 4.18 underscores recognition of task diversity within teaching. While the statistical data illustrates teacher awareness and system responsiveness to diverse workloads, qualitative responses highlight inconsistencies in task allocation management, a lack of tailored support, and limited institutional differentiation in work expectations.

Several head teachers (5 out of 8) acknowledged the existence of task complexity but raised concerns over the absence of structured mechanisms to assess and respond to those variations. One head teacher remarked:

“Yes, teachers are given different tasks, but the assumption is that all of them can handle them equally. There’s no formal assessment of who needs more support or training” (Interviews with one of the head teachers in November 2025).

Another added:

“You find some teachers overloaded with committee responsibilities, classroom teaching, and administrative roles, while others have a lighter schedule. It's not always fair or strategic” (Interviews with one of the head teachers in November 2025).

These reflections highlight institutional inefficiencies in workload distribution that are not necessarily captured in the quantitative data. Teachers may recognize variation, but the system often fails to adapt its support structures accordingly.

The District Education Officer expressed concern that while task complexity may exist, support is rarely matched to need:

“The variation in tasks is real, especially in large schools. But there's no framework guiding how to offer differentiated support. It's left to the discretion of head teachers, which leads to inequality” (Interviews with the DEO in November 2025).

Inspectors of Schools (3 out of 4) reinforced this critique. One stated:

“We see schools where some teachers are overwhelmed because they are considered incompetent. Instead of rotating responsibilities or training others, the same few are relied on every time” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector shared:

“Task variation isn’t the issue; it’s the assumption that every teacher can manage complex roles without support. That’s where the problem lies” (Interviews with one of the Inspectors Schools in November 2025).

These views suggest that although teachers may perceive and accept the diversity in assigned tasks (as the quantitative data indicates), qualitative realities reveal a mismatch between task complexity and the actual provision of capacity-building or supportive supervision.

Nonetheless, three head teachers reported deliberate efforts to address task complexity through collaborative leadership and staff empowerment:

“We hold termly staff meetings where we discuss and redistribute tasks depending on teacher feedback and workload” (Interviews with one of the head teachers in November 2025).

An inspector supported this by noting:

“In some schools, there’s a culture of mentorship. Experienced teachers guide those new to roles like organizing debates, academic coordination, or discipline committees” (Interviews with one of the Inspectors of Schools in November 2025).

Such practices reflect positive deviance in the system but are not the norm.

While the quantitative findings suggest widespread recognition of task diversity, the qualitative insights challenge the assumption that such recognition translates into systemic responsiveness or equity in task management. Teachers may be

aware of the variation, but the lack of structured support, clear task allocation policies, and equitable distribution mechanisms remains a concern.

Regarding whether supervisors understand the complexity of tasks teachers handle, 110 teachers (79.7%) agreed that their supervisors understand the complexity of tasks they handle, 11(8.0%) disagreed, and 17(12.3%) were undecided. The mean score of 4.02 suggests high positive perception. However, the qualitative data present a more critical and skeptical view of supervisory awareness, with numerous respondents pointing to superficial engagement, limited empathy, and administrative detachment from the realities teachers face.

Several head teachers, despite occupying supervisory roles themselves, admitted that supervisors, including themselves, may not fully grasp the day-to-day complexities teachers manage. One head teacher explained:

“To be honest, we mostly focus on whether work is done, not how demanding the process is. We often don’t know what each teacher is juggling behind the scenes” (Interviews with one of the head teachers in November 2025).

Another elaborated:

“Unless a teacher complains, we assume they’re coping. There's little room in our schedule to engage with each teacher at a deeper level” (Interviews with one of the head teachers in November 2025).

This contradicts the strong agreement reflected in the quantitative data and suggests that teachers may perceive general concern or attention from supervisors as understanding, even when actual insight into task complexity is lacking.

The District Education Officer offered a sharper critique, stating:

“Supervisors often operate from reports and checklists. That’s not the same as understanding the pressures of lesson preparation, classroom management, extracurricular duties, and community expectations” (Interviews with the DEO in November 2025).

Inspectors of Schools also pointed out a gap between perceived and actual supervisory engagement. One inspector observed:

“Some head teachers equate supervision with paperwork. They rarely ask how tasks are affecting the teacher emotionally or mentally” (Interviews with one of the Inspectors Schools in November 2025).

Another added:

“In schools where workloads are high, especially multi-stream schools, some supervisors don’t recognize the cumulative burden on teachers until there’s burnout or absenteeism” (Interviews with one of the Inspectors of Schools in November 2025).

These observations suggest a disconnect between the perceived awareness of supervisors and the deeper, empathetic understanding needed to respond effectively to task-related stress or overload. Thus, while teachers may report

general satisfaction, possibly out of professional politeness or low expectations, the qualitative findings indicate systemic limitations in supervisory insight.

However, a few (2 out of 8) head teachers reported conscious efforts to understand and manage the complexities of teachers' workloads:

“We do one-on-one check-ins twice a term, just to hear from teachers beyond performance indicators” (Interviews with one of the head teachers in November 2025).

Likewise, an inspector acknowledged:

“Some schools have senior teachers who act as liaisons. They help translate teacher challenges into management strategies” (Interviews with one of the Inspectors of Schools 2025).

These practices demonstrate that where deliberate structures for listening and support exist, supervisors can gain genuine insight into teacher challenges, reinforcing a minority view consistent with the quantitative data.

As to whether supervisors are capable of managing multiple teachers effectively, 122 teachers (88.4%) agreed that their supervisors are capable of managing multiple of them effectively, 8(5.7%) disagreed, and 8(5.8%) were undecided. The high mean of 4.20 reflects strong confidence in supervisory competence. The qualitative data collected from head teachers, the District Education Officer, and Inspectors of Schools present a more complex and, at times, contradictory picture. The qualitative evidence suggests that the perceived supervisory competence may

be overstated, with structural limitations, human resource shortages, and administrative overload undermining effective supervision in many schools.

Some head teachers (5 out of 8) themselves admitted to struggling with balancing supervision across numerous staff members, especially in schools with limited deputy or senior staff support. One head teacher confessed:

“Realistically, I can’t monitor every teacher closely. I try to focus on the underperformers, but it means the rest go unobserved for long” (Interviews with one of the head teachers in November 2025).

Another added:

“When you're teaching, handling administrative work, and supervising teachers, you naturally miss out on some staff needs” (Interviews with one of the head teachers in November 2025).

These statements reflect a gap between perceived and actual supervisory capacity, calling into question the optimistic consensus in the quantitative data.

The District Education Officer also challenged the notion of supervisory adequacy:

“Many head teachers lack training in instructional leadership. They’re good at administration, but not always at managing people effectively” (Interviews with the DEO in November 2025).

She continued:

“In some schools, one person supervises over 25 teachers. That’s unmanageable without delegation, yet delegation systems are weak” (Interviews with the DEO in November 2025).

Similarly, Inspectors of Schools echoed concerns about overstretched supervisors.

One inspector stated:

“Supervision is too thin. Teachers go unmonitored for an entire term in some cases. It’s no surprise performance varies even under ‘competent’ leadership” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector remarked:

“Many head teachers equate supervision with attending staff meetings. That doesn’t qualify as active teacher management” (Interviews with one of the Inspectors of Schools in November 2025).

These views suggest that the perception of competence may be based more on surface-level management than on substantive engagement with individual teachers’ professional growth and performance.

Nonetheless, some head teachers reported success in managing multiple teachers through structured delegation:

“We have department heads and senior teachers with defined roles. That’s how we maintain quality across the staff” (Interviews with one of the head teachers in November 2025).

An inspector confirmed this in a few high-performing schools:

“Where instructional leadership is shared, supervision becomes more effective even with many teachers” (Interviews with one of the Inspectors of Schools in November 2025).

Such practices align with the majority view but remain limited to schools with stronger organizational structures and better staffing.

Despite the strong quantitative affirmation of supervisory competence, the qualitative narratives reveal significant limitations. The perception of effectiveness appears to be influenced by low supervisory expectations or informal leadership cultures. True effectiveness, as revealed in the field interviews, depends on systemic delegation, continuous training in leadership, and manageable teacher-to-supervisor ratios.

About whether supervisors provide necessary guidance and support, 112 teachers (76.8%) agreed that their supervisors provide necessary guidance and support to them, 5(3.6%) disagreed or strongly disagreed, and 21(15.2%) were undecided. With a mean of 4.15, this item points to a high favourable evaluation of supervisory support. Although the quantitative data suggest that a substantial majority of teachers believe their supervisors provide the necessary guidance and support, qualitative findings reveal inconsistencies. These discrepancies raise critical questions about the depth, frequency, and relevance of the support teachers receive, and challenge the notion that supervisory guidance is as effective or widespread as perceived.

Several head teachers openly acknowledged gaps in supervisory support, particularly regarding instructional practices. One candidly remarked:

“Much of what we call guidance is limited to reminding teachers about deadlines or documentation. We rarely engage deeply in improving their teaching strategies” (Interviews with one of the head teachers in November 2025).

Another head teacher added:

“Support is mostly reactive. Unless a teacher is struggling visibly or requesting help, there is little proactive mentoring” (Interviews with one of the head teachers in November 2025).

This contrasts sharply with the quantitative claim that most teachers receive the guidance they need. It suggests that teachers might equate general administrative presence or availability with active support, even though actual pedagogical mentoring is minimal.

The District Education Officer was more direct in criticizing current supervisory practices:

“Many supervisors confuse monitoring with mentorship. They check schemes of work but don’t offer much help beyond that. There’s a lack of professional coaching in most schools” (Interviews with the DEO in November 2025).

She further pointed out that:

“Some head teachers are overwhelmed or not well-versed in the subjects they’re supposed to support. How then can they guide meaningfully?” (Interviews with the DEO in November 2025).

Similarly, Inspectors of Schools raised concerns about inconsistent and shallow supervision. One inspector noted:

“The quality of support varies. Some supervisors do it well, but many only focus on compliance, not development” (Interviews with one of the Inspectors of Schools in November 2025).

Another emphasized:

“Teachers often receive feedback in generalities, ‘improve lesson delivery’, without specifics or follow-up support” (Interviews with one of the Inspectors of Schools in November 2025).

These insights reveal that while teachers may feel *acknowledged* or *checked on*, actual instructional guidance is often limited in substance, relevance, or frequency. This challenges the favourable evaluation found in the survey data.

Nonetheless, a few head teachers and inspectors shared examples of effective support systems. One head teacher stated:

“We do peer lesson observations and follow up with joint reflections. It helps teachers improve practically” (Interviews with one of the head teachers in November 2025).

An inspector similarly observed:

“In some schools, head teachers use CPD sessions not just for policy updates but for real instructional improvement. Those schools stand out” (Interviews with one of the Inspector of Schools in November 2025).

Such cases, though not the norm, reflect the kind of active, structured support that the majority of teachers in the survey may have ideally been referring to, even if inconsistently practiced across schools. Therefore, while the statistical data imply supervisory effectiveness in providing support, the deeper narrative reveals a need to redefine and reinforce what "support" entails, moving beyond administrative compliance toward sustained pedagogical mentorship. Schools would benefit from professional development for supervisors, enabling them to offer more nuanced, curriculum-specific, and context-responsive guidance.

The grand mean of 4.11 in Table 4.7 indicates that teachers perceive the span of control in their school as generally high, suggesting that supervisory arrangements are largely effective in supporting teaching and learning. This reflects that the number of teachers under each supervisor is considered manageable, supervisors provide adequate attention, and tasks assigned vary appropriately in complexity. Items such as supervisors' ability to effectively manage multiple teachers scored very high ($M = 4.20$), indicating strong confidence in supervisory capacity. Overall, the high mean scores suggest that supervision in the school allows for sufficient attention, guidance, and support, enabling teachers to perform their roles effectively. However, compared to other organizational structure variables such as delegation and chain of command, span of control contributes moderately to

performance, suggesting it plays a supportive but less dominant role in influencing teachers' effectiveness.

4.5.1 Regression for The Effect of Span of Control on Teachers' Performance in Government-aided Secondary Schools in Ngora District

To determine whether the span of control has an effect on teachers' performance in government-aided secondary schools in Ngora district, simple regression analysis was carried out. The results are presented in the tables below.

Table 4:8 Model Summary of Regression for Span of Control and Teachers' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.469 ^a	.220	.214	.59469

a. Predictors: (Constant), Span of Control

The regression analysis examining the effect of span of control on teachers' performance shows that the correlation coefficient ($R = .469$) indicates a moderate positive relationship between span of control and teachers' performance. This suggests that changes in supervisory ratios (number of teachers a head teacher supervises) are moderately associated with variations in performance outcomes. The coefficient of determination ($R^2 = .220$) reveals that span of control explains 22.0% of the variance in teachers' performance. This means that while span of control has some predictive power, it is notably weaker compared to other organizational structure factors such as delegation (which explained 32.9% in Table 4.11). The adjusted R^2 (.214), which corrects for the number of predictors and

sample size, indicates that after adjustments, span of control still accounts for about 21.4% of the variance in teachers’ performance. This confirms that the model remains valid, but the explanatory power is relatively modest.

Table 4.9: ANOVA for Span of Control and Teachers’ Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.535	1	13.535	38.272	.000 ^b
	Residual	48.098	136	.354		
	Total	61.633	137			

a. Dependent Variable: Teachers’ Performance

b. Predictors: (Constant), Span of Control

Results in Table 4.9 explained the overall statistical significance of the regression model, ((F =1, 136) = 38.272, p = 0.000 < 0.05)). This implies that the proposed model is statistically significant (fit) in predicting the dependent variable. It means that the span of control positively and significantly affects teachers’ performance in government-aided secondary schools in Ngora district.

4.6 Effect of Delegation on Teacher Performance in Government-aided Secondary schools in Ngora District

The third specific objective of the study sought to examine the effect of delegation on teacher performance in government-aided secondary schools in Ngora District. Delegation was measured by authority transfer, task clarity, and accountability. Six items in the questionnaire were developed to collect statistical data on delegation, and qualitative data were collected using an interview guide. Below in Table 4.10 are descriptive results on delegation.

Table 4.10: Descriptive Statistics on Delegation

Items	SD	D	UD	A	SA	Mean	Interpret.
I am given sufficient authority to make decisions related to my assigned responsibilities.	3 (2.2%)	8 (5.8%)	23 (16.7%)	56 (40.6%)	48 (34.8%)	4.00	High
In this school, the leadership trusts teachers with delegated tasks without unnecessary interference.	1 (0.7%)	7 (5.1%)	29 (21.0%)	59 (42.8%)	42 (30.4%)	3.97	High
Tasks delegated to me are clearly defined and understandable.	1 (0.7%)	4 (2.9%)	21 (15.2%)	61 (44.2%)	51 (37.0%)	4.14	High
I receive clear instructions when assigned new responsibilities.	1 (0.7%)	10 (7.2%)	17 (12.3%)	60 (43.5%)	50 (36.2%)	4.07	High
I am held accountable for the tasks delegated to me.	13 (9.4%)	15 (10.9%)	22 (15.9%)	50 (36.2%)	38 (27.5%)	3.62	High
In this school, the leadership has follow-up mechanisms to ensure delegated duties are completed effectively.	4 (2.9%)	13 (9.4%)	25 (18.1%)	42 (30.4%)	54 (39.1%)	3.93	High
Grand Mean						3.93	High

Legend: (1.00-1.80 = Very low, 1.81-2.60 = low, 2.61-3.40 = Moderate; 3.41-4.20 = High; 4.21-5.00 = Very high)

Findings in Table 4.10 indicate that a total of 104 teachers (75.4%) agreed that they are given sufficient authority to make decisions related to their assigned responsibilities, while 11 (8.0%) disagreed. 23 (16.7%) remained undecided. With a

mean score of 4.00, this finding suggests that most teachers perceive a reasonable level of autonomy in decision-making. Qualitative evidence gathered from head teachers, the District Education Officer (DEO), and Inspectors of Schools presents a more nuanced and somewhat contradictory picture. These findings suggest that while perceived delegation exists, actual autonomy is often constrained by hierarchical decision-making and fear of repercussions, especially in key instructional or disciplinary matters.

Several head teachers (6 out of 8) highlighted the tension between formal delegation and practical autonomy. One commented:

“Teachers are told they can make decisions in their classes, but in reality, we expect them to follow strict guidelines. There's little room for independent judgment, especially on discipline and teaching methods” (Interviews with one of the head teachers in November 2025).

Another echoed this by stating:

“We encourage initiative, but when a teacher takes action and it backfires, they're blamed. That discourages true autonomy” (Interviews with one of the head teachers in November 2025).

These responses imply that delegation is superficially granted but rarely supported in practice, especially in schools where accountability mechanisms are rigid or punitive.

The District Education Officer provided a critical perspective:

“Delegation in most schools is nominal. Teachers make decisions on minor issues like class organization, but bigger instructional or administrative decisions are centralized” (Interviews with the DEO in November 2025).

She added:

“Many head teachers are not comfortable allowing full autonomy. They fear losing control or being blamed by authorities” (Interviews with the DEO in November 2025).

Similarly, Inspectors of Schools questioned the extent of meaningful delegation.

One noted:

“When we visit schools, we find that most decisions, even about teaching approaches, still come from the head teacher. Teachers are consulted rarely” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector remarked:

“Teachers say they’re involved, but when probed deeper, they admit their input doesn’t influence real school policies or practices” (Interviews with one of the Inspectors of Schools in November 2025).

These insights contradict the overall optimistic view presented in the quantitative findings. While teachers may feel they have some level of authority, the qualitative data suggest that this authority is limited to routine, low-impact

decisions, with significant instructional and administrative autonomy remaining tightly held by school management.

Nevertheless, some (2 out of 8) head teachers described genuinely inclusive leadership practices. One shared:

“We involve teachers in decision-making, especially in planning school activities and selecting teaching materials. It builds trust and accountability” (Interviews with one of the head teachers in November 2025).

An inspector corroborated this in a few well-managed schools:

“Where head teachers delegate meaningfully, you see more innovation in teaching and stronger teacher morale” (Interviews with one of the Inspectors of Schools in November 2025).

These isolated successes likely account for the 75.4% agreement in the survey but remain exceptions rather than the norm.

The divergence between the quantitative and qualitative findings suggests a disconnect between perceived and actual delegation. Teachers may conflate being informed or consulted with being empowered to make decisions. Thus, while survey responses reflect a moderate level of perceived authority, the qualitative insights call for a more realistic reassessment of delegation practices.

As to whether school leadership trusts teachers with delegated tasks without unnecessary interference, 101 teachers (73.2%) agreed that their school leadership trusts them with delegated tasks without unnecessary interference, 8(5.8%)

disagreed or strongly disagreed, and 29(21.0%) were undecided. The mean of 3.97 indicates that while a majority feel trusted, a substantial proportion remain uncertain. Qualitative data from head teachers, the District Education Officer (DEO), and Inspectors of Schools reveal inconsistencies that question the depth and consistency of this trust.

Several head teachers admitted that administrative interference often masks as "supervision," especially in contexts where head teachers are under pressure to maintain control or meet performance benchmarks. One candidly noted:

"We delegate, but honestly, we still monitor everything closely. If you don't, things can slip. So yes, we trust, up to a point" (Interviews with one of the head teachers in November 2025).

Another head teacher said:

"I give tasks to my staff, but I keep following up daily. It's not that I don't trust them, but I just want to be sure it's done right" (Interviews with one of the head teachers in November 2025).

These admissions reveal that teachers may be given responsibility but not the space or confidence to execute it autonomously, which can undermine the very concept of trust.

The District Education Officer offered a more critical view:

"In many schools, delegation exists in name only. Teachers are micromanaged. Some head teachers call it accountability, but it borders on mistrust" (Interviews with the DEO in November 2025).

She further argued that:

“Teachers feel watched. Some avoid taking initiative for fear of criticism or reversal of their decisions by their supervisors” (Interviews with the DEO in November 2025).

Inspectors of Schools echoed this skepticism. One remarked:

“What we observe is that even simple delegated duties, like organizing a school event or leading a staff meeting, are often second-guessed by school leadership” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector shared:

“Teachers hesitate to take full ownership of delegated roles. They’ve seen their decisions overturned too many times” (Interviews with one of the Inspectors of Schools in November 2025).

These findings suggest that perceived trust may be superficial or conditional, with teachers aware that their autonomy can be revoked at any time. This climate fosters cautious compliance rather than empowered leadership, despite the surface-level agreement captured in the quantitative data.

Nonetheless, a few head teachers reported fostering trust through deliberate non-intrusion. One noted:

“When I assign someone a role, I don’t interfere unless they ask for help. It’s about building their confidence” (Interviews with one of the head teachers in November 2025).

One inspector confirmed this model in select schools:

“In schools with mature leadership, you can see teachers taking initiative confidently, knowing they won’t be second-guessed” (Interviews with one of the Inspectors of schools in November 2025).

These cases likely reflect the 73.2% of teachers who felt trusted, but the significant 21.0% undecided group and critical qualitative voices indicate that such environments are not widespread. Teachers may perceive that they are "delegated" tasks, but real trust is experienced through non-intrusive support, consistency, and freedom to make independent decisions without fear of reversal. The high rate of undecided responses also suggests ambiguity in leadership styles, with trust being situational or inconsistent.

About whether tasks delegated to teachers are clearly defined and understandable, 112 teachers (81.2%) agreed that the tasks delegated to them are clearly defined and understandable, only 5(3.6%) disagreed, and 21(15.2%) remained undecided. The mean of 4.14 reflects strong agreement that delegation is well-structured. However, qualitative data gathered from head teachers, the District Education Officer (DEO), and Inspectors of Schools expose a more complex reality, one that challenges the neatness of the quantitative conclusion. Several head teachers admitted that while delegation occurs, the clarity of instructions is

not always guaranteed, particularly when the urgency or workload overwhelms structured communication. One head teacher remarked:

“Sometimes, in the rush of the term, tasks are passed verbally in staff meetings with minimal follow-up or documentation. Not every teacher fully understands what’s expected” (Interviews with one of the head teachers in November 2025).

Another shared:

“We assume teachers know what to do because they’ve done similar tasks before, but assumptions are risky. Not all staff interpret tasks the same way” (Interviews with one of the head teachers in November 2025).

These reflections suggest that perceived task clarity may depend more on the teacher’s experience and initiative than on deliberate communication strategies by school leadership.

The District Education Officer provided an even more critical view:

“There is a tendency to delegate without structure, no written guidelines, no timelines. Teachers figure things out on their own. That’s not clarity; that’s improvisation” (Interviews with the DEO in November 2025).

She argued that some teachers appear to understand their tasks because they are afraid to ask for clarification, fearing they will be viewed as incompetent.

Inspectors echoed this concern. One observed:

“We often find that what teachers call ‘clear’ is only so after they consult fellow staff or make guesses. It’s not a result of structured delegation” (Interviews with one of the Inspectors of Schools in November 2025).

Another inspector added:

“During school inspections, we’ve seen delegated roles that are vaguely defined, especially co-curricular responsibilities and committee assignments. This creates gaps in accountability” (Interviews with one of the Inspectors of Schools in November 2025).

These accounts challenge the uniform positivity of the survey responses, suggesting that teachers may outwardly affirm clarity but privately struggle with vague instructions, often compensating with peer support or personal initiative.

Still, not all qualitative responses were critical. A few head teachers described efforts to improve clarity. One noted:

“Every term, I give written task lists with clear objectives. I also follow up through departmental heads. It works well” (Interviews with one of the head teachers in November 2025).

An inspector confirmed that in such schools: “There is minimal confusion because leadership is systematic and documentation is used” (Interviews with one of the Inspectors of Schools in November 2025).

These examples align with the 81.2% of teachers who agreed, showing that task clarity is possible, but not yet universal. The 15.2% undecided responses in the quantitative data may represent those in inconsistent or transitional environments.

Regarding whether teachers receive clear instructions when assigned new responsibilities, 110 teachers (79.7%) agreed that they receive clear instructions when assigned new responsibilities, 11(7.9%) disagreed, while 17(12.3%) were undecided. The mean of 4.07 supports the view that communication accompanying delegation is usually clear. This finding indicates effective administrative communication practices that facilitate the smooth execution of tasks. However, qualitative data reveals a more nuanced and, in some cases, contradictory reality. For instance, while several head teachers agreed with the general notion that instructions are provided, many questioned the consistency and adequacy of these instructions. One head teacher admitted:

“We give instructions, yes, but sometimes they are rushed or verbal. We don’t always give detailed written guidelines, especially for new or ad hoc responsibilities” (Interviews with one of the head teachers in November 2025).

Another commented:

“In smaller schools with fewer staff, responsibilities overlap, and clarity becomes blurred. Teachers often figure things out along the way” (Interviews with one of the head teachers in November 2025)
(Interviews with one of the head teachers in November 2025).

These admissions suggest that what teachers may perceive as "clear" could sometimes be context-dependent or informal, potentially explaining why a notable 12.3% of teachers remained undecided in the quantitative survey.

The District Education Officer offered a more critical interpretation:

“Our monitoring visits show that task assignment is often informal. Teachers complain that they’re told to ‘handle’ something without timelines or expected outcomes” (Interviews with the DEO in November 2025).

She noted that in some cases, teachers appear compliant on paper, but in practice, they either misunderstand or inadequately execute tasks due to vague directives. This raises the possibility that survey responses reflect social desirability or fear of appearing uninformed, rather than actual clarity.

The inspectors reinforced this concern. One stated:

“Clarity in instruction varies widely by school leadership. In some schools, instructions are verbal, undocumented, and rarely followed up. That’s hardly sufficient when introducing new tasks” (Interviews with one of the Inspectors of Schools in November 2025).

Another added:

“We’ve had cases where a teacher says they were never told about a specific duty, yet the head teacher insists it was communicated. There’s a disconnect somewhere” (Interviews with one of the Inspectors of Schools in November 2025).

These comments challenge the broad agreement shown in the quantitative data, suggesting a gap between perceived and practiced administrative communication.

On the other hand, a few head teachers provided examples of effective practices that align with the survey's positive results. One shared:

“We issue memos for every new role assigned and allow time for clarification. That has helped reduce confusion and complaints”
(Interviews with one of the head teachers in November 2025).

This positive view is echoed by an inspector who remarked:

“Schools with clear structures and documentation practices do better in terms of instructional clarity. Teachers are reporting fewer challenges” (Interviews with one of the Inspectors of Schools, November 2025).

As to whether teachers are held accountable for delegated tasks, 88 teachers (63.7%) agreed that they are held accountable for delegated tasks, 28(20.3%) disagreed, while 22(15.9%) were undecided. The relatively lower mean of 3.62, compared to other items, though high, may indicate inconsistencies in enforcing accountability. This suggests the need for more robust systems to ensure teachers are responsible for the outcomes of delegated duties. However, qualitative findings from interviews reveal deeper inconsistencies, suggesting that accountability is uneven, loosely enforced, and in some schools, practically absent. Several head teachers admitted that accountability practices are often reactive rather than systematic. One head teacher commented:

“We assign tasks, but following up isn’t always consistent. Sometimes, you realize something wasn’t done only when there’s a complaint” (Interviews with one of the head teachers in November 2025).

Another echoed this concern:

“We lack structured mechanisms to track whether delegated responsibilities are completed. It’s mostly based on trust” (Interviews with one of the head teachers in November 2025).

This candid admission contradicts the notion of consistent accountability reflected in the 63.7% agreement rate and explains why a significant number of teachers remained undecided or disagreed. It also reveals that teachers may not experience consequences, or even follow-up for incomplete or poorly executed tasks.

The DEO provided a more critical assessment, highlighting that accountability is rarely documented or uniformly implemented:

“Many schools do not keep proper records of who was assigned what and whether the task was completed. There’s no formal reporting or evaluation process” (Interviews with the DEO in November 2025).

This suggests that while delegation exists, monitoring and evaluation structures are either weak or non-existent, leading to inconsistent accountability across schools.

Inspectors of schools confirmed this inconsistency. One inspector explained:

“During school inspections, we often find that tasks were assigned without clear deliverables. So, how can you hold someone

accountable when the expectations weren't defined?" (Interviews with one of the Inspectors of Schools in November 2025).

Another added:

"Teachers often say they're held responsible, but in practice, we see many uncompleted reports, unattended duties, and no formal action taken" (Interviews with one the Inspectors of Schools in November 2025).

Such insights sharply contrast with the majority agreement in the survey, suggesting that teachers might claim accountability in principle but face little actual enforcement in practice.

Not all views were critical. A few head teachers described efforts to instill structured accountability:

"We use checklists and regular staff meetings to review progress on assigned duties. Everyone reports, and if one fails, it's discussed openly" (Interviews with one of the head teachers in November 2025).

This aligns with the views of some teachers who reported feeling held accountable and may explain the 63.7% positive responses. However, this appears to be the exception rather than the rule. This inconsistency raises concerns about the effectiveness of school management and the likelihood that some delegated tasks are neglected or poorly executed without repercussion.

Regarding whether school leadership has follow-up mechanisms to ensure delegated duties are completed effectively, 96 teachers (69.5%) agreed that school leadership has follow-up mechanisms to ensure delegated duties are completed

effectively, 17(12.3%) disagreed or strongly disagreed, while 25(18.1%) were undecided. With a mean of 3.93, the data suggest that although the majority of teachers recognize follow-up practices, some ambiguity remains. During interviews, several head teachers acknowledged that structured follow-up mechanisms are weak or absent. One stated:

“We delegate, yes, but the follow-up depends on whether there’s time. With so much going on, it’s easy to assume the task was done unless there’s a problem.” (Interviews with one of the head teachers in November 2025).

Another shared:

“We don’t have a checklist or timeline to review tasks. Sometimes we ask in meetings, but it’s not consistent” (Interviews with one of the head teachers in November 2025).

These remarks reveal that delegation is not always accompanied by a formal monitoring process, thereby contradicting the assertion by a majority of teachers in the survey that follow-up mechanisms exist.

The DEO offered a more critical perspective, emphasizing the systemic weakness in follow-up mechanisms:

“Most schools lack documentation to show how follow-ups are conducted. You’ll find that once a task is assigned, there’s no paper trail or progress check, only assumptions” (Interviews with the DEO in November 2025).

This viewpoint points to the absence of accountability infrastructure, despite the general perception among teachers that follow-up is taking place. It suggests that what teachers perceive as follow-up may be sporadic verbal reminders rather than structured monitoring.

Inspectors of schools, tasked with evaluating compliance, also cast doubt on the robustness of follow-up systems. One inspector reported:

“We often ask for evidence of supervision, like reports or logs but it’s rarely available. Schools depend too much on informal supervision”
(Interviews with one of the Inspectors of Schools in November 2025).

Another inspector added:

“Sometimes we ask teachers if they were followed up on, and they say yes, but then we check and there’s no record. It’s hard to verify what was done” (Interviews with one of the Inspectors of Schools in November 2025).

These findings suggest that while teachers may perceive that follow-up occurs, there is little verifiable evidence of such processes being institutionalized, exposing a significant gap between perception and practice.

Despite the challenges, a minority of head teachers described schools where follow-up is deliberate and organized:

“Every assigned task is reviewed during staff meetings. Teachers submit brief reports, and we provide feedback. It’s a way to make sure nothing is overlooked.”

Such practices, though not widespread, likely explain the 69.5% of teachers who agreed with the survey item. However, their limited implementation underscores that effective follow-up mechanisms are more the exception than the norm.

The findings from school leaders and inspectors introduce a critical contradiction to the quantitative results. While teachers report that follow-up occurs, the qualitative data expose a lack of structured systems, clear procedures, and accountability tools. The high percentage of undecided responses (18.1%) supports this, as teachers themselves may be unclear about what constitutes effective follow-up, suggesting that reminders, informal discussions, or general assumptions are being mistaken for structured monitoring.

The grand mean of 3.93 in Table 4.10 shows that teachers generally perceive delegation in their school as high, indicating that they are given adequate authority and support to carry out assigned responsibilities. Teachers report that delegated tasks are usually clearly defined, understandable, and accompanied by clear instructions, which enhances their ability to perform effectively. High scores on items related to task clarity ($M = 4.14$) and receiving instructions ($M = 4.07$) suggest that the delegation process is well-structured, though slightly lower scores on accountability ($M = 3.62$) and follow-up mechanisms ($M = 3.93$) indicate areas where improvements could be made. Overall, the high grand mean reflects a positive environment for teacher empowerment, where authority is reasonably entrusted and supported, thereby fostering ownership and professional commitment. However, compared to chain of command ($M = 4.26$) and span of control ($M = 4.11$), delegation, while important, ranks slightly lower in perceived

effectiveness, though the regression results show it as the strongest predictor of teachers' performance.

4.6.1 Regression for The Effect of Delegation on Teachers' Performance in Government-aided Secondary Schools in Ngora District

To determine whether delegation has effect on teachers' performance in government-aided secondary schools in Ngora district, simple regression analysis was carried out. The results are presented in the tables below.

Table 4:11 Model Summary of Regression for Delegation and Teachers' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.574 ^a	.329	.325	.55126

a. Predictors: (Constant), Delegation

The regression model assessing the effect of delegation on teachers' performance reveals that the correlation coefficient ($R = .574$) indicates a moderately strong positive relationship between delegation and teachers' performance. This means that improvements in delegation practices are associated with noticeable improvements in teachers' performance in the sampled schools. The coefficient of determination ($R^2 = .329$) shows that delegation alone explains 32.9% of the variance in teachers' performance. This is a substantial contribution, considering that teacher performance is a multidimensional construct influenced by various organizational, personal, and contextual factors. The result underscores the significance of delegation as an essential managerial practice for enhancing

teachers' effectiveness. The adjusted R^2 value (.325), which adjusts for the number of predictors in the model, indicates that after accounting for sample size and potential overfitting, delegation still explains about 32.5% of the variation in teachers' performance. This confirms the robustness of delegation as a predictor and suggests that the observed relationship is not merely due to chance.

Table 4.12: ANOVA for Delegation and Teachers' Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.305	1	20.305	66.819	.000 ^b
	Residual	41.328	136	.304		
	Total	61.633	137			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Span of Command

Results in Table 4.12 explained the overall statistical significance of the regression model, (($F = 1, 136 = 66.819, p = 0.000 < 0.05$)). This implies that the proposed model is statistically significant (fit) in predicting the dependent variable. It means that delegation positively and significantly affects teachers' performance in government-aided secondary schools in Ngora district.

4.4 Multiple Regression for Organization Structure and Teachers' Performance

Multiple regression analysis was conducted, and the findings are presented below.

Table 4.13: Multiple Regression Summary Model for Organization Structure and Teachers' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.630 ^a	.397	.384	.52647

a. Predictors: (Constant), Chain of Command, Span of Control, and Delegation

Findings in Table 4.13 indicate that all three predictor variables in this study ($R^2 = .397$) jointly account for 39.7% of the total variations in teacher performance in secondary schools in Ngora district. This indicates that the predictors (Chain of Command, Span of Control, and Delegation) have a strong ($R = .630$) but not exhaustive explanatory power on the teachers' performance in secondary schools in Ngora district.

Table 4.14: ANOVA for Organization Structure and Teacher Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.493	3	8.164	29.456	.000
	Residual	37.140	134	.277		
	Total	61.633	137			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Chain of Command, Span of Control, and Delegation

The results in Table 4.14 indicate a p -value of $0.000 < 0.05$. This indicates that the overall regression model is statistically significant. This means that the chain of

command, span of control, and delegation significantly explain the variance in the teachers' performance in secondary schools in Ngora district.

Table 4.15: Multiple Regression Coefficients for Organization Structure and Teachers' Performance

Model		Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	Teachers' Performance	1.038	.343		3.027	.003
	Chain of Command	.367	.099	.335	3.703	.000
	Span of Control	-.100	.117	-.096	-.854	.394
	Delegation	.473	.098	.472	4.876	.000

a. Dependent Variable: Teachers' Performance

The regression analysis presented in Table 4.15 shows that the three organizational structure dimensions—chain of command, span of control, and delegation—contribute differently to predicting teachers' performance. Among the predictors, delegation emerged as the strongest and most influential determinant of teachers' performance ($B = 0.472$, $t = 4.876$, $p = .000$). This implies that effective delegation practices, where teachers are entrusted with responsibilities and granted the authority to make decisions within their roles, have a profound positive effect on their performance. Delegation not only fosters ownership and accountability but also motivates teachers by enhancing their sense of autonomy and professional trust. As such, schools that adopt participatory management styles—where

decision-making is not overly centralized—are more likely to record higher teacher effectiveness and productivity.

The chain of command also demonstrated a significant positive influence on teachers' performance ($\beta = 0.335$, $t = 3.703$, $p = .000$). This suggests that well-established lines of authority and communication enhance role clarity, accountability, and coordination within schools. A transparent and consistent reporting structure reduces confusion and conflict, allowing teachers to focus on their instructional duties. The result indicates that teachers perform better in organizational environments where leadership hierarchies are respected and communication flows effectively from senior administrators to the classroom level.

Conversely, span of control was found to be the weakest predictor of teachers' performance ($\beta = -0.096$, $t = -0.854$, $p = .394$), with an insignificant effect. This indicates that the number of subordinates managed by a single supervisor does not meaningfully influence teachers' performance in this context. Whether a head teacher supervises a wide or narrow span of teachers, the outcome on performance remains negligible. This could be attributed to contextual factors such as limited resources, standardized teaching practices, or cultural work norms that neutralize the potential effects of supervisory ratios. The insignificance of span of control suggests that, unlike delegation and chain of command, supervision ratios may not be a primary driver of teacher effectiveness in the studied schools.

The findings demonstrate that delegation and chain of command are the most powerful predictors of teachers' performance, with delegation showing the highest predictive strength. In contrast, span of control does not significantly influence performance, highlighting the need for school administrators in Ngora District and

beyond to prioritize empowering teachers and maintaining a clear reporting structure over rigid supervisory ratios.

CHAPTER FIVE

SUMMARY OF THE FINDINGS AND DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents a discussion of the findings.

5.2 Discussion of the Findings

5.1 Teacher Performance in Government-aided secondary schools in Ngora district

The data indicate that while 79% of teachers claim to regularly prepare instructional documents, this self-reported preparedness is not mirrored in classroom practice. A mean score of 4.03 reflects a positive attitude towards instructional planning; however, qualitative insights reveal discrepancies. School leaders express concerns about the irregular and often superficial application of lesson plans, suggesting that teachers may prioritize compliance over genuine instructional effectiveness. Similar findings from Mahrus and Dewi (2023) highlight that teachers produce lesson plans without fully understanding or implementing them, focusing instead on mere adherence to requirements. These patterns underscore a significant gap between teachers' perceptions of readiness and their authentic engagement in pedagogical practices.

The study reveals a significant disconnect between teachers' perceptions and their actual use of instructional materials in the classroom. While 82.6% of educators reported utilizing relevant teaching aids, with a mean score of 4.09 indicating a strong belief in their integration, qualitative data paint a different picture. Many

teachers overwhelmingly depend on basic resources such as chalkboards, with minimal engagement in varied or improvised materials. School leaders recognize that available resources are often underutilized, primarily serving compliance rather than enhancing teaching practices. This gap underscores a troubling tendency towards superficial adherence to resource use, as highlighted in Madete and Nzilano's 2024 study in Tanzania, where teachers acknowledged positive views on material utilization but demonstrated reliance on textbooks and traditional tools due to time constraints and insufficient support. This indicates a critical need to address the incongruence between reported and observed instructional practices.

Despite 86.2% of teachers expressing confidence in their ability to manage student discipline and instructional time, as evidenced by a commendable mean score of 4.22, qualitative insights from head teachers, the District Education Officer (DEO), and school inspectors present a contrasting narrative. School leaders frequently highlighted persistent classroom indiscipline and ineffective time management, particularly in lower primary grades and in classes with large enrolment. This discrepancy resonates with the findings by Kadenyi and Mukunja (2019), who noted that although teachers in Kenya rated themselves highly regarding classroom control and time management, actual observations and supervisor reports revealed issues such as habitual lateness, time wastage, and inadequate learner engagement, especially in classes with larger student numbers.

Furthermore, the assertion that 81.2% of teachers successfully create and maintain positive learning environments, reflected in a strong mean score of 4.02 is undermined by qualitative feedback from head teachers and inspectors who

characterized many classrooms as uninspiring and overly authoritarian, lacking learner-centered strategies, particularly in settings that are overcrowded or poorly resourced. This observation resonates with Tumwesige (2020), who found that while teachers claimed to use participatory and supportive teaching methods, head teachers and observational data revealed a tendency toward authoritarian practices, insufficient emotional support for students, and minimal use of interactive pedagogies, particularly in congested classrooms.

Similarly, the claim made by 81.1% of teachers regarding their strong subject content knowledge and the appropriate use of teaching methods, supported by a mean score of 4.10, starkly contrasts with qualitative reports from head teachers and education officials that cited a reliance on outdated instructional methods, limited flexibility in teaching, and weak content mastery. This phenomenon reflects a well-documented discrepancy between perceived and actual pedagogical competence. Evidence from Musasizi (2020) also supports this notion, revealing that many teachers professed confidence in delivering the curriculum, whereas inspectors pointed out deficiencies in depth of content, poor integration of active learning strategies, and a lack of differentiated instruction. These findings suggest that self-assessments by teachers may be heavily influenced by professional pride or the pressures of external accountability, often leading to inflated perceptions of instructional effectiveness.

Moreover, the finding that 79.0% of teachers reported actively engaging learners during lessons, alongside a significant 17.4% of undecided responses and a mean score of 4.02, indicates a troubling uncertainty regarding the actual implementation of learner-centered strategies. This uncertainty is echoed by

qualitative data from educational leaders and inspectors, who observed that many teachers predominantly employed lecture-based instruction with scant interactive or participatory methods. Similar trends were documented by Adebayo and Ajayi (2022) in Nigerian secondary schools, where teachers frequently overstated levels of learner engagement; their observations contradicted these claims by revealing a predominance of teacher-centered instruction driven by inadequate pedagogical training and large class sizes. Additionally, Katunzi (2021) noted in Tanzanian primary schools that despite teachers' assertions of fostering student participation, structural barriers such as overcrowding and insufficient resources severely limited authentic learner-centered practices. Together, these findings suggest that teachers' perceptions of engagement do not necessarily reflect their instructional realities, underscoring the urgent need for targeted professional development, improved classroom conditions, and constructive supervisory practices to address these discrepancies effectively.

5.2 Effect of Chain of Command on Teacher Performance in Government-aided Secondary schools in Ngora District

The finding that 89.1% of teachers understand their accountability lines, with a mean score of 4.48, highlights a strong awareness of organizational hierarchy in schools. Feedback from head teachers supports this, showing adherence to reporting protocols essential for school management. However, officials like the District Education Officer (DEO) have noted that actual compliance with accountability frameworks remains inconsistent due to weak enforcement and systemic challenges. Research by Mwangi and Wambua (2022) indicates that despite teachers' understanding of structures in Kenyan schools, compliance is hindered by poor monitoring and lack of support. Similarly, Namusonge (2021)

found in Ugandan primary schools that clarity in roles does not guarantee accountability, as oversight and cultural dynamics often hinder effective governance. This highlights a gap between awareness and practical implementation, underscoring the need for better enforcement and supportive governance frameworks to ensure accountability structures are effective in educational settings.

A significant 92.8% of teachers feel their collaboration with school administrators is well-defined, reflected in a solid average score of 4.20. Head teachers attribute this clarity to effective communication and systematic duty allocation. However, education officials, including the District Education Officer and Inspectors of Schools, point out that inadequate leadership and informal practices sometimes undermine these roles. This observation aligns with Kiptum and Cheruiyot (2023), who found that clear organizational roles do not guarantee effective performance in Kenyan schools when leadership is weak. Similarly, Nabwire (2021) noted that in Ugandan schools, role clarity alone is insufficient without strong leadership and accountability. Together, these studies emphasize the need for strong leadership and consistent practices alongside structured frameworks to ensure effective school management.

The observation that 82.7% of teachers acknowledge distinct levels of authority, reinforced by a notable mean score of 4.14, suggests a prevailing recognition of hierarchical frameworks within educational institutions. Head teachers corroborated that the majority of teachers comprehend and respect these authority structures, which ostensibly enhances coordination and accountability within schools. Nonetheless, qualitative insights from the District Education Officer

and school inspectors indicate a troubling disconnect between this awareness and actual practice. Many educators frequently disregard intermediaries or fail to honor delegated authorities, illustrating a significant gap between organizational clarity and operational discipline. This phenomenon aligns with the findings of Odhiambo and Obonyo (2022), who revealed that while teachers in Kenyan secondary schools generally acknowledged formal authority structures, the efficacy of these structures in fostering smooth operations depended upon their observance. In contrast, Kanya (2020) highlighted that, within Ugandan primary schools, although authority lines were ostensibly well-defined, inadequate enforcement and prevailing cultural dynamics led many educators to contest or circumvent established hierarchical protocols, ultimately undermining effective school management. Such insights underscore the critical need for systemic reform that not only establishes clear authority lines but also ensures their effective implementation within the educational landscape.

The finding that 87.7% of teachers possess an understanding of decision-making responsibilities within their schools, corroborated by a mean score of 4.29, indicates a significant level of clarity and confidence in the administrative framework. Head teachers affirm that roles are clearly communicated and largely respected, thereby enhancing staff cooperation. However, qualitative insights from the District Education Officer (DEO) and School Inspectors reveal a concerning disconnect: despite this clarity in roles, decision-making remains predominantly centralized, with minimal teacher involvement in governance processes. This phenomenon corresponds with the observations made by Mbabazi and Nsubuga (2021), who noted that while teachers acknowledged formal decision-making structures, a limited leadership cadre predominantly dictated most decisions,

effectively sidelining broader teacher participation. Conversely, the research conducted by Tetteh and Boateng (2023) in Ghanaian schools presents a more optimistic perspective, suggesting that a clear role often coincides with inclusive decision-making practices. In these environments, teachers are actively engaged in governance, fostering a more positive school climate and promoting collaboration. These contrasting findings underscore a critical argument: although an understanding of decision-making roles is vital, ensuring authentic teacher involvement hinges on intentional leadership strategies that advocate for participatory governance.

The data indicates that a significant 88.4% of teachers feel that school leadership effectively communicates information in a timely manner, reflected in a high mean score of 4.27. Head teachers utilize structured channels like meetings and digital platforms for communication. However, insights from the District Education Officer and Inspectors suggest that this prompt communication often lacks clarity and fails to engage teachers, limiting opportunities for meaningful feedback. This top-down approach undermines collaboration and participation, echoing findings by Njeri and Kimani (2022), who noted a similar trend in Kenyan schools. In contrast, Mensah and Opoku (2021) found that Ghanaian schools that adopted more interactive communication styles saw increased teacher involvement and morale. These studies highlight that while rapid communication is valuable, it is crucial to develop clear and participatory communication channels to enhance teacher engagement and overall school effectiveness.

The observation that 89.8% of educators affirm the efficient flow of communication from upper management to classroom instructors, supported by a

mean score of 4.20, indicates the effective utilization of both formal and informal channels for the timely and consistent dissemination of information, as corroborated by head teachers. Nonetheless, qualitative feedback from the District Education Officer (DEO) and Inspectors of Schools highlights that, despite this efficiency, communication often remains hierarchical and predominantly one-directional. Such a scenario restricts opportunities for teacher engagement and feedback, especially in poorly managed or rural educational settings. This disparity between streamlined information dissemination and the provision of meaningful, participatory communication parallels the findings of Nderitu and Wanjiru (2023), who identified in Kenyan rural schools that prompt communication frequently lacks interactive dialogue, resulting in teacher disconnection and minimal involvement in decision-making processes. In contrast, Adusei and Boateng (2022) reported that well-organized schools in Ghana benefit from two-way communication channels that encourage active teacher participation and enhance educational outcomes. These investigations underscore the necessity of augmenting efficient communication frameworks with inclusive methodologies that advocate for teacher agency and collaborative engagement.

The aforementioned results indicate that the chain of command has a positive and significant influence on teacher performance in government-aided secondary schools within Ngora District, as demonstrated by regression analysis with an R-squared value of 0.262 (26.2%) and an ANOVA yielding a P-value of 0.000. This finding suggests that a considerable portion of the variability in teacher performance can be attributed to the clarity and efficacy of the chain of command in these institutions, emphasizing the vital role that organizational structures play in educational outcomes. Similarly, Awala (2024) revealed that a clearly defined

chain of command can significantly enhance employee performance. This clarity promotes improved communication, task execution, and accountability, all of which are critical for delineating roles effectively. In addition, Ntoiti et al. (2022) demonstrated that more streamlined organizational hierarchies facilitate quicker decision-making and enhanced communication, thereby reinforcing employee performance. Agbor (2023) further substantiated this view within the Development Corporation, where well-structured command lines were positively associated with job performance. Conversely, Mutuku et al. (2023) cautioned against overly rigid hierarchies within Kenyan state corporations, which may hinder timely decision-making and stifle innovation. This tension is echoed by Nosike and Okoye (2021), who noted that while formal hierarchies may enhance accountability, they can also inhibit creativity among mid-level employees, highlighting the necessity for a balanced approach that sustains organizational order while permitting flexibility for innovative practices.

The findings of the study resonate strongly with Max Weber's (1947) theory of bureaucracy, which argues for the necessity of structured organizational frameworks to ensure efficiency, predictability, and accountability. Weber's model highlights the importance of clearly defined hierarchies, formal regulations, standardized procedures, and impersonal relationships within organizations. The statistically significant correlation identified in the Ngora study reinforces the critical role that formal lines of authority and structured supervision play in elevating teacher performance. When hierarchical structures are effectively communicated and uniformly implemented, they cultivate role clarity, reduce ambiguity, and facilitate the systematic execution of both instructional and administrative responsibilities. This observation aligns with Weber's perspective

that transparent authority lines empower subordinates to grasp expectations and adjust their behaviors accordingly. Furthermore, the positive effect of a well-defined chain of command on teacher performance indicates that the principles inherent in bureaucracy, specifically the division of labor and adherence to established protocols, can lead to increased consistency in teaching practices and, subsequently, improved educational outcomes. However, it is crucial to acknowledge Weber's caution regarding the potential drawbacks of rigid bureaucratic systems, such as resistance to change and stifling of innovation. This highlights the necessity for a nuanced approach that preserves structural integrity while simultaneously accommodating flexibility and adaptability in school leadership.

5.3 Effect of Span of Command on Teacher Performance in Government-aided Secondary schools in Ngora District

The observation that 73.2% of educators perceive their supervisory responsibilities as manageable, with an average rating of 3.99, reflects generally favourable views regarding their capacity for supervision. Nonetheless, qualitative insights uncovered divergent experiences, highlighting issues such as supervisor overload, infrequent classroom observations, and reduced instructional guidance, especially in environments characterized by high teacher-to-supervisor ratios. This discrepancy suggests that, while individual teachers may believe their duties are manageable, broader systemic challenges significantly impact the overall quality and consistency of supervision. Similar patterns were documented by Maphalala and Mpofo (2021) in South African educational settings, where teachers reported moderate levels of satisfaction with supervisory frameworks; however, principals and education officials identified substantial supervisory deficiencies attributed to

excessive workload and staffing shortages. In contrast, Akomolafe and Adesua (2020) revealed that effective instructional supervision was more achievable in Nigerian secondary schools with equitable staff distribution and clear delegation protocols, which, in turn, facilitated enhanced teacher support and improved classroom outcomes.

The finding that 82.7% of educators believe their supervisors provide sufficient attention, evidenced by a mean score of 4.13, indicates a general contentment with supervisory support. However, qualitative analyses unveil a more nuanced situation, pointing to inconsistent supervision, selective focus on specific teachers or subjects, and insufficient follow-up—particularly in schools characterized by high teacher numbers or significant resource limitations. This discrepancy between perceived support and the realities of supervisory practice is consistent with the findings of Chikoya and Mavhunga (2021), who noted that although teachers in Zimbabwe reported satisfaction with their supervision, interviews and school documentation revealed that actual supervisory visits were irregular and disproportionately concentrated on examination classes. In a similar vein, Ssenyonga (2020) highlighted that while many teachers in Ugandan primary schools viewed supervision as adequate, district officials and head teachers recognized that excessive workloads and logistical obstacles impeded the consistent and equitable monitoring of staff.

The data indicates that 83.3% of teachers acknowledge variations in task complexity, with a significant mean score of 4.18, reflecting a strong awareness of the diverse challenges in teaching. However, qualitative findings highlight discrepancies in task allocation and support, revealing insufficient differentiation

in expectations and inadequate assistance for teachers facing more demanding roles. This concern aligns with Mbirimi and Mupa (2021), who noted that although Zimbabwean educators recognize different classroom challenges, school leaders often neglect to adjust workloads, resulting in perceptions of inequity and burnout. Similarly, Nakabugo et al. (2020) found that while Ugandan teachers are aware of varied instructional demands, the distribution of responsibilities fails to correspond to task complexity, and support structures remain minimal, especially for novice teachers in difficult settings. These studies suggest that despite teachers' awareness of the necessity for differentiated support, systemic inflexibility hampers the practical application of this understanding.

The survey finding that 79.7% of teachers feel their supervisors comprehend the complexity of their roles, with a mean score of 4.02, indicates a generally favorable view of supervisory awareness. Nevertheless, qualitative data reveal a more critical stance, indicating concerns about the depth of this understanding. Teachers reported a lack of genuine engagement from supervisors, citing superficial involvement and limited empathy regarding their daily challenges, especially in difficult school settings. Supporting this, Muthoni and Gichure (2021) found that while supervisors in Kenyan primary schools were seen as approachable and organized, many teachers perceived a lack of true comprehension of the pedagogical and emotional demands they face, resulting in generic support. Similarly, Kayaga and Wandega (2020) noted that supervisory practices in Ugandan schools often prioritized administrative tasks over instructional needs, failing to address the evolving challenges teachers encounter. These findings underscore the necessity for supervisors to adopt a more engaged and empathetic approach to understand classroom realities fully.

The observation that 88.4% of teachers have confidence in their supervisors' ability to manage multiple faculty members, evidenced by a mean score of 4.20, indicates a broad trust in supervisory capabilities. However, qualitative insights reveal underlying systemic issues, such as excessive supervisory workloads, inadequate delegation, and a scarcity of training in instructional leadership, particularly in under-resourced schools. These factors contribute to superficial engagement and inconsistent support, despite favourable teacher attitudes. This finding is consistent with Nakitende and Ssenyonga (2021), who noted that while Ugandan teachers trust their head teachers, many supervisors struggle to offer substantive instructional guidance due to workload constraints and insufficient leadership development. Similarly, Mutua and Wanjala (2022) found that schools implementing structured delegation and shared leadership models saw enhanced supervision and teacher support, highlighting that true supervisory effectiveness hinges on systemic capacity and intentional leadership strategies. Overall, while teacher confidence remains high, genuine supervisory effectiveness is contingent upon robust structural support, targeted training, and collaborative leadership practices.

The finding that 76.8% of teachers perceive their supervisors as providing essential guidance, reflected in a mean score of 4.15, suggests generally favourable views on supervisory roles. Nevertheless, qualitative data indicate that this support is often superficial, primarily revolving around administrative tasks such as lesson plan reviews and timetable enforcement, rather than offering in-depth pedagogical mentorship. This disparity between perception and reality aligns with Nyandiko and Simatwa's (2021) findings, which highlighted that, although teachers in Kenyan public schools valued the supervisory presence, the support was often

inadequate in addressing instructional challenges. Similarly, Namirembe and Byaruhanga (2020) noted that effective instructional guidance was more prevalent in institutions with trained supervisors and a school culture conducive to collaborative professional development. These studies emphasize the necessity of transitioning from compliance-based supervision to a developmental model that focuses on ongoing, context-specific support to enhance instructional quality.

The findings indicate that the span of control has a significant positive impact on teacher performance in government-aided secondary schools in Ngora district, evidenced by a regression analysis revealing an R-squared value of 0.220 (22.0%) and an ANOVA P value of 0.000. The existing empirical literature strongly supports this finding. For example, Thomas et al. (2020) revealed that teams in manufacturing with narrower spans of control, particularly when coupled with high levels of empowerment, achieved superior safety and task performance. This aligns with observations in Ngora, where manageable supervisory loads likely enhance instructional monitoring and feedback. Similarly, Jakobsen et al. (2023) indicated that moderate spans of control within public sector organizations in Denmark led to more effective leadership behaviours, positively correlating with employee job satisfaction. This highlights that leaders with balanced spans of control can engage more effectively with subordinates, thereby improving performance in educational contexts. Egbunike et al. (2023) further reinforced this notion, finding a significant positive relationship between moderate spans of control and employee productivity in Nigerian accounting firms. In educational policy, these findings emphasize the necessity of rationalizing supervisory ratios to optimize teacher support. Otieno et al. (2021) similarly noted that excessive supervisor-to-teacher ratios hindered the effective implementation of curriculum-

based competencies in Kenyan schools. Furthermore, Tayebwa et al. (2021) demonstrated that well-defined supervisory structures enhanced teacher performance in Ugandan schools when combined with regular supervision and appropriate training. Collectively, these studies assert that the span of control is a crucial determinant of teacher performance, with proper calibration significantly contributing to enhanced outcomes in educational institutions, as evidenced in Ngora District.

The findings of this study align closely with Max Weber's (1947) conceptualization of span of control in line with employee performance. Weber argued that optimal organizational efficiency and employee performance are fostered within a well-defined hierarchical structure that features delineated roles, established lines of authority, and standardized protocols. A fundamental aspect of this model is the principle of rational-legal authority, which underscores the importance of formal command structures and an appropriate span of control to uphold accountability, facilitate effective supervision, and enhance communication processes. The findings suggest that a manageable span of control enables supervisors to exercise close oversight, offer prompt feedback, and assist educators in aligning their efforts with institutional objectives and pedagogical standards. This organized framework reduces ambiguity and role conflict while promoting adherence to established procedures and professional discipline, ultimately leading to improved individual performance outcomes. Empirical data from Ngora District supports Weber's assertion that bureaucratic efficiency, achieved through systematic delegation and oversight, can enhance productivity and effectiveness within public institutions, such as schools. Consequently, the significant positive correlation between span of control and teacher performance reinforces the applicability of

Weber's bureaucratic theory in modern educational administration, especially in resource-limited environments where structured supervision is crucial for maintaining instructional quality.

5.4 Effect of Delegation on Teacher Performance in Government-aided Secondary schools in Ngora District

The finding that 75.4% of teachers agree they are given sufficient decision-making authority, with a mean score of 4.00, suggests general satisfaction with their level of autonomy. However, qualitative data from head teachers, the DEO, and Inspectors of Schools reveal a more constrained reality, where teacher autonomy is often limited to minor or procedural matters, while substantive decisions—such as curriculum changes, resource allocation, or disciplinary policy—remain centralized. This discrepancy points to a pattern of symbolic delegation, where teachers may be consulted but not genuinely empowered to influence key areas of school governance. Similar concerns were raised by Oduro and Baiden (2021), who found in Ghanaian schools that while teachers reported involvement in school decision-making, actual influence was limited by hierarchical control and fear of administrative retaliation. In contrast, Wanyama and Kisirkoi (2022) observed in Kenyan schools that where leadership actively fostered trust and supported shared decision-making, teachers demonstrated greater initiative, accountability, and innovation. These findings highlight the importance of cultivating a culture of trust and building institutional structures that allow teachers to meaningfully contribute to decisions that affect their professional practice and student outcomes.

The finding that 73.2% of teachers agreed they are trusted with delegated tasks, supported by a mean score of 3.97, reflects a generally positive perception of trust

in school leadership. However, the notable 21.0% undecided rate and qualitative accounts from head teachers and inspectors suggest a more complex and uneven reality. While formal delegation of tasks is common, many supervisors reportedly engage in micromanagement, often driven by institutional pressure or fear of poor performance, which undermines genuine autonomy. This creates a paradox where tasks are assigned, but teachers operate under close scrutiny, fearing reversal or criticism if outcomes deviate from expectations. This disconnect is consistent with findings by Chikoko and Johl (2020), who reported in South African schools that while delegation frameworks were present, a lack of authentic trust led to constrained teacher agency and morale. Conversely, a study by Chemutai and Simiyu (2022) in Kenyan schools found that when school leaders offered non-intrusive support and encouraged teacher-led initiatives, trust was strengthened, resulting in increased innovation and ownership of school activities. These contrasting experiences underscore the importance of fostering a leadership culture that balances accountability with autonomy, ensuring that delegation is not only procedural but also empowering.

The finding that 81.2% of teachers agreed that delegated tasks are clearly defined, with a strong mean score of 4.14, suggests a generally positive perception of task clarity. However, qualitative findings complicate this view, revealing that in many schools, delegation is inconsistently communicated, often passed verbally without written guidelines or structured follow-up. The DEO and inspectors emphasized that delegation, particularly for co-curricular roles, is frequently vague, leaving teachers uncertain about expectations and reliant on peer support to interpret their responsibilities. This disconnect mirrors findings by Mwoma and Muthoni (2021), who reported in Kenyan public schools that while teachers believed tasks

were clear, actual delegation often lacked documentation and clarity, especially in non-academic areas. In contrast, Otieno and Mugambi (2022) found that schools with formalized delegation procedures, such as written role descriptions and regular check-ins, fostered greater accountability and teacher confidence in task execution. These studies highlight that while perceptions of clarity may be high, without consistent and structured communication, delegation risks becoming ambiguous and dependent on informal coping strategies, limiting its effectiveness.

The finding that 79.7% of teachers reported receiving clear instructions when assigned new responsibilities, with a high mean score of 4.07, suggests a generally favourable perception of task communication. However, qualitative data revealed a contrasting reality in which instructions are frequently delivered in a rushed, verbal manner, and often lack systematic follow-up, particularly in smaller or less structured schools. This gap between perceived clarity and actual practice reflects findings by Wamalwa and Simiyu (2021), who found that while teachers acknowledged receiving directives, the absence of written guidelines and feedback mechanisms led to confusion and inconsistency in task execution. In contrast, Mugerwa and Ssekamanya (2022) observed that schools with documented communication protocols and consistent supervisory engagement ensured more effective and confident implementation of delegated duties. These studies highlight the importance of moving beyond verbal instructions to adopt structured, written, and monitored communication practices that reinforce clarity and accountability across varying school contexts.

The finding that 69.5% of teachers agreed school leadership has follow-up mechanisms in place, supported by a mean score of 3.93, indicates a moderate

level of confidence in supervisory monitoring. However, qualitative data reveal that much of this follow-up tends to be informal, inconsistent, and rarely documented, which contradicts the perception of effective oversight. This discrepancy highlights a gap between perceived supervisory diligence and the actual structured practices necessary for accountability in delegation. Similar issues were noted by Akinyi and Wekesa (2021), who found that in Kenyan schools, informal and sporadic follow-up undermined teacher accountability and contributed to lapses in task execution. Conversely, Bwambale and Lubega (2020) observed that Ugandan schools with formalized follow-up systems—characterized by scheduled observations and documented feedback, experienced better teacher compliance and improved instructional quality. These findings emphasize the need for schools to institutionalize systematic follow-up procedures to bridge the gap between perceived and actual monitoring in supervisory practices.

The findings above indicate that delegation has a significant positive impact on teacher performance in government-aided secondary schools in Ngora District, evidenced by a regression analysis revealing an R-squared value of 0.329 (32.9%) and an ANOVA P value of 0.000. Supporting this, Nadarasa et al. (2014) demonstrated in Sri Lanka that effective delegation enhances teacher motivation and task completion, fostering ownership and accountability. Similar results were found by Mwanja and Mugambi (2018) in Kenya, where task delegation improved teacher involvement in decision-making and classroom performance, suggesting that participatory management practices enhance engagement. Furthermore, Karimi and Karanja (2015) noted that while delegation improves time management and operational efficiency, ambiguities in role definitions can impede performance. In Nigeria, Ogundele et al. (2017) showed that principals' delegation

significantly boosted teacher morale and productivity, and Okoth (2019) found that in Uganda, it enhanced commitment and reduced administrative burdens, allowing teachers to focus on instruction. Collectively, these studies affirm that structured delegation is essential for enhancing efficiency, motivation, and professionalism within educational contexts.

The pronounced effect of delegation on teacher performance identified in the current research underscores the bureaucratic premise in Max Weber's (1947) theoretical framework on bureaucracy that, when responsibilities are explicitly defined and delegated through authorized channels, subordinates are more inclined to perform effectively, aided by improved role clarity, motivation, and procedural order. In this context, delegation reinforces bureaucratic principles by enabling school leaders to systematically manage workloads while empowering teachers to make decisions and operate within their designated responsibilities, ultimately enhancing their overall performance. This relationship illustrates the ongoing relevance of Weber's bureaucratic theory within contemporary educational administration, particularly in structured environments such as government-funded schools, where formal lines of authority and delegation are crucial for achieving organizational effectiveness.

CHAPTER SIX

SUMMARY OF THE STUDY, CONCLUSIONS, RECOMMENDATIONS, AND AREAS FOR FURTHER RESEARCH

6.0 Introduction

This chapter presents the summary of the findings, conclusions, recommendations, and areas for further research.

6.1 The Summary of the Study

The study was conducted using two variables, that is independent variable (organizational structure) and the dependent variable (Teacher performance). The independent variable consisted of the chain of command, span of control, and delegation. On the other hand, the dependent variable consists of lesson preparation, classroom management, and instructional delivery. The three research questions were answered, and these are: What is the effect of the chain of command on teacher performance in government-aided secondary schools in Ngora district? what is the effect of span of control on teacher performance in government-aided secondary schools in Ngora district? and What is the effect of delegation on teacher performance in government-aided secondary schools in Ngora district? The study revealed that the chain of command has a positive and significant effect on teacher performance, as shown R square value of 0.262 (26.2%) and an ANOVA P value of 0.000. Additionally, the study revealed that span of control has a positive and significant effect on teacher performance as portrayed by R square value of 0.220 (22.0%) and an ANOVA P value of 0.000. Lastly, the study revealed that delegation has a positive and significant effect on teacher performance as reflected by R square value of 0.329 (32.9%) and an ANOVA P value of 0.000.

6.2 Conclusions

This study makes three critical conclusions:

6.2.3 Effect of Chain of Command on Teacher Performance

The study concludes that a well-defined chain of command, characterized by clear reporting lines, established authority levels, and effective information flow, positively and statistically significantly influences teacher performance in key areas, including lesson preparation, classroom management, and instructional delivery within government-aided secondary schools in the Ngora district. Nevertheless, the practical implementation of these organizational frameworks is undermined by systemic challenges such as insufficient enforcement mechanisms, centralized decision-making processes, and unidirectional communication, which collectively impede their effectiveness, hence affecting the optimal effect of the chain of command on teacher performance.

6.2.2 Effect of Span of Control on Teacher Performance

The study concludes that the span of control, defined by factors such as the number of direct reports, the complexity of tasks, and the supervisory capacity, has a positive and statistically significant effect on teacher performance in lesson preparation, classroom management, and instructional delivery within government-aided secondary schools in the Ngora district. Nonetheless, it also identifies systemic challenges, including supervisor overload, ambiguous delegation of responsibilities, and insufficient follow-up mechanisms, that serve to undermine the effectiveness of the span of control. This highlights the need for addressing these systemic issues to enhance overall educational performance.

6.2.1 Effect of Delegation on Teacher Performance

Based on the findings, the study concludes that effective delegation, characterized by authority transfer, task clarity, and accountability, positively and significantly affects teacher performance in several critical areas: lesson preparation, classroom management, and instructional delivery within government-aided secondary schools in Ngora district. When teachers are equipped with clear guidelines and autonomy, their performance is markedly enhanced. However, centralized decision-making processes, coupled with inconsistent communication and a lack of formal supervisory follow-up, serve as significant barriers to achieving effective delegation and accountability. These factors not only undermine the potential benefits of delegation but also perpetuate a culture of inefficiency within the educational framework.

6.3 Recommendations for Action

6.3.1 Chain of Command and Teacher Performance

Based on the study findings, the following recommendations for action:

The Ministry of Education and Sports could establish robust enforcement mechanisms through the development and institutionalization of standardized accountability and monitoring frameworks. This approach would ensure the consistent implementation of reporting lines and authority structures across all government-aided secondary schools.

Moreover, school administrations should prioritize the promotion of participatory leadership by decentralizing decision-making processes. This decentralization

could actively involve teachers in both instructional and managerial decisions, thereby enhancing their sense of ownership, motivation, and overall performance.

It is also imperative for teachers to engage actively with established communication channels and adhere to prescribed reporting protocols. By providing constructive feedback to school leadership, teachers could contribute to fostering a more collaborative and responsive organizational culture, ultimately leading to improved educational outcomes.

6.3.2 Span of Control and Teacher Performance

The Ministry of Education and Sports ought to consider the recruitment and deployment of additional supervisory personnel, alongside the provision of targeted training in instructional leadership. This strategic approach could alleviate the overload experienced by supervisors and enhance the effectiveness of their span of control, ultimately resulting in improved teacher performance outcomes.

Furthermore, the School Administration should establish a clear framework for the delegation of responsibilities through the creation of detailed written guidelines and the conduct of regular briefings. Such measures would ensure accountability, reduce ambiguity in role delineation, and bolster the overall efficiency of supervisory practices.

In addition, it is imperative for teachers to proactively seek clarification regarding their assigned duties, offer constructive feedback on supervisory methodologies, and engage in professional development opportunities. This active involvement would foster collaboration and align teaching practices with established performance expectations, thereby enhancing the educational environment.

6.3.2 Delegation and Teacher Performance

Based on the findings of the study, the researcher proposes the following recommendations:

The Ministry of Education and Sports should implement and uphold decentralization policies that facilitate school-level autonomy. This approach could ensure that decision-making authority is effectively transferred to school administrators and educators, thereby enhancing ownership and responsiveness within the educational system.

School administration should establish institutionalized practices for formal delegation by offering written descriptions of tasks, delineating clear performance expectations, and instituting consistent supervisory follow-up mechanisms. These measures could strengthen accountability and enhance overall teacher performance.

Teachers should accept delegated responsibilities with a commitment to professionalism, actively seek clarification when necessary, and provide constructive feedback to school leaders. This engagement could contribute to fostering a culture of mutual accountability and promote continuous improvement in instructional practices.

6.4 Areas for Further Research

The study recommends further research into the following areas;

- i. The mediating role of school leadership style in the relationship between organizational structure and teacher performance

- ii. The impact of organizational communication channels on the implementation of decentralized decision-making in schools.
- iii. Comparative study of organizational structures and teacher performance across urban and rural school contexts

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APPENDICES

Appendix A: Organizational Structure and Teacher Performance Questionnaire

I Akiteng Stella, a Master's student at Uganda Christian University, is carrying out a study on "Organizational Structure and Teacher Performance in Government-Aided Secondary Schools in Ngora District." This questionnaire is designed to collect your views and experiences related to organizational structure aspects and how they affect your performance in school. Your responses will be treated with the utmost confidentiality and will only be used for academic purposes. Your participation is voluntary, and you are free to withdraw at any time. Thank you for taking the time to complete this questionnaire.

Section A: Socio-Demographic Characteristics of Respondents

Please tick the most appropriate option.

Characteristic	Options
Sex of the Respondent	<input type="checkbox"/> Male <input type="checkbox"/> Female
Age of the Respondent	<input type="checkbox"/> 20-30 years <input type="checkbox"/> 31-40 years <input type="checkbox"/> 41-50 years <input type="checkbox"/> Above 50 years
Highest Education Level	<input type="checkbox"/> Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/>
Length of Service	<input type="checkbox"/> Less than 5 years <input type="checkbox"/> 5-10 years <input type="checkbox"/> 11-15 years <input type="checkbox"/> More than 15 years

SECTION B: TEACHER PERFORMANCE

Kindly indicate whether you strongly disagree, disagree, undecided, agree, or strongly agree with each of the statements in the table below. In the scale Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4, and Strongly Agree=5.

S/n	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I regularly prepare schemes of work and lesson plans to guide my teaching.					
2	I use relevant instructional materials to support the delivery of my lessons.					
3	I effectively manage learners' discipline and make good use of instructional time during					

	lessons.					
4	I create and maintain a positive learning environment that supports pupils' academic engagement.					
5	I have a strong understanding of the subject content I teach and use appropriate teaching methods.					
6	I actively engage learners during lessons to enhance their understanding and participation.					

SECTION C: ORGANISATIONAL STRUCTURE

Kindly indicate whether you strongly disagree, disagree, undecided, agree, or strongly agree with each of the statements in the table below. In the scale Strongly Disagree=1, Disagree=2, Undecided=3, Agree=4, and Strongly Agree=5.

S/n	CHAIN OF COMMAND	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I clearly understand to whom I am directly accountable in the school hierarchy.					
2	In this school, the roles and reporting lines between teachers and school administrators are well-defined.					
3	In this school, there is a clear distinction between different levels of authority in our school structure.					
4	I know who is responsible for making decisions at different levels of the school system.					
5	In this school, the information from school leadership is communicated to teachers promptly.					
6	In this school, there is an efficient flow of communication from top management down to classroom teachers.					
S/n	SPAN OF COMMAND	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	In this school, the number of teachers under each supervisor is manageable.					
2	In this school, supervisors give adequate attention to all teachers under their supervision.					

3	In this school, the tasks assigned to teachers vary in complexity and require different levels of support.					
4	In this school, supervisors understand the complexity of tasks teachers handle in their daily work.					
5	My supervisor is capable of effectively managing multiple teachers.					
6	In this school, supervisors provide the necessary guidance and support for teachers to perform well.					
	DELEGATION	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I am given sufficient authority to make decisions related to my assigned responsibilities.					
2	In this school, the leadership trusts teachers with delegated tasks without unnecessary interference.					
3	Tasks delegated to me are clearly defined and understandable.					
4	I receive clear instructions when assigned new responsibilities.					
5	I am held accountable for the tasks delegated to me.					
6	In this school, the leadership has follow-up mechanisms to ensure delegated duties are completed effectively.					

Appendix B: Organizational Structure and Teacher Performance Interview Guide

Introduction for Interviewer

Thank you for taking part in this interview. This study seeks to understand how elements of organizational structure—specifically chain of command, span of control, and delegation—affect teacher performance in government-aided secondary schools in Ngora District. Your insights as an educational leader are invaluable. The responses you provide will be kept confidential and used strictly for academic purposes.

Section A: Chain of Command

1. How would you describe the chain of command in your school/district, especially in relation to clarity of reporting lines, levels of authority, and communication flow?
2. In your experience, how does the current chain of command influence teachers' performance in areas such as lesson preparation, classroom management, and instructional delivery?

Section B: Span of Control

3. How manageable is the span of control in your institution or jurisdiction? For example, is the number of teachers per supervisor (e.g., head of department or deputy head teacher) optimal for effective supervision?
4. In what ways do supervisory workloads and teacher-to-supervisor ratios affect the quality and consistency of instructional supervision and teacher performance?

Section C: Delegation

5. How is the delegation of responsibilities structured in your school or district? Are teachers given sufficient clarity and autonomy when assigned duties?
6. To what extent does the current delegation framework promote or hinder accountability, efficiency, and teacher motivation in your school(s)?

Appendix C: Sample Size Determination Table

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size

Source: Krejcie & Morgan, 1970