

**EFFECT OF ADMINISTRATIVE ROLES ON TEACHER-ADMINISTRATOR'S
DUAL PERFORMANCE: A CASE OF SELECTED SECONDARY SCHOOLS IN
MUKONO MUNICIPALITY MUKONO DISTRICT**

ALLAN BABUKIIKA

RJ22MO6/006

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT FOR THE REQUIREMENTS OF THE AWARD OF THE DEGREE OF MASTER
OF EDUCATION PLANNING AND ADMINISTRATION OF UGANDA CHRISTIAN UNIVERSITY**

May, 2025



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

I, **Allan Babukiika**, hereby declare that the work contained in this report is original and has never been submitted for any award in any award in any University. Where the work of other scholars has been consulted, reference has been made.

BABUKIIKA ALLAN

RJ22M06/006

Signature



Date

25/5/2025

APPROVAL

This is to certify that **BABUKIIKA ALLAN** has carried out this research under my supervision and guidance. He has fully completed the work and it is ready for submission to the university senate for the award of Masters in Education Administration and management, to the faculty of Education

Mr. LUGEMWA PATRICK

Signature 

Date: 25/05/2025

DEDICATION

This piece of hard work and achievement is wholeheartedly dedicated to my dearest wife Sherry Babukiika Nalwanga and entire family members whose unwavering love and encouragement fuel my creativity and passion for writing. Your support has been my rock, your belief in me has been an inspiration throughout my course.

ACKNOWLEDGEMENTS

I would like to express gratitude to the almighty God for the gift of life and knowledge plus understanding during my struggle with this course, not forgetting my supervisor for his expert guidance unwavering support, attention and commitment he gave me at the time I needed him most. The schools and participating teachers in my research work their insight and perspective have enriched this study your role was second to none because without you my work in this book would be incomplete.

This piece of hard work and achievement is wholeheartedly dedicated to my dearest wife Sherry Babukiika Nalwanga whose unwavering love and encouragement fuel my creativity and passion for writing. Your support has been my rock, your belief in me has been an inspiration throughout my course. To my loving children; Assimwe Gabie, Birungi Angel, Ayebare Mathew, Namusoke habibah and Jamimah Akampulira, for always being my pillars of strength to lead the whole family by example your love and support mean the world to me.

To my dear friends who have stood by my side most especially Nakuya Deborah Kiddu shared my joy, lifted me up during the challenging times your friendship is treasure that I cherish deeply. To my clients; little Angels primary school Namengo-kiteredde Lugazi, Greater love nursery & primary schools, New Makerere Kindergarten & Primary school, Destiny nursery & junior school Buzika. Thank you for the financial support. To my other families; Kintu family, Bagyeoyo clan, and St. Joseph's Naggalama class of 95. Thank you for being part of this journey.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION	iii
TABLE OF CONTENTS	v
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
ABSTRACT.....	xii
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background to the Study	1
1.1.1 Historical Background.....	1
1.1.2 Theoretical Background	10
1.1.3 Conceptual Background.....	12
1.1.4 Contextual Background.....	14
1.2 Statement of the Problem	16
1.3 Purpose of the study	18
1.4 Specific objectives	18
1.5 Research Questions	18
1.6 Scope of the Study	19
1.6.1 Content Scope.....	19
1.6.2 Geographical Scope.....	19
1.6.3 Time Scope.....	20
1.7 Justification of the study.....	20
1.8 Significance of the Study.....	21

1.9 Theoretical Framework.....	22
CHAPTER TWO: LITERATURE REVIEW.....	25
2.0 Introduction	25
2.1 Theoretical Review.....	25
2.1.2 Distributed Leadership Theory	25
2.1.3 Transformation Leadership Theory	29
2.2 Review of Related Literature	35
2.2.1 Leadership Roles played by Teacher-Administrator’s in Secondary Schools.....	35
2.2.2 Effect of Administrative Roles on Teacher-Administrator’s Performance	46
2.2.3 Challenges faced by Teachers with Administration and Teaching Responsibilities.....	56
2.2.4 Research Gap.....	62
CHAPTER THREE: METHODOLOGY.....	64
3.0 Introduction.....	64
3.1 Research Design	64
3.2 Research Approach	65
3.3 Description of the area of study.....	66
3.4 Study Population	66
3.6 Sample Size Determination	68
3.7 Sampling Techniques and Procedures	70
3.7.1. Purposive Sampling.....	70
3.7.2. Proportional random sampling	71
3.8 Information sources	71
3.8.1 Primary data	71

3.8.2 Secondary data	71
3.9 Data Collection Instruments.....	72
3.9.1 Structured Interview guide	72
3.9.2 Document checklist.....	75
3.10 Reliability and Validity	75
3.11 Data Analysis.....	77
3.12 Limitations of the Study	77
3.13 Ethical Considerations	78
CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF FINDINGS	80
4.0 Introduction.....	80
4.1 Participative analysis	80
4.2 Different leadership duties performed by the teachers in selected secondary schools in Mukono Municipality	81
4.2.1 Strategic Planning and Implementation	83
4.2.2 Implementation of school policies, year/termly planner and work plans	85
4.2.3 Co-ordination of activities, supervising and appraisal of employees.....	88
4.2.4 Career development and resource management.....	91
4.2.5 Career guidance and counselling, security at school.....	93
4.2.6 Club formulation and community engagement	95
4.3 Effect of the different administrative roles on teacher performance in selected secondary schools in Mukono Municipality	96
4.4 Challenges faced by teachers in fulfilling administrative duties in addition to their teaching responsibilities at schools in Mukono Municipality.....	107
4.4.1 Ineffective time management	107
4.4.2 Decision making on submitted reports	108

4.4.3 Role ambiguity and exploitation	109
4.4.4 Burnout and increased stress.....	111
CHAPTER FIVE: DISCUSSION OF THE FINDINGS.....	114
5.1 Introduction.....	114
5.2 Discussion	114
5.2.1 Different leadership duties that are performed by the teacher-administrators in addition to their teaching responsibilities	114
5.2.2 Effect of the different administrative roles on teacher-administrator’s performance.....	123
5.2.3 Challenges faced by teacher-administrators in fulfilling administrative duties in addition to their teaching responsibilities.....	127
CHAPTER SIX: CONCLUSION, RECOMMENDATION AND FUTURE RESEARCH	131
6.1 Conclusions	131
6.2 Recommendations.....	133
6.3 Future Research	137
REFERENCES.....	139
APPENDICES.....	156
Appendix 1: Consent Form.....	156
APPENDIX 2: INTERVIEW GUIDE	158
Appendix 3: Approval Notice.....	160
Appendix 4: Turnitin Report.....	162

LIST OF TABLES

Table 3.1: Target population of the administrators in secondary schools..... 67

Table 3.2: Sample size and strategies 69

LIST OF FIGURES

Figure 2.1: Transformational leadership frame work..... 31

ACRONYMS

DOS	Director of Studies
HoD	Head of Departments
HT	Head teachers
KSS	Kenyan secondary schools
MoES	Ministry of Education and Sports
UCE	Uganda Certificate of Education
UACE	Uganda Advanced Certificate of Education
NCDC	National Curriculum Development Centre
UNEB	Uganda National Examination Board
USA	United States of America

ABSTRACT

The study examined the effect of administrative roles on teacher-administrator dual performance; A case of selected secondary schools in Mukono Municipality. The occurrence under which the teachers assume administrative responsibilities in addition to their teaching or class room duties and performance, present both possibilities and difficulties in executing these roles. The transformational leadership theory was adopted. The study utilized a case study design with qualitative approach. Data was collected from 37 participants with administrative roles in addition to teaching responsibilities in the selected secondary school. Interview guide gathered data which was analyzed qualitatively with attention to explanatory content to generate the thematic and verbatim themes to comprehensively understand the topic under investigation. The different administrative roles played by teacher were strategic formulation, implementation of school policies, termly work plan as well as procurement plan, co-ordination of activities, performance appraisal, visionary leadership, career development, budgeting, career guidance, community engagement and oversight of the academic institution to support delivery of quality education. Teacher responsibilities and administrative duties have more positive than negative effects on their performance in classroom and school administration through promotion of academic excellence, compliance with Board of Governors as well as MoES policies and fostering conducive environment. However, conflicting royalty, limited resources, time management, roles and priorities in addition to issues pertaining work load management can be the greatest obstacle to the effectiveness of teacher- administrator dual performance. Secondary schools should have supportive school structure, prepare work plan, team teaching, professional development, delegation, performance appraisal, transparency in the way of communication, decision making and clearly defining their roles and duties with increased budget to yield teacher performance at schools.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

Formal education institution like other organization are ideally managed by administrators who play key role to meet specified objectives, goals, vision and mission (Kaba et al. 2024). The role of teacher administrators in secondary schools is increasingly becoming a focal point of educational research more so as these individuals are tasked with balancing the demands of both teaching and administrative responsibilities. Secondary schools as formal education institutions achieve their vision through performance of teachers with administrative roles which necessitated this study. The study looked at how effective are administrative roles on the teacher performance at school. This chapter therefore presents the background to the study, problem statement, purpose, objectives, research questions, scope, significance, justification and theoretical framework.

1.1 Background to the Study

The background to the study is presented in four levels namely; historical, theoretical, conceptual and contextual perspectives as described below:

1.1.1 Historical Background

Teacher performance has evolved through ages dating back in the classical times in the late 19th century and early 20th century when teacher evaluation primarily focused on adherence to standard practices set up to assess their output (DeBoer, 2019). As early as the 19th century, in the United States of America (USA) teachers had already started playing the dual roles of administration and teaching, schools operated at a local level as education was

decentralized and had little human resources and administrative structures (Kim, 2021). With increased accountability and school reform initiatives, teachers undertake administrative tasks and teaching responsibilities to achieve performance (Hassan, 2023).

In America the concept of “teacher-administrators” was developed and teachers were expected to handle not only the classroom work but also to handle or maintain learner’s discipline, and curriculum development, this was further reinforced during the progressive period of the early 20th century where the teachers were reorganized as the leaders whose major role was to shape the social and moral development of the community (Tumuheise et al. 2023). Teachers in leadership positions handle administrative roles and teaching responsibilities to secure performance at school.

Further still in America and Europe, schools have emphasized efficiency in teaching to match with changing teaching needs thus adopted Taylorism scientific management practice to align the administrative requirements with teaching duties in respective institutions (De Jonckheere & Vaughn, 2019). Wells as in the ancient Roman Empire teachers took on various administrative roles in addition to teaching responsibilities. According to William Deresiewicz (2024), teachers were not only responsible for teaching but also carrying out management and administrative roles, more so, Catherine Cummings Mansfield in her article *“Teacher leadership in the changing policy environment-2017,”* she argues that teacher are continuously taking on administrative responsibilities;

mentoring colleagues, leading professional development sessions and getting fully involved in the curriculum designs in addition to teaching responsibilities at school.

Additionally, between 1930-1950s, the incorporation of humanistic approach in administrative arrangements recognized the vitality of teacher morale and interpersonal relationships (Gordon & Lawton, 2019). The progression of administrative roles in secondary schools has traversed several distinct phases throughout history. Since the colonial era, school efforts shifted towards assessing teacher performance based on factors beyond mere adherence to standards, including job satisfaction and collegiality (Frey, 2018). Teacher performance starts with exception desired output delivered by administrators at secondary school.

Since the 1970s, the United Nations recognizes teacher performance as linked to, first the millennium development goals and now to the sustainable development goals, including Goal 4 (Quality Education), Goal 5 (Gender Equality), Goal 10 (Reduced Inequalities), and Goal 16 (Peace, Justice, and Strong Institutions) (Leicht et al. 2018). Furthermore, Salendab (2021) stated that appropriately upholding administrative roles in the school setting encompassing investing in teachers and supporting their professional development in more equitable, inclusive, and sustainable future.

In Africa the dual role of administration and teaching have a link to the period of colonization, which introduced the western education systems (Osuala et al. 2015). The colonial master offered elementary education to African with a major aim of producing literate and discipline labour force to serve their interests, as a result teachers were expected to educate and also manage schools, by enforcing discipline and respect of the students to the colonial masters (Jacques et al. 2022).

In East Africa the dual roles of teaching and administration dated back to the colonial era as some teachers were not only class room facilitators but also tasked with administrative duties due to limited human resource to efficiently run the education system (MoES, 2020). Scholars like Brown (2017) traced the origin of dual roles as a result of a combination of colonial legacies, post-independence challenges and the inadequate human resources in the education. The administrators were appointed among teachers to play duo role of administrative duties in addition to teaching responsibilities at school.

The East African Community Civic Education for Integration Act of 2019, particularly objective 1, acknowledged that competent school administrators not only transmit knowledge but also act as exemplary figures and mentors capable of empowering teachers with exception performance by molding students' attitudes, aspirations and curriculum coverage (Apollo & Mbah, 2021). This is evidence enough to show that teachers are multifaceted by training and performance.

Well as in Uganda, according to Ssekamwa (2021) observes that education Administration was not a new phenomenon until the coming of foreigners, it was managed under the leadership of elders in the community. With the coming of the foreigners there was introduction of formal education which was the western (British) school system, different from the African indigenous. Within the period of 1900 up to around 1925, these schools were managed by the different religious sects helped by their home governments. And up to date Uganda still has schools which are administered alongside Catholics, Anglican, orthodox or Arabic principles and norms, these determined the administrators considering the religious affiliation of foundation body (El-zeiny et al. 2023). Teachers undertook administrative roles in addition to teaching responsibilities to deliver quality education.

With decentralization policy of education management in the 2000s, this has been responsible for the dual roles of teachers, this policy that was implemented at district and sub county levels allowed them to undertake administrative roles and teaching responsibilities to manage the schools (Brown 2017). The teachers' performance is measured through their effective duo execution of administrative duties alongside teaching responsibilities at school. However with liberalization of the economy very many individuals and organisations opted for establishing private secondary schools which called for control measure from government to ensure quality education through better administration of the private schools, and it's in this line that the Education Act

of 2008, particularly section 13(2), solidifies the pivotal role of school administrators, particularly head teachers, in various aspects such as resource management, policy and professional development, acting on behalf of the management committee.

The school administrators more so the head teacher is fully involved in strategies formulation and implementation to improve teaching and learning. As they 'head teachers' are knowledgeable about the teaching and learning practices gained over years of experience, the leadership they provide for the school and community to implement education reforms (World Bank report, 2018). Likewise, researchers like Mafabi (2017) have called on government to come up with reforms in the education sector to address this dual role, his argument is that there should be a clear distinction between teaching and administrative duties to allow teachers concentrate more on classwork and improve learning out comes.

However, throughout history, Ugandan secondary schools more so, state/government aided have grappled with persistent challenges; limited resources, inadequate teacher training opportunities, and overcrowded classrooms, this situation worsened with the introduction of universal secondary education in the year 2007, just 10 years after the successful introduction of universal primary education. These factors have posed significant hindrances to fostering effective teaching practices and timely feedback for teachers over time (Oketcho et al. 2020). Despite the recognition of

administrative responsibilities outlined in the Education Act, the historical context reveals a gap between policy intentions and the practical realities faced by educators on the ground, highlighting the ongoing struggle to provide adequate support structures for enhancing teacher performance in Uganda's education system.

Traditionally, government bodies such as the Ministry of Education and Sports (MoES) have tasked school administrators with responsibilities ranging from efficient budgeting to advocating for adequate infrastructure and inspiring teachers to excel with exceptional performance (Kiryowa, 2022). However, despite these commendable directives, the effectiveness of administrators in enhancing their dual performance has often been questioned.

In Uganda of late the MoES is working hard to ensure that both private and state-owned secondary schools provide quality education to the citizens of the country. The state believes that quality education is a complex issue that relies on various factors and effective leadership is essential in achieving this goal (Kiryowa, 2022). Minimum standards have been established to determine whether a school is offering quality or substandard education including overall management, facilities provision, teaching and learning process management and co-curricular activities development (Oketcho et al. 2020). If both private and government effectively address these categories, it indicates a high-quality education through teacher performance.

In recent times, there has been a growing recognition, exemplified by initiatives like those undertaken by the Mukono District Local Government that administrative arrangements must align more closely with investing in teachers' well-being, fostering their professional growth, and establishing robust support systems (Kiryowa, 2022). This shift in perspective acknowledges the multifaceted nature of teacher performance, encompassing not only the delivery of curriculum but also elements such as teaching in a timely manner, conducting assessments promptly and providing feedback effectively. Ultimately, the background of this study is motivated by the compelling desire to improve teacher performance through exemplary task execution by those with administrative roles at school.

Structure of Education in Uganda

The education structure is dated back during colonial period and currently divided into; pre-primary and primary, secondary and higher education, with each section having different aims and objectives, but with a major objective of full filling the national aims of education in Uganda. The study focus is secondary education that were sub divided into different categories including vocational to equip learners with skills which include carpentry and plumbing, comprehensive and general secondary schools that run six years, with four years at ordinary level where a learner attains a Uganda certificate of education (*UCE*) after which a learner joins advanced level for a period of two years and attains a Uganda advanced certificate of education (*UACE*) examined by Uganda national examination board (*UNEB*).

The secondary curriculum is managed by National Curriculum Development Centre (NCDC) which was established in 1973. In 2020, new competence-based curriculum was introduced which initiated comprehensive adoption of vocational education in secondary schools which necessitated administrators' contribution as leaders on teacher performance.

Secondary school Education administration in Uganda

The MoES is in charge of running the affairs concerning education in Uganda at all levels, which is regulated by the parliament of Uganda. With reference to both private and government aided secondary school it's the ministry that regulates the activities through bodies like the board of governors who are external managers and "must" be approved by the ministry to bridge the gap between the school and stakeholders like the parents, community and alumni (Oketcho et al. 2020). Board of directors and trustees provide oversight administrative role to private owned secondary schools. At district level, the chief administrative officer, district education officers and inspectors of schools support the Ministry to regulate the activities in secondary schools.

In Accordance with the education act 2008, "responsibility of Government in private education institutions shall be to ensure that private education institutions conform to the rules and regulations governing the provision of education services in Uganda". Private and Government secondary schools have board of governors. The function of board of governors are well stipulated in the Education Act (2008) section 58 and 59 and government white paper (1992) which include; to administer the property of the school both movable and

immovable, administer and supervise any funds, establishing policies, making significant and strategic key decisions, and overseeing the school operations through the school administrators. The school administrators; head teachers, deputies, director of studies and heads of department are mandated to create a conducive working environment that support team work to enhance teacher performance (Penrabel et al. 2022).

The administrative school structure depends on the size, resources and pedagogical management need of foundation body. The teachers with administrative roles; set clear academic goals, implement curriculum, develop academic strategies and conduct regular performance evaluation fostering creativity, innovation, critical thinking and offering support to the social development of the teachers and learners through exception performance to deliver quality education (Mesuwini & Mokoena, 2024). Teacher performance among those with administrative role enhance quality education as indicated mandates the Education Service commission (ESC) provided in article 167 of 1995 Uganda constitutions as amended.

1.1.2 Theoretical Background

The study was guided by two theories namely; the Distributed Leadership theory that emphasizes the sharing of leadership responsibilities across multiple individuals within an organization. and Transformational Leadership Theory, introduced by James V. Downtown in 1973 and further developed by James Mac Gregory Burns in 1978, posits that influential leaders inspire and motivate followers to achieve extraordinary outcomes by fostering a sense of

collective purpose, intellectual stimulation, individualized consideration, and idealized influence (Reza, 2019).

The theory assumed that leaders possess the ability to uplift and enhance the motivation and effectiveness of their followers by employing charismatic and visionary leadership to achieve exceptional results and transform their organization.

In schools, Transformational Leadership is often used to make leadership better and improve how well the school works overall. This theory suggests that school leaders can have a positive effect on teachers' performance, job satisfaction, and the school's success by using leadership that inspires and motivates (Siangchokyoo et al., 2020).

However, this approach has some challenges. School leaders have to deal with many different tasks, like developing the curriculum, managing student behavior, and supervising staff. These tasks can take their attention away from teaching. Even with the best intentions, it can be hard for leaders to keep using transformational leadership methods consistently in different situations and over long periods (Fourie & Höhne, 2019).

Despite these challenges, Transformational Leadership Theory highlights how important it is for school leaders to work closely with teachers. By inspiring and collaborating with them, leaders can help create a shared vision for the school's success (Sabwami et al., 2020).

The Transformational Leadership theory suggests that employees are naturally motivated, responsible, and look for self-fulfillment through their work. Leaders who follow this theory think that giving employees freedom, responsibility, and chances to grow personally will lead to better performance and job satisfaction. According to a study by Ho (2019), there is a strong link between leadership style and job satisfaction in schools. The study found that transformational leadership works well with the ideas of distributed leadership, and this combination has a positive impact on how well teachers perform (Farley et al., 2020). When school leaders use these approaches, they create a positive work environment that empowers teachers and boosts their overall performance.

This approach helps administrators focus on their tasks, whether they are administrative or related to teaching, which in turn improves teacher performance (Duong & DeJaeghere, 2022). In today's secondary schools, it is important to use both distributed and transformational leadership theories. This allows teachers to take on administrative roles in addition to their teaching duties, which helps achieve better performance in schools.

1.1.3 Conceptual Background

The study variables were administrative roles and teacher-administrator performance at secondary schools.

The administrative roles refer to the processes involved in managing day-to-day operations, handling paperwork, coordinating schedules, and ensuring

organizational efficiency, contributing to smooth functioning and overall success (Balfour, Adams & Nickels, 2019). In addition, Mulang (2021) defined administrative roles refer to any arrangements involving organizing, resources allocation, policy formulation, planning, and overseeing day-to-day activities within an organization. In secondary school setting, administrative roles include resource allocation, policy formulation, professional growth, managing student affairs, overseeing extracurricular programs, and addressing disciplinary issues.

The teachers with administrative role have also teaching roles at function level at school. Therefore, teacher roles refer to any contribution in education journey of their students at school (Aparicio-Molina & Sepúlveda-López, 2023). The teacher's role involves time management to class, attendance to students, guidance and counselling, preparation of scheme of work, syllabus and lessons notes as well as curriculum coverage. Teacher-administrator roles refer to the dual attendance of tasks that administrative as a leader and those which are functional aligned to teaching responsibilities at time interval (Stronge, 2018). The mentioned administrative and teacher roles are player by teacher-administrator at secondary school.

Teacher performance refers to the effectiveness and quality of an educator's instructional skills, engagement, and impact on student learning and development (Stronge, 2018). It also refers to the effective execution of teaching duties, encompassing instructional delivery, teaching in time and assessment foster optimal learning outcomes (Tugumisirize & Masagazi, 2021). Teacher

performance is solely attached to an educator achievement functionally on students learning and development. Administrator performance refers to effective planning, policy as well as curriculum formulation and implementation to yield set objectives at school (Tarraya, 2023). Teacher-administrative performance underpins the dual achievement of leaders at school while undertaking administrative tasks and teaching responsibilities at functional level at school (Osiesi, 2023). Namaganda (2020) established that teacher performance while undertaking administrative roles explained effective management of resources at school.

1.1.4 Contextual Background

Mukono District, located in central Uganda, is characterized by a diverse educational landscape with a mix of public and private secondary schools. There over 100 secondary schools having both day and boarding sections of which 25 private and 6 government/public schools are located in Mukono municipality (Mukono District Local Government Quarterly Performance Report, 2022/2023). The district faces various challenges in the education sector, including limited resources, overcrowded classrooms, and disparities in access to quality education, particularly in rural areas.

Despite the value placed on education in Mukono District, school administrators are faced with various challenges. While there is a strong emphasis on improving educational outcomes to empower youth and drive socio-economic development, administrators are also teachers responsible for imparting knowledge (Kiryowa, 2022). The Uganda Teacher and School

Effectiveness Project (UTSEP) aims to enhance the administrative arm of educational institutions in Uganda, including those in Mukono District, by addressing leadership and resource management issues. However, despite the efforts of both private and public secondary schools in Mukono District to prioritize teaching in a timely manner, timely feedback remains incomplete at 83% due to unknown circumstances, indicating the complexity of balancing administrative duties with teaching responsibilities (Mukono District LG Quarterly Performance Report, 2020/2021).

Mukono District at the beginning of 2023 had a student population of 208,983 of which 25,354 students are in Mukono Municipality both private and public secondary schools with an assorted number of school administrators who are responsible for overseeing day-to-day operations, managing resources, and providing support and guidance to teachers (Mukono District LG Quarterly Performance Report, 2022/2023). Administration of both private and public secondary school involves; board of directors, board of governors who run the school on behalf of the MoES and owners who are shareholders in schools.

In Mukono District, school administrators (head teachers, deputies, directors of studies, heads of departments and class teachers) play a crucial role in overseeing day-to-day operations and supporting teachers (Kiryowa, 2022). Internally both private and government secondary schools, the human resource which is fully responsible for the day today activities of the school administration include the head teacher, deputies, director of studies, heads of departments, class teachers among others (Ntege et al. 2023). However, their

effectiveness can be influenced by various factors, including resource management, policy development, and professional development initiatives aimed at improving teachers' abilities and providing timely feedback (Mukono District Local Government Quarterly Performance Report, 2022/2023). Despite their responsibilities, some of the school administrators engage in class room activities and are time tabled to teach. This dual role highlights the complex dynamics at play within educational institutions.

For instance, the inception of the Uganda Teacher and School Effectiveness Project (UTSEP) in 2015 emphasized leadership training and policy issues as crucial elements for enhancing teacher effectiveness and performance. In Mukono District, school administrators have expressed concerns about improving timely student assessment among teachers, as mandated by the Education Act of 2008 (Nambooze, 2019). While administrators are involved in policy development and formulation (as prescribed under Section 5(b) and (n)), they are mandated to engage in implementation of policy like Competency Based curriculum through teaching and attendance to students in classroom (Ntege et al. 2023). This situation underscores the need to understand the effect of administrative roles on teacher-administrative performance in secondary schools in Mukono Municipality.

1.2 Statement of the Problem

The dual role of teacher-administrators in secondary schools within Mukono Municipality presents a complex challenge, as these individuals are expected to fulfill both teaching and administrative responsibilities (Ntege et al. 2023). This

dual role can lead to potential conflicts, increased workload, and varying levels of performance. Understanding the specific administrative duties undertaken by teachers, the effects of these duties on their teaching performance, and the challenges they face is crucial for developing strategies to support teacher-administrators and enhance their effectiveness in both roles.

In typical scenarios, school administrators bear the responsibility of not only managing administrative tasks like resource allocation, policy formulation, professional growth, managing student affairs, overseeing extracurricular programs, and addressing disciplinary issues, among others. But also enhancing their class room performance as teachers (Ntege et al. 2023). However, despite their commitment to these administrative duties accompanied with allowances and other fringe benefits which are motivators, variations in teacher performance persist in the secondary schools across Mukono District (Kiryowa, 2022). While juggling administrative roles they are also expected to maintain high teaching standards.

This failure to effectively balance administrative responsibilities with teaching roles pose a significant risk to overall teacher performance and could perpetuate a downward trend in the secondary schools' educational quality in Mukono municipality (Ntege et al. 2023; Kiryowa, 2022). It is within this context of concern that the researcher aimed at investigating the effect of administrative roles on teacher-administrator dual performance in selected secondary schools in Mukono Municipality.

1.3 Purpose of the study

The study aimed at investigating the effect of administrative roles on teacher-administrator's dual performance in selected secondary schools in Mukono Municipality.

1.4 Specific objectives

- i. To establish the different leadership duties performed by the teacher-administrators' in addition to their teaching responsibilities in selected secondary schools in Mukono Municipality.
- ii. To examine the effect of the different administrative roles on teacher-administrators' dual performance in selected secondary schools in Mukono Municipality.
- iii. To explore the challenges faced by teacher-administrators' in fulfilling administrative duties in addition to their teaching responsibilities in selected secondary schools in Mukono Municipality.

1.5 Research Questions

- i. What are the different leadership duties performed by teacher-administrators in addition to their regular teaching responsibilities in secondary school in Mukono Municipality?
- ii. How do administrative roles affect teacher-administrators' dual performance in selected secondary schools in Mukono Municipality?

iii. What are the challenges faced by teacher-administrators in fulfilling administrative duties in addition to their teaching responsibilities in selected secondary schools in Mukono Municipality?

1.6 Scope of the Study

1.6.1 Content Scope

The study focused on determining the effect of administrative roles on teacher-administrator performance in selected secondary schools in Mukono Municipality. The study in particular established the different leadership duties that are performed by the teachers in addition to their teaching responsibilities in secondary schools, examined the effect of the different administrative roles on teacher - administrators' performance in secondary schools and explored the challenges faced by teacher - administrators' in fulfilling administrative duties in addition to their teaching responsibilities in secondary schools.

1.6.2 Geographical Scope

The study was carried out within the selected secondary schools located in Mukono Municipality, Mukono District in Central Uganda. With two divisions which include Central and Goma respectively, teachers with administrative roles were considered. Mukono District, is situated in the Central region of Uganda, spans a total area of 2,986.47 square kilometers. It shares its boundaries with Buikwe District to the East, Kayunga along the River Ssezibwa to the North, Luwero to the Northwest, and Wakiso to the Southwest. Additionally, it extends southward to Tanzania, reaching Lake Victoria, including the Islands of Buvuma District. The coordinates of Mukono

Municipality are: 0°22'29.8"N (0.3749500°) latitude and 32°42'46.3"E (32.7128600°) longitude.

1.6.3 Time Scope

The study covered a period of two (2) years from 2022 to 2024. This period covers part of Uganda's Education and Sports Strategic Plan (2020-2025). The researcher determined how the administrative roles affect teacher-administrator's dual performance in secondary schools in Mukono Municipality in the prevailing strategic period.

1.7 Justification of the study

The preceding studies have predominantly examined teacher performance within schools in Mukono District with limited attention given to those with administrative roles. For example, scholars such as Kiryowa (2022), Tugumisirize and Masagazi (2021), and Kayindu et al. (2020) have provided valuable insights into teacher performance which left a gap to evaluate those with administrative roles at school. In addition, these studies were carried out in schools which are not within Mukono municipality. The administrative role provides additional financial and non-financial benefits to a teacher which is expected to support their performance (Hopkins et al. 2020). De Backer et al. (2023) stated that teachers with administrative and functional roles have exceptional rights and powers to execute tasks to achieve performance. Administrators play a key role in ensuring school performance manifested within duties and responsibilities undertaken.

While the existing literature offers valuable contributions to the understanding of teacher performance, it fails to fully encapsulate the nuanced relationship between administrative duties and teacher performance. Moreover, methodological variations across these studies, coupled with the diverse contextual settings in which they were conducted, further underscore the need for a more detailed investigation. Hence, it is imperative to conduct an extensive inquiry to elucidate the effect of administrative roles on teacher-administrative dual performance within secondary schools in Mukono municipality. This study aims to bridge the gap in existing research by examining how school administrators balance their administrative roles with their duties as teachers, and how these dynamics ultimately impact their performance.

1.8 Significance of the Study

The study may be of importance to the following;

To the Ministry of Education and Sports (MoES). The study findings may help MoES to review policies pertaining administrative roles for school administrators to ensure teacher performance with dual uptake of responsibilities. As policy makers, these findings can serve as valuable guidance for policymakers, assisting them in crafting administrative roles and formulating effective policies, guidelines, and strategies, on how to handle dual responsibilities effectively. The ultimate goal is to enhance teacher performance.

To owners of schools/Directors/Management team: The study findings uncover the viewpoints and understandings on how administrative roles contribute to teacher-administrator's dual performance within secondary

schools in both Mukono Municipality and the broader context of Uganda. This provides best administrative practices that may be implemented in the secondary schools for better and quality education.

To the researcher: These findings may give him satisfaction and a way forward to perform my duties as an administrator and a classroom teacher. The study may enable the researcher fulfill one of the basic requirements for award of the degree of master's in education administration and management, at Christian university Mukono.

Future researcher: The study may produce comprehensive literature that could be highly valuable for upcoming scholars exploring research themes aligned with this investigation.

1.9 Theoretical Framework

This study was guided basing on two theories which include: Distributed Leadership Theory and transformational Leadership Theory.

Distributed Leadership Theory is a framework that emphasizes the sharing of leadership responsibilities across multiple individuals within an organization, rather than concentrating it in the hands of a single leader. This theory is particularly relevant to the context of teacher-administrators in secondary schools, as it highlights how leadership can be distributed and shared among various roles, including those who hold both teaching and administrative responsibilities. "Distributed leadership recognizes that leadership is not confined to formal positions but is distributed across individuals, including teacher-administrators who contribute to the leadership capacity of the school" (Spillane,

2006). This theory helps to understand how leadership is shared and how it impacts the performance of teacher-administrators.

Transformational Leadership Theory by James Mac Gregory Burns in 1978, The theory focused on leader's ability to inspire and motivate followers to achieve exceptional results and transform their organization. Transformational leaders exercise these key proponents; charisma attitude to inspire devotion and loyalty, inspirational motivation by administrators through task accomplishment with high performance, intellectual stimulation by empowering creativity and innovation, and demonstrate genuine concern to performance (Saysin & Dhammapissamai, 2023). Administrators exercise transformational leadership by taking risks prioritizing vision to empower and collaborative with others through their exceptional task performance.

In addition, El-zeiny et al. (2023) established that school administrators with transformational leadership style successful complete tasks under their mandate to influence their subordinates to achieve performance. Teachers with administrative roles are motivated with allowances, thus dedicate their efforts to successfully perform tasks at school. The school administrators with positive attitude to work compel to achievement of vision which inspire their transformational loyalty and commitment to do whatever it takes to realize performance.

The adoption to transformational leadership theory is earlier emphasized by Reza (2019), stated that influential administrators inspire and motivate followers with their exception performance to achieve the vision. In addition, the theory advocate for improved employee engagement, increased innovation and better decision making after yielding excessive performance to drive growth, productivity and success. The inspirational and motivational leadership practices proposed in theory is exercised by administrators through performance during task execution at organization (Siangchokyoo et al. 2020). The performances of teachers with administrative roles inspire and motivate colleagues at school.

The theory however neglects the balance between task-orientation and people orientation (Sabwami et al. 2020). In every organization like school, some administrators are task oriented whereby they accomplish their tasks first and influence others to fellow to cherish goal congruence while others are people oriented whereby, they emphasize individual goals than school. Administrators have differing social and emphatic skills which determined their transformative tactics to embrace task-orientation or people orientation at school (Aparicio-Molina & Sepúlveda-López, 2023). It is vital to evaluate the performance exhibited by teachers in fulfilling administrative duties in addition to their teaching responsibilities in secondary schools. Despite the criticism, transformational leadership theory provides the framework to examine the effect of administrative roles on teacher performance school.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter focused on the Distributed and transformational leadership theory. It also reviews the related literature on the administrative roles and teacher-administrator performance at schools. The critical review approach has been adopted which entails a detailed evaluation and critique of existing literature from; journals, textbooks, text books and reports and other online accessible sources with a core focus on strengths, weaknesses and biases. The literature is presented following the specific objectives to address the intention of the study. The research gaps filled as well as addressed in this study are also identified.

2.1 Theoretical Review

The theory provides a platform to understanding underlying principles and predictions of the phenomena in different fields of study (McLeod, 2021). The theory provides a lens in which forecasts and anticipated trends or behavior are undertaken to make social-academic exchange of ideal for knowledge development (Trafimow & Earp, 2017). As earlier mentioned, the study was underpinned by Distributed Leadership Theory and Transformation Leadership Theory to profile the effectiveness of administrative role on teacher-administrator performance at school.

2.1.2 Distributed Leadership Theory

Distributed Leadership Theory is a framework that emphasizes the sharing of leadership responsibilities across multiple individuals within an organization, rather than concentrating it in the hands of a single leader. This theory is

particularly relevant to the context of teacher-administrators in secondary schools, as it highlights how leadership can be distributed among various roles, including those who hold both teaching and administrative responsibilities. Below is a detailed discussion of how Distributed Leadership Theory can be applied to analyze the effect of administrative roles on the dual performance of teacher-administrators, supported by references and quotations from relevant literature.

Shared Leadership and Collaborative Decision-Making, Distributed Leadership Theory posits that leadership is not confined to formal positions but is shared among individuals who contribute to the leadership capacity of the organization. In the context of schools, this means that leadership responsibilities are distributed among administrators, teachers, and teacher-administrators. "Distributed leadership recognizes that leadership is not solely the domain of those in formal positions but is shared among individuals who contribute to the collective leadership of the school" (Spillane, 2006).

Teacher-administrators, by virtue of their dual roles, are often at the intersection of teaching and administration, contributing to both instructional and leadership functions. This shared leadership approach can enhance collaborative decision-making and foster a more inclusive and participatory school environment.

Enhanced Communication and Coordination, Distributed leadership emphasizes the importance of communication and coordination among individuals who share leadership responsibilities. In schools, this can lead to improved communication

between administrative and teaching staff, as teacher-administrators often act as a bridge between these two groups. "Distributed leadership can improve communication and coordination within schools, as individuals with different roles and responsibilities work together to achieve common goals" (Harris, 2008).

Teacher-administrators, by occupying both teaching and administrative roles, can facilitate better communication and coordination between these areas. This can lead to more effective implementation of school policies and initiatives, as well as improved collaboration among staff.

Professional Development and Growth, Distributed Leadership Theory suggests that individuals who engage in leadership activities, regardless of their formal position, have opportunities for professional development and growth. For teacher-administrators, this means that their dual roles can provide valuable leadership experience and skills development. "Engaging in leadership activities, even in a distributed manner, can lead to significant professional growth and development for individuals" (Day & Harris, 2007).

The dual role of teacher-administrators offers a unique opportunity for professional growth, as they develop a broader skill set that benefits both their teaching and leadership capacities. This can lead to increased job satisfaction and career advancement opportunities.

Balancing Leadership and Instructional Roles, one of the key challenges for teacher-administrators is balancing their leadership and instructional roles.

Distributed Leadership Theory can provide insights into how to manage these dual responsibilities effectively. "Balancing leadership and instructional roles is a central challenge for teacher-leaders, requiring careful navigation of competing demands and priorities" (Leithwood & Mascall, 2008).

By adopting a distributed leadership approach, teacher-administrators can delegate tasks and responsibilities, allowing them to focus on both their teaching and administrative duties. This can help to mitigate the risk of burnout and ensure that neither role is neglected.

Impact on School Culture and Climate, distributed leadership can have a positive impact on school culture and climate, as it promotes a more inclusive and collaborative environment. Teacher-administrators, by embodying this approach, can contribute to a more supportive and cohesive school community. Distributed leadership can enhance school culture by promoting a sense of shared ownership and responsibility among staff (Muijs & Harris, 2006).

The dual role of teacher-administrators can contribute to a positive school culture by fostering collaboration and communication among staff. This can lead to a more supportive and productive learning environment for both students and teachers.

Conclusively Distributed Leadership Theory provides a valuable framework for analyzing the effect of administrative roles on the dual performance of teacher-administrators in secondary schools. By emphasizing shared leadership,

enhanced communication, professional development, and a balanced approach to managing dual responsibilities, this theory highlights the potential benefits and challenges associated with the dual roles of teacher-administrators. By adopting a distributed leadership approach, schools can create a more collaborative and supportive environment that leverages the unique contributions of teacher-administrators

2.1.3 Transformation Leadership Theory

The theory was pioneered by James V. Downtown in 1973 and expanded by James Mac Gregory Burns in 1978; Bass and Avolio (1994) posit that effective leadership is inspirational and motivational to its followers to achieve exceptional results through collective purpose, intellectual stimulation, individualized consideration, and idealized influence. Which has outstanding or extra ordinary out comes by encouraging better and positive relationships in an organisation leading to intellectual growth and promoting a vision for the future.

Accordingly, Case and Nkya (2021) emphasizes that leaders are source of innovativeness creativity, and most of all personal development which teachers relate to success in the field of education through policy implement foster transformation of skills to yield teacher performance. They laid a foundation for admiration respect, and trust, their major ambition is to transform their followers' personal and collective consciousness to achieve organizational success. In the context of the teacher-administrators in the secondary schools, the theory has a direct effect on their dual performance both in the classroom

and administration. Teacher- administrator uptake of administrative duties in addition to teaching roles is vital in evaluation of their performance at school.

While this theory suggested that administrators enhance teacher performance, they face challenges due to diverse school activities (Siangchokyoo et al. 2020; Fourie & Höhne, 2019). The critical attention required to manage diverse activities and structure in organisations are ignored in the transformational leadership theory. Despite the limitations, transformational leadership underscores the importance of administrators inspiring teachers for educational success through performance. However, maintaining consistent leadership practices amid administrative demands is challenging. None, administrators must find a balance between administrative tasks and teaching responsibilities to effectively lead and motivate teachers for positive outcomes in schools (Sabwami et al. 2020). Well as administrators who exhibit leadership qualities such as being visionary, inspirational, stimulation, intellectual, individualized and considerable can be empowered and excel in both roles.

Further still according to (Hilt & Riese, 2022) this transformational leadership is associated with improved teacher motivation leading to better classroom management, dedication, job satisfaction and most of all school effectiveness depends on teacher performance. Transformational leaders are internally motivated to dedicate their efforts in activities to achieve teacher efficiency and performance in teaching.

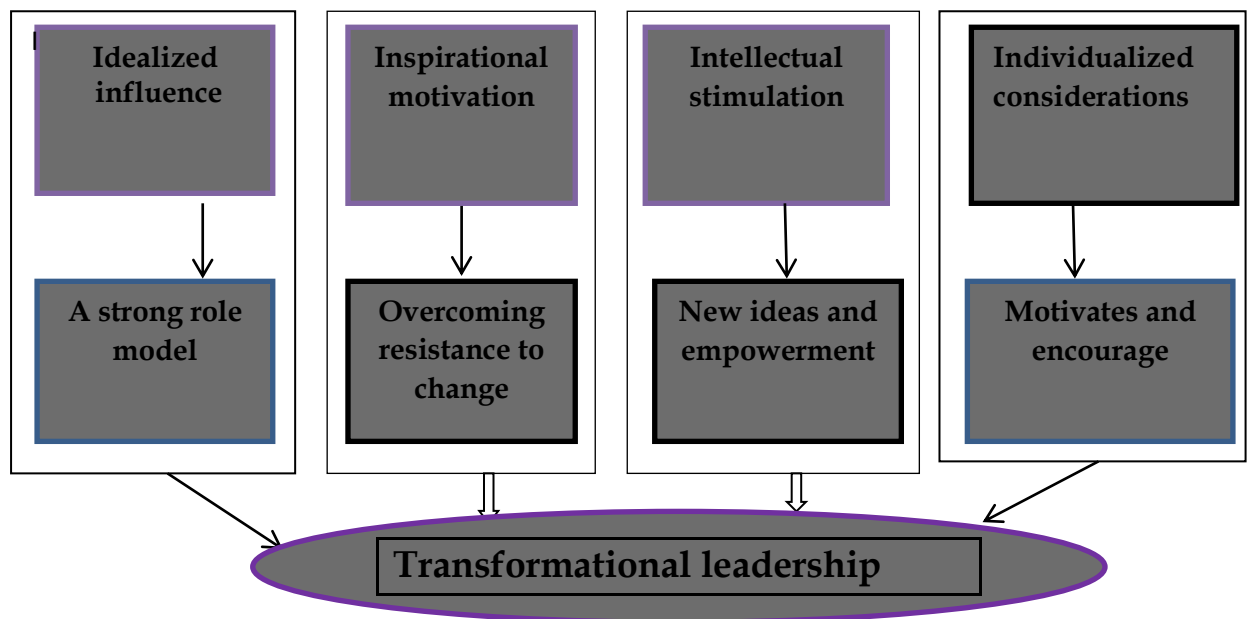


Figure 2.1: Transformational leadership frame work

Figure 2.1 reveals the components of transformational leadership which include idealization, inspirational, intellectual and individualization to secure performance. Leaders effectively perform when teamed up together with subordinates became more of a great resource to create a positive and motivating environment for both the teachers and administrators to achieve the set objectives or goals of the institution (Komar et al. 2019). According to Northouse (2016), idealized influence is more like when the administrator/leader serves as a role model to his followers, through demonstrating a high level of ethical and professional commitment to his duties both in class and administratively. This shall attract them, to the way he executes his duties, through the exhibited behaviors and values.

In relation to teacher-administrator exhibition of high standard behavior and ethics in reference to the dual performance of teacher-administrators would create a culture of respect and trust from the fellow staff members and the student's community as a whole (Zuze & Juan, 2020). Teachers' attendance to administrative tasks and teaching responsibilities co-influences the performance at school and community. In addition, effective leadership is important for the better management and administration of a school as it is responsible for the direction, vision, mission and the goals that guide the organizational structure.

According to Bailey and Bashford (2016) argued that transformational leadership, is more effective in promoting school improvement in terms of management and administration leading to achieving of the shared goals as the teachers are inspired and motivated. Teachers exercise transformational leadership to promote a culture of team work, collaboration of different departments, trust and accountability among their staff members and other stake holders including students and parents. In addition, Zheng et al. (2023) stated that inspirational motivation can inspire and motivate teacher-administrators through communicating a shared vision, mission and objectives or goals for educational success, once the goals and expectations are set clearly by the leader, each teacher and administrator would have a target of achieving the given objectives, overcoming resistance to changes.

The inspiration motivation is fully related and correlated with job satisfaction and performance, motivational factors include advancement, the work itself, possibility for growth/development, responsibilities held, recognition, and achievement (Van-Waeyenberg, Peccei, & Decramer, 2022). As a result of the sense of purpose, commitment and enthusiasm to the school mission would motivate its leaders to continuously improve and enhance the dual teacher-administrator performance. Besides, intellectual stimulation aspects of transformation leadership create new ideas and innovativeness, through intellectual stimulation teacher-administrators are more likely to be exposed to new methods, approaches of teaching and classroom management (Svendsen, 2020). The inspiration of subordinates encourages administrator to engage in critical thinking and problem-solving skills among the subordinate staff members they are leading.

More still Wong and Liem (2022) stated that intellectual stimulation creative new teaching practices that is, problem solving and project work leading to professional growth and development opportunities at school. Teacher-administrators always think “out-side the box” identify new solutions to problems through inquiry-based learning, team work and consultation with teachers and students foster performance. The teachers’ performance starts with administrators’ successful task accomplishment at school.

The individual consideration practices by teacher with administrative in addition to teaching responsibilities provide personalized support and coaching to each follower which motivates and encourage them to work, as their unique needs like interpersonal relations, befitting remunerations, school policies and administration, supervision, better working conditions and aspiration are addressed (von-Feigenblatt, 2023). Further still individual considerations are crucial as it involves understanding and responding to the unique needs preferences and strength of each teacher –administrator. This can enhance motivation and job satisfaction leading to improved performance for both teaching and administrative roles.

Through, the individualized considerations, there is provision of support; encouragement and guidance to their team members, and helping the teachers build resilience overcome difficulties in their dual roles and most of all being able to navigate through the obstacles to their performance as leaders (Avolio, 2020). Furthermore, Turnadiet al. (2021) emphasis that policy formulation is regular duty performed by school administrators and their responsibilities are part of the process that influences the wellbeing of the students, teachers, support staff, parents, stakeholders and the community at large. The school administrators endeavor to influence student achievement by working with teachers to shape a school environment conducive to learning.

In conclusion by applying this theory the researcher can explore how specific leadership behavior and practices influence teacher- administrator's

engagement, collaboration and professional growth, once its dynamics are well understood in the school context, administrators can develop strategies to enhance teacher-administrators' effectiveness and promote drastic and positive outcomes for the students since they are the end products of most schools. In summary, the theory offer valuable insight into the dynamics of leadership, motivation and performance, which are crucial for understanding and improving the efficiency and effectiveness of teacher-administrators in secondary schools.

2.2 Review of Related Literature

This sub-section presents related literature in accordance with the study objectives providing a deeper understanding of the connection between the objectives as well as justifying the study gap as described below:

2.2.1 Leadership Roles played by Teacher-Administrator's in Secondary Schools

In secondary schools, teacher-administrators—such as head teachers, deputy head teachers, directors of studies, and class teachers with additional responsibilities—play a crucial role in both teaching and leading. These individuals are tasked with balancing their instructional duties with various leadership roles, which significantly impact the school's overall functioning and success. Below is an examination of these leadership roles, supported by references, citations, and quotations from relevant literature.

Leaders undertake administrative roles; decision making, planning and coordination of activities that influence teachers at schools to support

performance (Sengendo & Eduan, 2024). In relation to the transformational leadership, administrators involve in decision making to identify the appropriate strategy to support the major objective of understanding the different tasks to achieve the vision through team building, mentorship and empowerment (Avolio & Yammarino, 2013). The decision making requires consultation of subordinate, comparing of what is available through research and innovation, evaluate the resources and capacity of team support teacher-administrator performance at school. The methodology utilized in that study was cross-sectional survey. The data was analyzed using SPSS version 21 where both inferential and descriptive statistics were conducted, unlike this study that was based on thematic content analysis.

Policy Development and Implementation, Teacher-administrators are involved in the development and implementation of school policies. They ensure that policies are aligned with educational goals and that they are effectively communicated and implemented across the school. "Teacher-administrators contribute to policy development by providing insights from the classroom, which helps in creating policies that are practical and beneficial for both teachers and students" (Johnson & Johnson, 2009).

In addition, Sabwami, Areba, and Abenga (2020) conducted a study that investigated the impact of principals' transformational leadership practices on the management of financial resources in public secondary schools in Trans-Nzoia County in Kenya revealed that teachers are typically leaders who make work plan with breakdown on activities to spur performance at school. Pratiwi and Warlizasusi (2023) revealed that the planning for resources directly shed light on

the leadership roles assumed by teachers within these educational institutions as these variedly influence teacher performance. This study involved assessment, summary and the development of the work of an employee qualitatively as well as quantitatively. The study utilized correlational method utilizing a sample of 150 respondents hence different to the current study that utilized descriptive method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

Hallinger et al. (2020) revealed that while school administrators also engage in teaching roles, transformational leadership through full implementation of co-curricular programmes to inspire teachers to achieve the school vision, promote intellectual stimulation, individualized consideration, and idealized influence as pre-requisites for improving teacher performance. Such leadership qualities are not only pertinent to principals but also relevant to teachers who play crucial roles in implementing the vision set forth by school leaders. The literature review from these three studies provides insights into the leadership responsibilities shouldered by teacher-administrators in secondary schools although they are not totally representative of the situation in secondary schools operating in Mukono Municipality.

Furthermore, Van Waeyen berg, Peccei and Decramer (2022) revealed that the role of teachers in secondary schools extends beyond traditional classroom instruction to encompass various leadership responsibilities and curricular activities as scheduled in time table significantly influence school culture, student outcomes, and organizational effectiveness. Kim (2021) supported the multifaceted nature of

teacher leadership, emphasizing its pivotal role in implementation of co-curricular activities shaping educational environments and driving positive change. A study by Kang (2021) highlighted the diverse leadership roles assumed by teachers, including co-ordination of activities, curriculum development, instructional coaching, and mentorship build their reputation and performance. These findings suggest that teachers serve as catalysts for innovation and continuous improvement within their schools. Moreover, Maqbool et al. (2023) has emphasized the importance of distributed leadership models in coordination of tasks, where teachers collaborate with administrators and colleagues to facilitate decision-making and problem-solving processes. As per Blose and Khuzwayo (2023), this collaborative approach in the workshops during career development fosters a culture of shared responsibility and collective efficacy, ultimately enhancing both school and teacher performance.

Instructional Leadership, Teacher-administrators often take on instructional leadership roles, which involve guiding and supporting teaching practices to improve student learning outcomes. This includes mentoring teachers, observing classroom practices, and providing feedback for improvement. "Instructional leadership is a critical component of the teacher-administrator role, as it focuses on enhancing teaching and learning processes within the school" (Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020).

Furthermore, Teacher-administrators are frequently involved in curriculum development and implementation. They work collaboratively with other teachers to design curricula that meet educational standards and cater to the diverse needs of

students. As in most case they are aware of the mission, vision of not only their schools they are leading but also the educational goals and objectives of their countries "Teacher-administrators play a vital role in curriculum development, ensuring that the curriculum is both rigorous and relevant to student needs" (Marsh & Willis, 2007).

Communication and Collaboration, Teacher-administrators serve as a bridge between the administrative team and teaching staff, facilitating communication and collaboration. They ensure that information flows smoothly and that all stakeholders are aligned with the school's vision and goals. "Teacher-administrators play a pivotal role in fostering communication and collaboration among staff, which is essential for a cohesive and effective school environment" (Muijs & Harris, 2006).

Student Advocacy and Support, Teacher-administrators often act as advocates for students, ensuring that their needs and concerns are addressed. This includes working with counselors, parents, and other stakeholders to support students' academic and personal development. "Teacher-administrators who advocate for students contribute to a supportive and inclusive school environment, which is vital for student success" (Noddings, 2005).

Despite the recognition of teachers' leadership potential, career development is vital leadership task adopted to motivate staff to yield performance with capacity

to execute workload tasks at school (Kaya-Kasikci, Zayim-Kurtay & Kondakci, 2023). Addressing these career development shortcomings requires in-depth researcher to solicit views that may empower teachers, provide professional development opportunities, and cultivate a supportive organizational climate that values teacher leadership contributions. The study used descriptive survey design this was like this study in terms of design but different in the sample size since the study utilized small sample size for the purpose of manageability and accuracy.

More to that, Kiryowa's (2022) doctoral dissertation revealed that leadership roles on resource management played by teacher-administrators within this educational context go beyond their primary responsibilities as educators to yield teacher performance. These roles may include serving on various committees, participating in decision-making processes, and even assuming administrative duties in the absence of formal administrators. Dewi and Wajdi (2021) likely explores how teachers involved in distance learning during pandemic contribute to the overall effectiveness of their institutions through their leadership roles on resource management highlighting the extent to which teachers' involvement in school governance and decision-making processes influences teacher performance.

Teacher-administrators are responsible for managing and allocating school resources effectively. This includes budgeting, scheduling, and ensuring that resources are used efficiently to support teaching and learning. "Effective resource management is a crucial leadership role for teacher-administrators, as it

ensures that the school has the necessary tools and environment to support educational goals" (Lunenburg, 2010).

Furthermore, Ofor-Douglas (2022) highlighted the unique challenges and opportunities faced by teachers executing leadership roles within Nigerian universities, considering the intersection of school values, educational objectives, and administrative responsibilities. Human resources management practices, such as recruitment, training, and support for teachers call for input from administrators in alignment with the need to improve teaching in time (Mulang, 2021). Additionally, disparities in resource availability in schools exacerbate inequalities in teacher performance calling for effective leaders to assume this critical role (Rosinger, Sarita-Ford & Choi, 2021). In this study, the 2004 WERS information was investigated to test the leadership roles played by teacher-administrators in secondary schools by using package STATA for windows which did not give satisfactory results since is more complex and tedious compared to thematic content analysis which is simple and accurate hence the choice for the current study.

Further, Li et al. (2023) explored the mechanism of spiritual leadership coupled with guidance and its impact on burnout among elementary and secondary school teachers, with a focus on the mediating roles of career calling and emotional intelligence revealing the primary leadership roles of elementary and secondary school teachers. As investigated, the concept of spiritual leadership extends beyond traditional notions of leadership and emphasizes the importance of

fostering a sense of purpose, meaning, and connection among teachers. More so, Salendab (2021) revealed that within the context of private higher education institutions, teachers often take on leadership roles not only in the lecture room but also in mentoring, guiding, and supporting their colleagues. The study underscores the significance of career calling and emotional intelligence as mediators in the relationship between spiritual leadership and burnout. These are a portion of the concerns that this study meant to investigate further for similar investigation.

More so, Stoudt (2022) highlighted the multidimensional nature of leadership roles assumed by teachers at Immaculata University, where they not only impart knowledge but also serve as emotional anchors and role models for their students and colleagues alike. Further, Onyema (2020) shed light on the complex interplay between leadership, guidance, teacher well-being, and organizational dynamics within secondary school settings, emphasizing the need for holistic approaches to leadership to guidance support teacher performance. However, this study was based on the Kruskal – Walli’s test and ordered logical regression was utilized to test the relationship. This study was conducted in a profit-making organization but not in nonprofit making institution such as school. This gives a gap to be filled by this study.

Further still, Kaya-Kasikci, Zayim-Kurtay, and Kondakci (2023) investigated the crucial role of leadership in fostering a climate conducive to security and technology integration within public schools recognizing it as a critical factor influencing not only teacher performance but also organizational culture and

practice. Further, Pratiwi and Warlizasusi (2023) examine how school leaders can effectively facilitate the guidance and counselling which support teaching and learning processes as this would motivate teachers to deliver to their best potential. The study is similar in methodological approach used in the two studies since it also utilized descriptive survey but a different method of analysis. This study utilized the Atlas Ti program which has more features and is accurate.

Furthermore, Sengendo and Eduan (2024) stated that leadership in education encompasses various guidance dimensions, including instructional leadership, transformational leadership, and distributed leadership foster teacher performance. Within the context of technology integration, Özgenel and Mert (2019) asserted that instructional leadership involves providing guidance and support to teachers in effectively utilizing technology tools to enhance student learning outcomes. The adoption to transformational leadership by administrators help them to emphasizes vision-setting, inspiration, and innovation, encouraging teachers to embrace technological advancements and adapt their instructional practices (Stoudt, 2022). In this study, a total number of 300 workers were selected from a population of 1200 through random sampling, unlike this study that utilized small sample size for the purpose of manageability and accuracy.

Distributed leadership, on the other hand, involves shared decision-making and collaborative problem-solving among school stakeholders, fostering a culture of collective responsibility for technology integration initiatives (Turnadi et al. 2021; Salendab, 2021). Conversely, Sulit (2020) revealed that administrators overwhelmed by administrative tasks and bureaucratic responsibilities may

struggle to prioritize instructional activities, leading to a lack of support and guidance for teachers, which can negatively affect their performance. The study conducted by Sulit (2020) presented a methodological gap by using a quantitative approach using open and closed ended items in structured questionnaires while the current study used a qualitative approach utilizing open ended items using interview guide.

Pratiwi and Warlizasusi (2023) examined the impact of principal leadership and work motivation on the performance of junior high school teachers where they underscored the critical role that leadership plays in shaping teacher performance within secondary school settings. Effective leadership from principals can inspire and motivate teachers to excel in their roles, fostering a positive work environment conducive to high performance (Bariu, 2020; Musumi & Mkulu, 2020). The literature on leadership roles played by teachers in secondary schools in Tanzania highlights the multifaceted nature of their responsibilities. Teachers often assume leadership roles not only in the classroom but also in various school-wide initiatives and committees (Lawrent, 2020), claiming the reason for this study.

In addition, Mbonea et al. (2021) stated that such roles may include mentoring new teachers, leading professional development sessions, participating in curriculum development, and contributing to school improvement efforts. Furthermore, the study by Kaya-Kasikci et al. (2023) suggests that teachers' performance is influenced not only by their own intrinsic motivation but also by the leadership practices through club formation at school with exhibited transformational leadership qualities, such as vision, inspiration, and support, are

more likely to foster a culture of excellence among teachers. Bloese and Khuzwayo (2023) underscored that understanding the dynamics of leadership and motivation, schools can cultivate environments that empower teachers to thrive professionally and contribute effectively to teacher performance but the situation in Mukono Municipality differs from their context necessitating further investigation.

The leadership roles of teacher-administrators in secondary schools are diverse and impactful. From instructional leadership to curriculum development and mentorship, resource management, communication, student advocacy, and policy development, these roles are essential for creating a supportive and effective learning environment. By fulfilling these roles, teacher-administrators contribute significantly to the overall success of the school and the achievement of educational goals. The literature on the leadership roles played by teacher in secondary schools is relevant to the study. However, despite it being relevant, it remains not fully representative because the researcher sourced it from a wide array of authors whose methodologies varied significantly and their studies were conducted from different locations while their focus was on various study topics. Therefore, with the methodological, geographical, and contextual gaps identified, the researcher wishes to launch an in-depth investigation to determine the various leadership roles played by teacher-administrators in the selected secondary schools in Mukono municipality.

2.2.2 Effect of Administrative Roles on Teacher-Administrator's Performance

In secondary schools, teacher-administrators—such as head teachers, deputy head teachers, directors of studies, and class teachers with additional responsibilities—play a crucial role in both teaching and leading. These individuals are tasked with balancing their instructional duties with various leadership roles, which significantly impact the school's overall functioning and success. Below is an examination of these leadership roles, supported by references, citations, and quotations from relevant literature.

Leaders undertake administrative roles; decision making, planning and coordination of activities that influence teachers at schools to support performance (Sengendo & Eduan, 2024). In relation to the transformational leadership, administrators involve in decision making to identify the appropriate strategy to support the major objective of understanding the different tasks to achieve the vision through team building, mentorship and empowerment (Avolio & Yammarino, 2013). The decision making requires consultation of subordinate, comparing of what is available through research and innovation, evaluate the resources and capacity of team support teacher-administrator performance at school. The methodology utilized in that study was cross-sectional survey. The data was analyzed using SPSS version 21 where both inferential and descriptive statistics were conducted, unlike this study that was based on thematic content analysis.

Policy Development and Implementation, Teacher-administrators are involved in the development and implementation of school policies. They ensure that policies are aligned with educational goals and that they are effectively communicated and implemented across the school. "Teacher-administrators contribute to policy development by providing insights from the classroom, which helps in creating policies that are practical and beneficial for both teachers and students" (Johnson & Johnson, 2009).

In addition, Sabwami, Areba, and Abenga (2020) conducted a study that investigated the impact of principals' transformational leadership practices on the management of financial resources in public secondary schools in Trans-Nzoia County in Kenya revealed that teachers are typically leaders who make work plan with breakdown on activities to spur performance at school. Pratiwi and Warlizasusi (2023) revealed that the planning for resources directly shed light on the leadership roles assumed by teachers within these educational institutions as these variedly influence teacher performance. This study involved assessment, summary and the development of the work of an employee qualitatively as well as quantitatively. The study utilized correlational method utilizing a sample of 150 respondents hence different to the current study that utilized descriptive method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

Hallinger et al. (2020) revealed that while school administrators also engage in teaching roles, transformational leadership through full implementation of co-curricular programmes to inspire teachers to achieve the school vision, promote intellectual stimulation, individualized consideration, and idealized influence as

pre-requisites for improving teacher performance. Such leadership qualities are not only pertinent to principals but also relevant to teachers who play crucial roles in implementing the vision set forth by school leaders. The literature review from these three studies provides insights into the leadership responsibilities shouldered by teacher-administrators in secondary schools although they are not totally representative of the situation in secondary schools operating in Mukono Municipality.

Furthermore, Van Waeyen berg, Peccei and Decramer (2022) revealed that the role of teachers in secondary schools extends beyond traditional classroom instruction to encompass various leadership responsibilities and curricular activities as scheduled in time table significantly influence school culture, student outcomes, and organizational effectiveness. Kim (2021) supported the multifaceted nature of teacher leadership, emphasizing its pivotal role in implementation of co-curricular activities shaping educational environments and driving positive change. A study by Kang (2021) highlighted the diverse leadership roles assumed by teachers, including co-ordination of activities, curriculum development, instructional coaching, and mentorship build their reputation and performance. These findings suggest that teachers serve as catalysts for innovation and continuous improvement within their schools. Moreover, Maqbool et al. (2023) has emphasized the importance of distributed leadership models in coordination of tasks, where teachers collaborate with administrators and colleagues to facilitate decision-making and problem-solving processes. As per Blose and Khuzwayo (2023), this collaborative approach in the workshops during career development

fosters a culture of shared responsibility and collective efficacy, ultimately enhancing both school and teacher performance.

Instructional Leadership, Teacher-administrators often take on instructional leadership roles, which involve guiding and supporting teaching practices to improve student learning outcomes. This includes mentoring teachers, observing classroom practices, and providing feedback for improvement. "Instructional leadership is a critical component of the teacher-administrator role, as it focuses on enhancing teaching and learning processes within the school" (Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020).

Furthermore, Teacher-administrators are frequently involved in curriculum development and implementation. They work collaboratively with other teachers to design curricula that meet educational standards and cater to the diverse needs of students. As in most case they are aware of the mission, vision of not only their schools they are leading but also the educational goals and objectives of their countries "Teacher-administrators play a vital role in curriculum development, ensuring that the curriculum is both rigorous and relevant to student needs" (Marsh & Willis, 2007).

Communication and Collaboration, Teacher-administrators serve as a bridge between the administrative team and teaching staff, facilitating communication and collaboration. They ensure that information flows smoothly and that all stakeholders are aligned with the school's vision and goals. "Teacher-

administrators play a pivotal role in fostering communication and collaboration among staff, which is essential for a cohesive and effective school environment" (Muijs & Harris, 2006).

Student Advocacy and Support, Teacher-administrators often act as advocates for students, ensuring that their needs and concerns are addressed. This includes working with counselors, parents, and other stakeholders to support students' academic and personal development. "Teacher-administrators who advocate for students contribute to a supportive and inclusive school environment, which is vital for student success" (Noddings, 2005).

Despite the recognition of teachers' leadership potential, career development is vital leadership task adopted to motivate staff to yield performance with capacity to execute workload tasks at school (Kaya-Kasikci, Zayim-Kurtay & Kondakci, 2023). Addressing these career development shortcomings requires in-depth researcher to solicit views that may empower teachers, provide professional development opportunities, and cultivate a supportive organizational climate that values teacher leadership contributions. The study used descriptive survey design this was like this study in terms of design but different in the sample size since the study utilized small sample size for the purpose of manageability and accuracy.

More to that, Kiryowa's (2022) doctoral dissertation revealed that leadership roles on resource management played by teacher-administrators within this educational context go beyond their primary responsibilities as educators to yield

teacher performance. These roles may include serving on various committees, participating in decision-making processes, and even assuming administrative duties in the absence of formal administrators. Dewi and Wajdi (2021) likely explores how teachers involved in distance learning during pandemic contribute to the overall effectiveness of their institutions through their leadership roles on resource management highlighting the extent to which teachers' involvement in school governance and decision-making processes influences teacher performance.

Teacher-administrators are responsible for managing and allocating school resources effectively. This includes budgeting, scheduling, and ensuring that resources are used efficiently to support teaching and learning. "Effective resource management is a crucial leadership role for teacher-administrators, as it ensures that the school has the necessary tools and environment to support educational goals" (Lunenburg, 2010).

Furthermore, Ofor-Douglas (2022) highlighted the unique challenges and opportunities faced by teachers executing leadership roles within Nigerian universities, considering the intersection of school values, educational objectives, and administrative responsibilities. Human resources management practices, such as recruitment, training, and support for teachers call for input from administrators in alignment with the need to improve teaching in time (Mulang, 2021). Additionally, disparities in resource availability in schools exacerbate inequalities in teacher performance calling for effective leaders to assume this critical role (Rosinger, Sarita-Ford & Choi, 2021). In this study, the 2004 WERS

information was investigated to test the leadership roles played by teacher-administrators in secondary schools by using package STATA for windows which did not give satisfactory results since is more complex and tedious compared to thematic content analysis which is simple and accurate hence the choice for the current study.

Further, Li et al. (2023) explored the mechanism of spiritual leadership coupled with guidance and its impact on burnout among elementary and secondary school teachers, with a focus on the mediating roles of career calling and emotional intelligence revealing the primary leadership roles of elementary and secondary school teachers. As investigated, the concept of spiritual leadership extends beyond traditional notions of leadership and emphasizes the importance of fostering a sense of purpose, meaning, and connection among teachers. More so, Salendab (2021) revealed that within the context of private higher education institutions, teachers often take on leadership roles not only in the lecture room but also in mentoring, guiding, and supporting their colleagues. The study underscores the significance of career calling and emotional intelligence as mediators in the relationship between spiritual leadership and burnout. These are a portion of the concerns that this study meant to investigate further for similar investigation.

More so, Stoudt (2022) highlighted the multidimensional nature of leadership roles assumed by teachers at Immaculata University, where they not only impart knowledge but also serve as emotional anchors and role models for their students and colleagues alike. Further, Onyema (2020) shed light on the complex interplay

between leadership, guidance, teacher well-being, and organizational dynamics within secondary school settings, emphasizing the need for holistic approaches to leadership to guidance support teacher performance. However, this study was based on the Kruskal – Walli’s test and ordered logical regression was utilized to test the relationship. This study was conducted in a profit-making organization but not in nonprofit making institution such as school. This gives a gap to be filled by this study.

Further still, Kaya-Kasikci, Zayim-Kurtay, and Kondakci (2023) investigated the crucial role of leadership in fostering a climate conducive to security and technology integration within public schools recognizing it as a critical factor influencing not only teacher performance but also organizational culture and practice. Further, Pratiwi and Warlizasusi (2023) examine how school leaders can effectively facilitate the guidance and counselling which support teaching and learning processes as this would motivate teachers to deliver to their best potential. The study is similar in methodological approach used in the two studies since it also utilized descriptive survey but a different method of analysis. This study utilized the Atlas Ti program which has more features and is accurate.

Furthermore, Sengendo and Eduan (2024) stated that leadership in education encompasses various guidance dimensions, including instructional leadership, transformational leadership, and distributed leadership foster teacher performance. Within the context of technology integration, Özgenel and Mert (2019) asserted that instructional leadership involves providing guidance and support to teachers in effectively utilizing technology tools to enhance student

learning outcomes. The adoption to transformational leadership by administrators help them to emphasizes vision-setting, inspiration, and innovation, encouraging teachers to embrace technological advancements and adapt their instructional practices (Stoudt, 2022). In this study, a total number of 300 workers were selected from a population of 1200 through random sampling, unlike this study that utilized small sample size for the purpose of manageability and accuracy.

Distributed leadership, on the other hand, involves shared decision-making and collaborative problem-solving among school stakeholders, fostering a culture of collective responsibility for technology integration initiatives (Turnadi et al. 2021; Salendab, 2021). Conversely, Sulit (2020) revealed that administrators overwhelmed by administrative tasks and bureaucratic responsibilities may struggle to prioritize instructional activities, leading to a lack of support and guidance for teachers, which can negatively affect their performance. The study conducted by Sulit (2020) presented a methodological gap by using a quantitative approach using open and closed ended items in structured questionnaires while the current study used a qualitative approach utilizing open ended items using interview guide.

Pratiwi and Warlizasusi (2023) examined the impact of principal leadership and work motivation on the performance of junior high school teachers where they underscored the critical role that leadership plays in shaping teacher performance within secondary school settings. Effective leadership from principals can inspire and motivate teachers to excel in their roles, fostering a positive work environment

conducive to high performance (Bariu, 2020; Musumi & Mkulu, 2020). The literature on leadership roles played by teachers in secondary schools in Tanzania highlights the multifaceted nature of their responsibilities. Teachers often assume leadership roles not only in the classroom but also in various school-wide initiatives and committees (Lawrent, 2020), claiming the reason for this study.

In addition, Mbonea et al. (2021) stated that such roles may include mentoring new teachers, leading professional development sessions, participating in curriculum development, and contributing to school improvement efforts. Furthermore, the study by Kaya-Kasikci et al. (2023) suggests that teachers' performance is influenced not only by their own intrinsic motivation but also by the leadership practices through club formation at school with exhibited transformational leadership qualities, such as vision, inspiration, and support, are more likely to foster a culture of excellence among teachers. Blose and Khuzwayo (2023) underscored that understanding the dynamics of leadership and motivation, schools can cultivate environments that empower teachers to thrive professionally and contribute effectively to teacher performance but the situation in Mukono Municipality differs from their context necessitating further investigation.

The leadership roles of teacher-administrators in secondary schools are diverse and impactful. From instructional leadership to curriculum development and mentorship, resource management, communication, student advocacy, and policy development, these roles are essential for creating a supportive and effective learning environment. By fulfilling these roles, teacher-administrators contribute

significantly to the overall success of the school and the achievement of educational goals.

The literature on the leadership roles played by teacher in secondary schools is relevant to the study. However, despite it being relevant, it remains not fully representative because the researcher sourced it from a wide array of authors whose methodologies varied significantly and their studies were conducted from different locations while their focus was on various study topics. Therefore, with the methodological, geographical, and contextual gaps identified, the researcher wishes to launch an in-depth investigation to determine the various leadership roles played by teacher-administrators in the selected secondary schools in Mukono municipality.

2.2.3 Challenges faced by Teachers with Administration and Teaching Responsibilities

In primary and secondary school contexts, Zheng et al. (2023) highlight the concept of job crafting within limited time allocation, wherein teachers proactively adjust their roles and responsibilities to align with their preferences and strengths constrain teacher performance. This proactive agency may be relevant to Chinese kindergarten teachers, who may also engage in job crafting to navigate the complexities of dual roles. Research by Kieti et al. (2017) identifies time constraints, role ambiguity, and conflicting responsibilities as common challenges faced by teachers in dual roles. These challenges may be exacerbated in kindergarten settings, where teachers are required to balance administrative duties with the demands of early childhood education. The study by Kieti et al. (2017) took a cross-sectional, analytical and normative approach

to investigate the practices of a representative sample of education stakeholders while noting a number of distinctive intervention strategies which are only limited by existing theoretical models, however, this study to be conducted in Mukono Municipality applied a qualitative approach.

Additionally, Parinduri et al. (2023) discuss the importance of supportive leadership and organizational culture in mitigating the challenges faced by teachers in dual roles during decision making. In the context of Kenyan secondary schools (KSS), supportive leadership plays a fundamental role in facilitating teachers' ability to navigate their dual responsibilities effectively. Regarding KSS, Bariu (2020) revealed that while there is limited specific research on the challenges faced by teachers in dual roles across East Africa, insights from related studies suggest that time constraints, role ambiguity, and the need for supportive leadership may be significant factors influencing teacher experiences in this context.

To add on the above, ethical dilemmas in various institutions shown that school administrators who also teach have faced a challenge of balancing administrative and teaching responsibilities, according to; Elliot and Markley (2016) administrators and the same time teacher face challenges of decision-making process, since such decisions made might affect their performance as teachers, causing delays in service delivery hence job satisfaction. More to that, Azikiwe (2020) stated that dual roles as both educators and managers, presenting unique challenges in decision making that impact their effectiveness in both capacities to yield teacher performance. The dual role of faculty as

managers requires balancing administrative responsibilities with teaching duties, posing challenges related to decision making, time management, workload, and role conflict (Sabwami et al. 2020). Time management emerges as a primary challenge for faculty members juggling administrative and teaching roles, thus creating a desire for the research in Uganda to ascertain the conditions at the ground.

In addition, balancing administrative tasks such as committee work, program development, and student advising with teaching responsibilities can lead to competing demands on time and energy, potentially compromising both roles' effectiveness (Hoque et al. 2020). Further, Mugiraneza (2021) resonate that teachers integration of digital technologies has been sought to bridge the gap as revealed by Educators must navigate between instructional responsibilities and administrative tasks, often without clear guidance or support. The research underscores the importance of addressing role ambiguity and conflicts to support educators in effectively fulfilling their dual roles and promoting school effectiveness. It is thus not clear to explain the challenges faced by teachers in fulfilling administrative duties in addition to their teaching responsibilities in selected secondary schools in Mukono Municipality, a concern that this study tried to ascertain.

More to that Svendsen (2020), workload is another significant challenge faced by individuals managing dual roles of teaching and administration. The additional responsibilities associated with administrative tasks can contribute

to an already demanding workload, leading to burnout and diminished job satisfaction among faculty members. Furthermore, role conflict usually arises as the teachers navigate conflicting expectations and responsibilities associated with their dual roles (Salendab, 2021). Navigating these challenges on role conflict, work load requires strategic support and resource allocation from institutional leadership to ensure faculty members receive adequate training, support, and opportunities for professional development (Shaukat & Chowdhury, 2020). Addressing workload concerns, Gómez and Valdés (2019) provide clear role expectations, and fostering a culture of collaboration and support could help mitigate the challenges associated with the dual roles as administrators and educators in higher education settings, creating a gap for the study.

In addition, Ho, Shaari, and Kang (2023) mentioned that challenges faced by vice-principals in Singapore included role ambiguity and role conflicts as significant issues that would negate teacher performance in their instructional activities. Further, Rosinger et al. (2021) hinted on the complexities of dual roles held by school administrators, specifically vice-principals, which resonate with teachers who also assume administrative responsibilities. Role ambiguity arises from unclear expectations and responsibilities, as individuals navigate between their roles as teachers and administrators with evidence from Zambia (Mwanza, 2017). With the lack of clarity on role ambiguity, confusion and frustration crops up among educators, impacting their performance (Ho, Shaari, and Kang (2023). Similarly, role conflicts and burnout emerge when teachers must juggle competing demands and priorities inherent in their dual roles (Ho et al., 2023).

Teachers who take on administrative duties may find themselves torn between their responsibilities in the classroom and those in leadership positions, leading to stress and burnout and this orientation underscores the need for clear delineation of roles and effective communication to mitigate role ambiguity and conflicts faced by vice-principals (Aquino, Culajara & Culajara, 2023). However, the fore going research by Ho et al. (2023) was conducted not in Uganda. It was also not secondary schools focused. It was still conducted almost six years back. These eventually constitute a knowledge gap that encouraged investigator to carry out similar research with focus in Uganda, to critically ascertain the environment at the ground.

Furthermore, Von Feigenblatt (2023) explores the structural and contextual factors exacerbating the teacher shortage in Florida, shedding light on the complexities faced by educators juggling multiple roles within the education system. One of the primary challenges faced by teachers undertaking dual roles in Australia is the overwhelming workload resulting from administrative responsibilities on top of their teaching duties and this has a negative impact on their overall performance (Johnson, Stylianou & Mallett, 2023). Balancing classroom instruction with administrative tasks such as curriculum development, student assessment, and staff supervision can lead to increased stress and burnout among educators (Bustillo et al., 2024; Ogwang, 2023).

Moreover, Khanal and Ghimire (2024) alluded that teachers serving in administrative capacities may encounter role ambiguity and conflicting

expectations, as they navigate between their instructional roles and administrative duties. This ambiguity can hinder their ability to effectively fulfill both responsibilities and may result in role strain and job dissatisfaction. The dual roles of teachers as both educators and administrators present unique challenges that impact their professional effectiveness and overall job satisfaction (Butler & Yendol-Hoppey, 2024). However, such surveys were done outside this nation, Uganda. It focused on schools in general. Unlike this study that focused on secondary schools in Uganda, making this research to become worth for investigations.

Another factor that contributes to the difficulties that teacher-administrators encounter in carrying out their dual jobs is the lack of suitable support and resources available to them as revealed by Zheng et al. (2023). Having limited possibilities for professional growth, not having enough time for planning and collaboration, and not having proper administrative assistance are all factors that contribute to the difficulties that teacher-administrators encounter while attempting to fulfill the requirements of their multifarious responsibilities (Azikiwe, 2020). Therefore, instructors who are burdened with dual duties as administrators and educators face a multitude of issues that originate from the constraints of their workload, the ambiguity of their roles, and the lack of suitable support mechanisms in the Philippines (Aquino et al. 2023). It is necessary to make structural adjustments in order to ease the pressure that is placed on teacher-administrators and to support their professional development and well-being in order to address these difficulties.

Therefore, while this thorough literature review identifies the various challenges faced by teachers who execute dual roles of administration and teaching, their ultimate contribution to educational excellence and teacher performance in the context of both private and government aided secondary schools in Mukono municipality Mukono District remains a mystery. While the researcher finds the literature reviewed relevant, it is worth noting that it was sourced from different authors who applied varying methodologies, conducted their research in different locations while where focused on diverse issues. Therefore, the research identifies methodological, geographical, and contextual gaps that call for an in-depth investigation into the various challenges faced by teachers who execute dual roles of administration and teaching in secondary schools in Mukono municipality.

2.2.4 Research Gap

The extensive literature on the leadership roles assumed by teachers in educational institutions underscores the multifaceted nature of their responsibilities and performance. However, a notable research gap emerges concerning the lack of exploration into how the effective are administrative roles on teacher-administrator's dual performance varies across different types of secondary schools for example public/government aided verses private, urban vs. rural, high performing vs. low performing, private local vs. private international or highly populated/enrolled school vs poorly enrolled secondary schools.

Furthers still specific challenges faced by teachers who execute dual roles as administrators and educators within secondary schools. While existing studies acknowledge the diverse leadership responsibilities undertaken by teachers, particularly in mentoring, curriculum development, and school improvement initiatives, there is a lack of focused inquiry into the unique challenges encountered by teacher-administrators. In addition, studies such as Salendab (2021); Sabwami, Areba and Abenga, (2020) and Rosinger (2021) were carried outside Uganda which left this gap. Given the complexities inherent in balancing administrative duties with classroom instruction, there is a need for research that delves into evaluation of administrative roles effectiveness on teacher performance and related challenges experienced by teacher-administrators.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the research design and strategy used to carry out this study. It also caters for research approach, population, sample size, sampling strategy, data collection methods, data collection tools, reliability, validity, data analysis and ethical considerations.

3.1 Research Design

My research was informed by a qualitative ethnographic research design, which provides a robust framework for exploring the human behavior, societies and political culture aspects in reference to administrative roles on teacher-administrator's dual performance in selected secondary schools in Mukono Municipality. This design was particularly suitable because it emphasized an in-depth and holistic examination of phenomena within their natural settings (Creswell, 2018). This directly aligns with my study's objectives. The relevance of this design lies in its ability to integrate multiple data collection methods such as interviews and document reviews ensuring that my research captures a nuanced understanding of the subject.

Additionally, as Creswell (2018) emphasizes, qualitative case studies excel in answering "how" and "why" questions, making them ideal for in covering the study problem. In applying this research design, I adopted a focused qualitative approach that situates the teacher-administrator's dual performance in selected secondary schools in Mukono Municipality within their broader socio-cultural,

educational and historical context. Despite its strengths, the qualitative ethnographic research design is not without critique. Scholars (like Ravitch and Carl, 2016)) argue that its focus on a specific context can limit the generalizability of findings. However, my study will address this limitation through analytical generalization, where the insights from the Mukono Municipality shall contribute to broader debates on teacher-administrator's dual performance in secondary schools. Additionally, concerns about subjectivity, are mitigated through the use of reflexivity and triangulation, ensuring a balanced and rigorous analysis.

3.2 Research Approach

The qualitative approach involves collection of view and opinion in explanatory nature (Kothari, 2014). The qualitative approach was suitable to gather data to understand human actions to understand the meaning that people attribute to these actions, which includes their thoughts, feelings, beliefs and values of their real exposure on the study. This qualitative approach with support of interpretivism paradigm further analyzed narrative and descriptive study outcomes, since it's believed to be the most appropriate method in getting people's views and opinions to determine the effectiveness of administrative roles on teacher-administrator dual performance at school (Creswell, 2018). In addition, Ravitch and Carl (2016) stated that qualitative approach is meant to associate with people's views to explore real world through interacting with people in their own language, territory and according to their own terms or conditions, more so what occupies them in their day-to-day life.

3.3 Description of the area of study

The study was carried out in two secondary schools located in Mukono Municipality, Mukono District in Central Uganda. The reason behind this area is that secondary schools have adopted management structure where leadership positions are filled. The study involved one government or state-owned school “school A” and the other was a private boarding and day “School B” secondary schools which attracted students and staff members from within their localities and distant places. The schools are located between 20 kilometers Eastwards from Kampala the Capital City of Uganda 10 and 9 kilometers from Mukono Town respectively. They are both mixed schools with boys’ and girls’ classes running from senior one to six. In addition, both schools provide sciences and arts/humanities subjects with adoption of the competency-based curriculum.

3.4 Study Population

According to (Nkwankwo, 2009), population refers to the entire universe of such groups of people which the researcher is interested in. It is the group of people in which the study draws its sample size for data collection. The population under study was 2 secondary schools comprise of; one government “School A” and the other was a private boarding and day “School B” secondary schools in Mukono Municipality (Mukono Municipality Education Records, 2024). The codes were used to ensure privacy and confidentiality of the target secondary schools. The target participants were; head teachers (HT), Deputies (DHT), Director of studies (DOS), head of departments (HoD), sports teachers (ST) (including one for boys and another for girls) and class teachers (CT) at school. The target participants were those with administrative roles in addition to

teaching responsibilities at the school. The selected participants are those whose first appointment was teaching responsibilities in secondary schools. The study cannot take the whole population as unit of analysis hence this study drawn only the required sample size from the targeted population for quantitative method. The codes used for the secondary schools and administrators engaged in this study are illustrated in the Table 3.1.

Table 3.1: Target population of the administrators in secondary schools

Secondary schs (07) Category	Head teachers	Deputies (DHM)	Director of studies(DOS)	Head of departments	Sports teachers	Class Teachers	Total
GS1	01	01	01	04	02	07	16
GS2	01	02	02	05	02	08	20
PS1	01	01	01	05	02	06	16
PS2	01	01	01	04	02	06	15
PS3	01	02	02	05	02	07	19
PS4	01	02	02	05	02	06	18
PS5	01	01	01	05	02	06	16
TOTAL	07	10	10	33	14	46	120

Source: Field Primary data (2024)

Table 3.1 showed the schools internal administrators in the respective secondary schools. The administrators range from tactical level who included; head teachers and deputies as well as those at operational level who included DoS, HoD, ST and CT at schools. The managers at strategic levels like board of governors, parents' teachers' association (PTA), and inspectors of schools were excluded in addition to the bursar since they do not have teaching responsibilities at the secondary school. The mentioned staffs at tactical and

operational level are referred to teacher-administrator in selected secondary schools in Mukono Municipality. Teachers with no administrative roles were eliminated from this study. In addition, most of the appointed head-teacher and deputies were senior teachers in the teaching profession at school. The unit of analysis were secondary schools, thus formed the target population where the sample size was selected for this study. However, unit of inquiry were formed by teachers with administrative roles in the secondary school.

3.6 Sample Size Determination

The sample size is part of elements selected to represent the total population for this study (Creswell, 2018). In each category, that is government schools, one school “as school A” was selected. This applied to private where also one school “as school B” was selected to represent the whole target population of schools. The school A and B had the highest number of administrators. Therefore, from seven secondary schools as unit of analysis, two secondary schools were selected for this study.

This study sample size was guided by the principle of data saturation. I focused on reaching this point of saturation, rather than adhering to a predetermined number of participants, ensuring that the data I gathered was comprehensive and rich. While I plan to initially interview 37-39 participants, I remained flexible and adjust the sample size as necessary, based on the saturation point. This approach allowed me thoroughly explores the administrative roles on teacher-administrator’s dual performance in secondary schools in Mukono Municipality, and ensuring that my findings are both rich and well grounded.

Supporting this approach, Nkwankwo (2009) demonstrate that saturation can often be reached with as few as 5-10 interviews in studies with a relatively homogenous population. Similarly, Creswell (2018) suggests that 5-15 participants are typically adequate in phenomenological studies, though the expected number may vary depending on the complexity of the research topic. Following Creswell (2018) recommendation, I aim to gather information –rich cases that provide valuable insights into teacher-administrator’s dual performance in secondary schools in Mukono Municipality, rather than focusing solely on sample size.

Table 3.2: Sample size and strategies

Category of Secondary school	Population	Sample size	Sampling strategies
School A-GS2- Head Teacher (HT)	01	01	Purposive
Deputy Head teacher (DHT)	02	02	Purposive
Director of studies (Dos)	01	01	Purposive
Head of departments (HOD)	04	03	Proportional
Sports teacher (ST)	02	02	Purposive
Class teachers (CT)	10	09	Proportional
School B-PS3- Head Teacher (HT)	01	01	Purposive
Deputy Head Teacher (DHT)	02	02	Purposive
Director of studies (DOS)	01	01	Purposive
Head of departments (HOD)	05	04	Proportional
Sports teacher (ST)	02	02	Purposive
Class teachers (CT)	08	07	Proportional
Total	39	37	

Source: Primary data (2024)

3.7 Sampling Techniques and Procedures

To ensure balanced insights that reflect both generational and gendered experiences, I incorporated purposive and proportional sampling techniques to select participants.

3.7.1. Purposive Sampling

Purposive sampling was used to select head teacher, deputy head teachers, director of studies, and sports teachers in the selected secondary schools. Purposive sampling depends on the knowledge of the research to identify the suitable participants for the study (Creswell, 2018). According to Tracy (2019) provided that a sample size of 12 members and above was believed being representative enough for the case study of main school administrators. The purposively selected participants have the administrative roles; policy formulation and implementation through resource allocation through budget, controlling, monitoring, organizing and coordination activities in addition to the teaching responsibilities at school. The participants fit and possessed a high level of knowledge and comprehension regarding the administrative role and teacher performance. Recognizing that expertise within the key participants may be interconnected, I employed snowball sampling; this technique enabled me to expand my participant network through recommendations made by initial informants, further ensuring that I capture a wide range of voices within the schools (Tracy, 2019)

3.7.2. Proportional random sampling

The proportional random sampling was used to select a head of departments and class teachers to participate in this study. These have similar characteristics and engaging seven heads of departments and sixteen class teachers was sufficient representation for this study. This sampling strategy is premised on selection of a give sample based on the population of the study. It also provides accuracy and reliability by elimination of duplication of responses like those of deputies at school.

3.8 Information sources

The study used primary and secondary data sources to collect data as mentioned here below:

3.8.1 Primary data

Primary data was collected using a case study with tools like the interview guide, and which raw facts have never been gathered as reported by single person (Bell et al. 2022).

3.8.2 Secondary data

The study reviewed different archived records from the Ministry of Education and Sports web site, education acts, newspapers, educational journals etc. about both private and government aided/state owned secondary schools, the national library and the national documentation center, as acclaimed by Groh (2018). This

enabled me to gather in-depth secondary data. Containing factual evidence was available and accessible because it had already been reported before.

The accessible written documents the Ministry of Education and Sports that contained the policies as well as guidelines on administrative roles and teaching responsibilities to both the government and private schools in Uganda were used in this study. For instance, issues pertaining administration of the schools, qualification for the teachers, dressing code, code of conduct, registration in the teaching services, job descriptions according to designation among others as provided for in the Education act 2019. The data sources were triangulated in the data presentation.

3.9 Data Collection Instruments

This involves data collection instruments including interview guide and document checklist. Interview guide was guided by the researcher contacting and conducting a one on one/ face to face discussion with the stakeholders, the teacher- administrators.

3.9.1 Structured Interview guide

The interview guide entailed open ended question set and structured in line with the research objectives. The participants consent, mutual understanding and interest were taken into consideration. This provided a best way to understand what the community or people's views about anything is by asking them, it aids an interviewer to assess and get to know nonverbal behavior in terms of face expressions and gestures (Creswell, 2018).

Interviews are advantageous because they give the researcher an opportunity to take control and there is flexibility since the researcher can alter the question during the course of interviewing (Malunda & Atwebembeire, 2021). It further offers a possibility of modifying the researcher method of inquiry. It was considered relevant as new ideas and interests might be generated. The interview guide comprised of structured questions drawn from the study variables to assess the effect of administrative roles on teacher-administrator dual performance in the secondary schools in Mukono municipality.

The researcher conducted a total of 37 interviews. Using interview guide, face to face discussion and semi structured questions with raw facts that have never been gathered as reported by single person (bell et al. 2022).

The breakdown is as follows:

School A-GS2 (Government-aided): 19 interviews

- 1 interview with Head teacher
- 1 interview with Deputy head teachers
- 2 interviews with Director of studies
- 5 interviews with Heads of departments
- 2 interviews with Sports teachers
- 8 interviews with class teachers

School B-PS3 (Private school): 18 interviews

- 1 interview with head teacher
- 1 interview with Deputy head teacher
- 2 interviews with director of studies.
- 5 interviews with Heads of departments

2 interviews with Sports teachers

7 interviews with class teachers

Protocol Followed for Interviews

The researcher followed a structured interview protocol to ensure consistency and comparability across the interviews. This included a brief introduction of the study purpose, and assurance of confidentiality of the interviewee

Semi-structured open-ended questions designed to explore the research objectives, such as:

Describe the specific leadership duties and responsibilities you fulfill as a teacher-administrator in addition to your teaching role?

In what ways do your administrative tasks influence your ability to meet the educational needs of your students effectively?

What are some of the main challenges you face in maintaining a balance between your administrative and teaching responsibilities?

Probing Questions: Follow-up questions to clarify responses and delve deeper into specific issues.

Closure: Summary of key points and opportunity for participants to add any final thoughts.

Data Saturation; Data saturation was achieved after conducting 32 interviews. At this point, the researcher observed that no new themes or insights were emerging from the interviews, indicating that the data collected was sufficient to address the research objectives. The remaining 5 interviews were conducted to

confirm the saturation and ensure comprehensive coverage of the research topics.

3.9.2 Document checklist

The documents were accessed and checked following the structure list to answer the research questions. Not only interviewing, in addition document analysis as a technique was also used to collect data. It's simply the reviewing or evaluation both electronic and printed documents, through examination and interpreting the undercover information, then come out with a conclusion (Creswell, 2014).

The documents reviewed were those from Ministry of Education and Sport reports as well as Mukono District department of education. electronic access to documents from the Mukono District Local Government Quarterly Performance Report (Aguinis, Hill & Bailey, 2021). Ministry of education and sports policy statements, reports, education acts such information collected gave a basis and an insight into the back ground study; literature review related to the effect of administrative roles visa vie teaching in the secondary schools in Mukono municipality (Creswell, 2018).

3.10 Reliability and Validity

Reliability involves the researcher consistency and trustworthy of the data collection and reproducibility of the study findings. According to Hamersley (2007) he emphasizes that the researchers should aim for stability and coherence in their

data collection and analysis process to enhance the reliability of the research strategy or design.

To ensure the validity and reliability of the data collected through interviews, the researcher employed the following strategies:

Triangulation: The researcher used multiple sources of data, including interviews, observations, and document analysis, to cross-verify the information obtained. This helped in validating the findings and reducing bias.

Peer Debriefing: The researcher consulted with peers and experts in the field to review the interview protocol and the preliminary findings. This process helped in identifying any potential biases or gaps in the data collection process.

Member Checking: After the initial analysis, the researcher shared the findings with some of the participants to confirm the accuracy of the interpretations. This step ensured that the participants' perspectives were accurately represented.

Audit Trail: The researcher maintained a detailed record of the research process, including the interview protocol, notes, and analytical decisions. This audit trail provided a clear path for other researchers to follow and verify the research process.

The strategies employed resulted in high validity and reliability of the data collected. The triangulation and peer debriefing ensured that the findings were robust and credible. Member checking confirmed that the interpretations were consistent with the participants' experiences. The audit trail provided transparency and accountability in the research process.

3.11 Data Analysis

The interview data was analyzed explanatory using Micro-soft word and Nvivo Plus 12. This helped the research to uncover underlying themes and delve deeply into the statements, narratives, and descriptions provided by participants, the researcher employed content analysis to scrutinize their responses. Through editing, organizing, summarizing, and refining qualitative raw data, the researcher aimed at identifying overall themes, sub-themes, and recurring patterns (Tracy, 2019). The verbatim were consolidated with the documentary review information to answer the research questions for this study.

3.12 Limitations of the Study

Limited Access to Data: Private schools may have varying levels of transparency and may be hesitant to provide access to sensitive data related to teacher-administrators' dual performance and administrative practices. And since most of the head teachers are not the owners of the school, they had to seek permission from the directors, which delayed my research work as some of the schools were hesitant to provide information. However, resources were saved to ensure comprehensive and accurate information, potentially leading to gaps or biases in the study.

Sample Bias in the data. The experienced teachers who had administrative roles were mapped in advance and engaged in this study. The administrator employed in a private senior secondary school were included in this research for the case of minimizing potential bias by ensuring objectivity and this would

have a challenge on selecting a representative sample on the side of the private schools.

3.13 Ethical Considerations

The researcher upheld ethics including ethical clearance and formal approvals, formal introduction of the research team, confidentiality, informed consent voluntary participation, and information dissemination as explained below:

Ethical clearance and formal approvals: The researcher did seek ethical clearance from Uganda Christian University Ethical Review Committee and the Research Ethics Committee (REC) as well as the school of education. The researcher-initiated contact with the selected private and government secondary schools.

Formal introduction of the researcher: Adhering to Chen and Simons' (2018) guidelines, the researcher introduced himself to each participant comprehensively, elucidating the study's objectives, thereby fostering transparency and participant understanding at the outset of the research endeavor.

Informed consent: Verbal and written consent were sought from the secondary school owners, administrators to allow their employees participate in this research, whereas written consent was sought from the key informants of the study. Additionally, the respondents and participants were also informed that participation in the study is voluntary and they have a right to accept or decline to participate or withdraw from the study anytime.

Participants' Confidentiality: Stringent measures were followed, ensuring strict confidentiality and obtaining informed consent from all participants and key informants, safeguarding their privacy and upholding ethical standards throughout the research process.

Fairness and voluntary participation: The researcher is committed to upholding fairness and voluntary participation during the selection process, ensuring that participants are free from coercion or undue influence, fostering an environment conducive to genuine engagement and contribution.

Information dissemination: In accordance with the recommendations of Bailey and Trudy (2018), a copy of the completed research work will be shared with stakeholders involved in the study to facilitate the dissemination of the research findings.

CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter covers the presentation and interpretation of findings about administrative roles on teacher performance at school. The explanatory views were triangulated with the document caption to address the objectives of the study. The layout of findings was laid out following the research objectives of this study. The axle codes; Head teacher (Head), Deputy Head teacher (Deputy), Directors of studies (DoS), Head of Department (HoD), Sports teachers (ST) and Class teacher (CT) were adopted in the analysis. The first section deals with participative analysis with lens of demographic factors, followed by the non-demographic factors as second and last uptake for this study.

4.1 Participative analysis

The majority at 56 percent represented by 21 of participants had bachelors' degree while 44 percent represented by 16 participants had masters' degree. The engaged respondents had attained the required education level of being graduated which matched with the National Teacher Bill 2024 in Uganda, which requires all teachers to have a bachelor's degree to undertake teaching responsibilities in schools. Based on observation during interview, majority at 70 percent were female and 30 percent were male participants. The engagement of female and male reduced on bias of the data collected for this study.

The respondents at 70 percent represented by 26 had served as teacher-administrators for period above seven years. While 30 percent represented by 11 participants had worked below seven but above five years of experience of undertaking administrative roles in addition to teaching responsibilities at school. In addition, the selected secondary schools were at the same level of education performance according to the records of Mukono Municipality 2023 and MoES, 2023. The selected participants who were administrators from school A (Government secondary) and B (Private secondary) were knowledgeable, dependable, had experience and exposure to contribute to this study.

4.2 Different leadership duties performed by the teachers in selected secondary schools in Mukono Municipality

The various leadership duties carried out by administrators encompass strategic planning, policy formulation and implementation, supervision and monitoring, career development, and managing public relations with the community. These diverse leadership responsibilities, which are undertaken by teachers who also serve as administrators in addition to their professional teaching duties, are essential for the school's success and reputation. They play a critical role in enhancing the delivery of quality education and ensuring the overall effectiveness of the educational institution.

The overall performance of secondary schools is significantly influenced by the contributions of administrators in both their administrative roles and teaching responsibilities. Typically, administrators are promoted from their initial positions as teachers within the secondary school system. According to the

policy of the Ministry of Education and Sports (MoES) in Uganda, teachers are required to have a teaching subject upon entry into the profession, which is registered through the Teacher Management System.

Head Teacher 1 from School B emphasized this by stating:

"...We are the pioneers of success in our schools. All administrative duties, such as planning, monitoring, and evaluating activities, formulating policies, and attending class lessons, are crucial in supporting and enhancing teacher performance..."

The administrator serves as a role model for teachers through effective task execution at secondary schools, which is essential for ensuring the school's success and reputation.

Additionally, the Director of Studies (DOS) from School A emphasized that:

"...The successful implementation of policies, such as the recent New Lower Secondary Curriculum received through MoES circulars, depends on the active involvement and inputs of administrators in both academic and functional activities. This support is crucial for enhancing teacher performance..." (Director of Studies from School A)

The comprehensive contributions of leaders in various activities, as outlined in the policy, serve as a benchmark for others to follow and emulate.

4.2.1 Strategic Planning and Implementation

The administrators are responsible for strategic planning through the formulation and implementation of policies at the school level. Policy formulation, particularly at the top management level—including the Board of Governors and the Board of Directors—is consistently aligned with the academic aspects of their teaching responsibilities. Since administrators are typically promoted from their initial roles as teachers, they are well-positioned to undertake dual responsibilities at both the administrative and functional levels, thereby enhancing teacher performance.

Deputy Head Teacher 1 from School B stated:

"...We engage in planning alongside the head teacher, board representatives, and teachers from various departments to ensure the delivery of quality education..." (Deputy Head Teacher from School B)

This collaborative planning process encompasses both the physical development of the school and the professional development of the staff.

The overall performance of a school hinges on its leaders, whose contributions are evaluated based on how effectively they manage both administrative duties and teaching responsibilities. Head Teacher 1 from School A emphasized this by stating:

"...I am responsible for planning, organizing, directing, and coordinating the teaching programs and activities of both staff and students. This is achieved

through active engagement and a strong focus on teaching performance within the school..." (Head Teacher from School A)

The strategic plan, once approved by the Board of Directors, is meticulously broken down into manageable tasks by internal leaders for operational execution and implementation by teachers at the school.

Another Head of Department (HoD) from School B stated:

"...The teaching performance of teacher-administrators at schools clearly demonstrates their significant contributions to various school activities..." (Head of Department from School B)

This indicates that the successful implementation of the strategic plan is a collective effort, with leaders from the head teacher to the class teacher playing a crucial role in supporting the delivery of quality education for human capital development.

In relation to strategic plan implementation, teacher-administrators organize workshops and seminars to equip their teaching staff with new skills for teaching different subjects. These workshops also provide teachers with the knowledge needed to effectively use advanced technology in curriculum implementation and learner evaluation.

4.2.2 Implementation of school policies, year/termly planner and work plans

The study found that teachers in administrative roles diligently follow and implement school policies and the year planner as established by the Ministry of Education and Sports. It is the responsibility of school administrators to ensure that all activities planned by the Ministry are successfully executed. Deputy Head Teacher 1 from School A emphasized this by stating:

"...The Ministry of Education and Sports (MoES) issues termly or annual circulars that outline standing policies and procedures for both academic and co-curricular activities, all aimed at ensuring high performance..." (Deputy Head 1 Teacher from School A)

This highlights the emphasis on co-curricular activities within the competency-based curriculum, which schedules sports and games in the first term, music, dance, and drama in the second term, and end-of-cycle exams in the third term. All these activities are carried out under the supervision and monitoring of school administrators.

The study further revealed that teacher-administrators are responsible for organizing co-curricular programs within their respective schools. These activities, such as sports, music, debates, and plays, are typically coordinated by the various games and sports masters. Co-curricular activities play a crucial role in stimulating students' critical thinking, creativity, and innovation, which in turn contributes to their academic performance. Additionally, these activities

help in developing social skills that are essential for the learners' overall social development.

Class Teacher 12 from School A stated:

"...Internally, it is our responsibility to supervise and monitor the day-to-day activities in the school to ensure a balance between academic and co-curricular pursuits. This includes overseeing instructional policies like scheming and lesson planning, ensuring that teachers are in class at the right time, and making sure that non-teaching staff, such as the school nurse, secretaries, cooks, security personnel, sports and debate coordinators, and cleaners, are all committed to their duties. This ensures that we achieve the annual targets set for the school." (Class Teacher from School A)

The termly planner is implemented in accordance with the guidelines provided by the Ministry of Education and Sports (MoES) in the annual planners to ensure the delivery of quality education at secondary schools.

Furthermore, another interviewed Director of Studies (DoS) from School B stated:

"...Drafting and preparing teaching timetables for all different levels is another key leadership duty undertaken by teacher-administrators within the selected secondary schools, which fosters overall performance." (Director of Studies from School B)

This indicates that timetable preparation involves the allocation of different human resources or teachers to various classes, enabling the implementation of the school's teaching programs. The preparation of timetables, as a leadership

duty of teacher-administrators, has significantly promoted efficiency and effectiveness within the teaching processes across different secondary schools in the Mukono municipality.

The study revealed that the quality of leadership and management of institution as indicated in work plan reflects the better education provided at schools through teacher performance revealed in the dual task execution of administrators with the teaching responsibilities at school. One of the interviewed Head 2 stated that,

“.....annual work plan is key implementation tool adopted to operationalize activities to yield teacher performance at school.....” (Head teacher from School B)

Similarly, another interviewed DoS 4 stated that,

“..... teachers in leadership positions in the selected secondary schools within Mukono municipality prepare annual work plans for their different schools.....” (Director of Studies from School A)

This implies that annual work plans help in defining the length of the different school terms and the different activities that will be undertaken by the different schools throughout the year.

Similarly, ST 3 revealed that,

“.....leader of the games and sports follow all the activities in the work plan throughout the year from term one to three to develop competency of learner.....” (Sports teacher from School A)

This implies that preparation of work plan makes leaders at school to think through activities strategic and operationally in classroom to effectively support teacher performance.

4.2.3 Co-ordination of activities, supervising and appraisal of employees

The study found that leaders coordinate activities to ensure the successful completion of both teaching and non-teaching responsibilities, thereby enhancing teacher performance. Leaders supervise and evaluate teachers while demonstrating effective teaching methods by sharing the classroom workload, allowing subordinates to provide feedback on their superiors, exchanging notes, and collaboratively setting exams to foster knowledge co-creation. Engaging in subject matter delivery is a key driver of teacher performance at school.

Director of Studies (DoS) 3 stated:

"...Co-team teaching, where an administrator teaches alongside a classroom teacher and shares the teaching material, as well as supervising the school compound, reflects the administrator's commitment to teacher performance at school..."

Co-team teaching facilitates effective coordination of activities, ensuring the syllabus is completed on time, the teaching load is shared, and quality learning and teaching are achieved at the school.

Similarly, another interviewed Head Teacher 1 stated:

"...Supervising and appraising all employees enables effective internal appointments of leaders such as Directors of Studies, class teachers, sports and

games teachers, and heads of departments, which in turn enhances teacher performance at the school..." (Head from School A)

During coordination, leaders oversee activities related to student admissions, the provision of supplies, and student welfare, which underscores teacher-administrator performance with a focus on delivering quality education.

Class teachers play a central role in consolidating students' termly activities for approval by the Director of Studies, deputy head teacher, and head teacher. The coordination of activities varies from office to office due to different administrative roles and expectations, all aimed at supporting the achievement of the schools' goals and human capital development through the delivery of quality education, as measured by teacher performance.

Class Teacher 5 emphasizes:

"...Without a team leader in every class, a class teacher's job becomes difficult as activities remain incomplete, impacting the quality of education at school..."

(Class teacher from School A)

This implies that the contributions of class teachers provide their colleagues, including fellow administrators and classroom teachers, with the time needed to focus on their respective roles in the classroom.

However, in Private School B, a similar policy is applied, but student admissions occur throughout the year. After the main intake at the beginning of the school calendar, additional admissions are handled by the administrative secretary to the head teacher. New students are admitted only after confirming

the availability of vacancies in different classes, both ordinary and advanced.

Head Teacher 2 argued:

"...Admitting new students impacts the increase in school revenues and effectively meets school expenditures. Therefore, it should be approached with caution..." (Head from School B)

Supervision is relative and follows the division of labor as indicated in the school's structure to support teacher performance.

The study also revealed that coordinating the learning and teaching of students is a leadership responsibility undertaken by various teacher-administrators. They ensure that their teaching staff is well-equipped with all the necessary teaching aids and equipment to help learners understand the subjects taught.

Sports Teacher 2 stated:

"...Coordinating the learning and teaching processes in the selected secondary schools has led to investments in science laboratories, computer laboratories, and libraries equipped with all the books needed to support learners in their research, as the newly rolled out competency-based curriculum requires students to fully participate in their academic progress..." (Sports teacher from School B)

In coordinating the learning and teaching of students, administrators effectively achieve teacher performance.

4.2.4 Career development and resource management

Leadership plays a crucial role in fostering a conducive environment for teachers' professional development by organizing and facilitating training sessions that accelerate their performance at school. The study revealed that teacher-administrators are responsible for ensuring that on-the-job training, discipline, student welfare, and conflict resolution strategies are effectively managed for both students and teachers within the school.

The interviewed Head Teacher 2 from School B stated:

"I actively participate in training sessions to continuously update both student and teacher disciplinary codes, supported by a learner-centered model, which in turn enhances teaching performance." (Head from School B)

This indicates that teacher-administrators are involved in disciplinary proceedings through the disciplinary committee to address student misconduct. They also take a leading role in planning for student welfare, including their feeding, accommodation, and medical needs, as well as managing teachers' allowances, salaries, and learning activities, all of which contribute to improved performance.

Leaders are essential in the management of financial and non-financial resources, a responsibility undertaken by teacher-administrators in different schools to ensure the efficient and effective use of these resources. They are the "driving forces" behind the successful implementation of all strategic plans and

policies within the school environment. Head Teacher 1 from School A pointed out:

"...By managing activities and influencing others to perform tasks, leaders at schools can delegate responsibilities, which relieves them from certain activities and allows them to concentrate on their teaching responsibilities, thereby achieving better teacher performance." (Head from School A)

Administrators prepare an annual budget that caters to career development across all departments in the school, which is then forwarded to the head teacher for approval and subsequently passed by the board of governors or board of directors.

The study also revealed that teacher-administrators are fully responsible for planning academic programs, including career development. One of the interviewed Directors of Studies (DoS) from School B stated:

"...Reviewing and evaluating student performance on a termly basis, as well as assessing their performance during internal, external mocks, and national examinations..." (Director of Studies from School B)

After reviewing student performance, teacher-administrators begin planning how to implement new changes within their academic programs to enhance both their own performance and that of the learners.

It was further revealed that teacher-administrators identify the training needs of their staff members by organizing workshops, seminars, and refresher courses aimed at improving their work. This, in the long run, leads to the professional development of the staff by engaging them with updated best practices in the

day-to-day running of the school and fostering a culture of continuous learning and improvement.

The reviewing and implementing of the curriculum is another duty of teacher-administrators. For instance, in School B, there is a committee in charge of quality control that oversees all materials used in the curriculum implementation process. The interviewed Head Teacher 2 from School B stated:

"...Resources are allocated to equip the library with up-to-date books and provide the laboratory instruments needed for curriculum implementation."

(Head from School B)

This implies that administrators ensure that both teachers and learners have access to the necessary study materials following the curriculum review and implementation, which supports teacher-administrator performance.

4.2.5 Career guidance and counselling, security at school

The study found that career guidance and counseling are integral leadership roles in the selected secondary schools within the Mukono municipality. Students receive guidance on how to excel not only academically but also in choosing suitable career paths. For instance, the Director of Studies at School B shared that the career guidance and counseling he received from his teachers while a student at the same school inspired him to pursue a teaching career. It has been a longstanding policy at this school to retain high-performing students at the Advanced level as teaching assistants.

Head of Department (HoD) 9 from School B stated:

"...The career guidance and counseling program in this school involves all staff members, who work to inspire students to consider not only the teaching profession but also other fields that align with their interests and passions..."

(Head of Department from School B)

This demonstrates how administrators utilize their guidance and counseling roles to positively influence teacher performance.

The research also indicates that ensuring the security of learners, staff (both teaching and non-teaching), and school property is a crucial responsibility of teacher-administrators in both School A and School B. This involves recruiting security personnel and equipping them with the necessary resources. For example, in both schools, visitors are required to register their details in a visitors' book at the entrance before accessing the premises. Additionally, a perimeter wall has been constructed around the school to safeguard the school grounds from encroachment and unauthorized access.

A Deputy Head from School B further stated:

"...Cameras have also been recently installed in the secondary school to enhance the security of students, property, and all activities within the school premises..." (Deputy from School B)

This suggests that the implementation of security measures at school contributes to creating a safe and supportive environment that enhances teacher performance.

4.2.6 Club formulation and community engagement

The study revealed that administrators initiate and lead various projects through specific school clubs, such as the Wildlife Club, Scouts and Guides, Red Cross, and Green Revolution. Through these clubs, teacher-administrators have successfully mobilized students to engage in environmental conservation activities, such as planting trees and flowers around the school. This initiative has helped maintain a clean and aesthetically pleasing environment. Additionally, students have been involved in recycling plastic bottles into useful products like dustbins.

Deputy Head 2 from School B further stated:

"...Other activities organized by these clubs include mobilizing and coordinating the school community to donate blood, as well as the Scouts and Guides supporting and supplementing teacher performance..." (Deputy from School B)

The study also highlighted several leadership initiatives or projects that have positively impacted the school environment in terms of character and behavior. Each project or program is designed to address specific areas or needs, effectively tackling challenges within the school and the community.

Head of Department (HoD) 7 from School A stated:

"...The peer mentorship program, administered by administrators, pairs older students with new students to guide them through the school's norms and cultures, promoting both academic and emotional support..." (Head of Department from School A)

Administrators also engage with parents and various communities or stakeholders, particularly with day scholars from the local area where the school is situated. This engagement involves representing the school at community events and meetings, which supports teacher performance.

Additionally, the interviewed Head Teacher 1 from School A stated:

"...The leadership responsibility of teacher-administrators includes ensuring academic and structural improvements in the school, such as buildings, human resources, and materials, by identifying areas that need enhancement..." (Head from School A)

Class Teacher (CT) 8 from School A emphasized:

"...Outreach community projects, where the school partners with local organizations to participate in voluntary work like environmental clean-ups, promoting better hygiene, ensuring clean water supply, and caring for the needy, also support teacher performance..." (Class teacher from School A)

This implies that school administrators are well-versed in the vision, mission, and goals that drive their efforts to enhance teacher performance.

4.3 Effect of the different administrative roles on teacher performance in selected secondary schools in Mukono Municipality

The different administrative roles undertaken by teachers in addition to teaching responsibilities determine their performance at school. Teacher performance varies based on personality and nature of administrative roles performed at secondary schools. The qualitative evaluation was undertaken to examine the

effectiveness of administrative roles on teacher-administrator performance. This was based on the views of the administrators themselves from head teacher, deputy, Director of Studies, Head of Department, sports teacher to class teacher in the selected secondary schools. The effect was either positive or negative or blended depending on the situation encountered by the administrator in performing the teaching and administrative roles at school.

The study revealed that the administrative roles such as monitoring and evaluation, supervision undertaken by the different teachers in administration enhance their innovativeness and creativity in attendance to teaching responsibilities in the classroom. Deputy 1 stated that,

“...as a leader, I have lead by example through exceptional high teacher performance in task....” (Deputy from School A)

The deputy head teachers and heads of department have to perform a number of tasks to make fellow teachers benchmark what they have done to ease supervision and monitoring.

Similarly, DoS 2 stated that,

“..it is easy to supervise, monitor and evaluate others when you fully attend to the tasks assigned on the different programs, activities and school projects that are within and outside their different schools, of which such activities are done on the daily basis..” (Dos from School A)

This requires the self-experience through hands on tasks to guide fellow teachers as an administrator to which support teacher performance.

The live examples attached to task accomplishment by administrators support teacher performance at school. Their ability to critically think and innovate is limited to the daily activities outside the class room walls as they have limited time to carry out research, scheme, and plan accordingly to add up to the standards required for the competence-based curriculum. The method of teaching is basically student-centered model, project and problem solving, which calls for betterment in terms of creativity and preparation before handling any class activity that administrators have experience. Furthermore, Deputy 1 stated that,

“... administrative roles instilled confidence in them to teach in an efficient and effective way, since they carry out administrative duties that require a lot of planning, supervision and monitoring, they gain experience that enables them to confidently pass on information to the different learners in their different class rooms....” (Deputy head teacher from School A)

However, excessive responsibilities which are not delegated make administrators to enter class when they are already worn out by other activities with reduced desire to teach. The practices of delegation streamline the administrator-teacher performance of activities at school.

The administrative roles attract allowances which motivate teacher-administrators to yield teacher performance. It is further revealed that optimization and maximum use of resources, through combining teaching and administrative duties motivate them perform tasks courtesy of additional financial and non-financial benefits. CT 2 stated that,

“... administrative duties and work load not only motivate us with allowance but prepare us for bigger schools, offices and professional growth...” (Class teacher from School A)

Contrary, some believed that administrative roles overwhelmed teachers in administration and became leading cause of conflict of interests. This was believed that it's nearly impossible to fully serve both roles equally one role over rides the other, this culminated in failure to dual performance and affects decision making in the school. This calls for a review in this policy.

The study revealed that an administrative role undertaken by the teacher-administrators has increased the rate of stress and the burning out of teachers. DOS 3 argued that,

“... he is always the last to sleep after roll calls, then he wakes up early to supervise the students involved in house work, by day break he is already exhausted and yet he is assigned other class room duties...” (DOS from School B)

Further still since the rolling out of the new competence based lower secondary school curriculum, at least each and every term the Ministry of Education and Sports organize seminars and workshops during the course of the term and in most case it's the administrators who attend first this keep them updated with the class work, however its done at the expense of their learners, later it's the same administrator who organize such workshops in their school to train their own teachers, through all this process their syllabus coverage and performance in class is affected.

Furthermore, ST 2 in school B argued that,

“...taking students through early morning and evening sports drills such as running gives them confidence to prepare for their different classes since their minds are refreshed by the physical activities they carry out with the students in the morning and evening hours...” (Sports teacher from School B)

This therefore implies that their sports administrative roles relate to competency development on physical fitness which positively affect their class room performance. Further still during the national examination time for both ordinary and advanced levels schools are supposed to send in their teachers to supervise exams at different examination centres, and yet lessons of other non-candidate classes are ongoing in their schools, this affects their class room performances they are already tired and stressed with the day’s work, therefore limited time will be given to the learners.

Teachers- administrators for instance, games masters, Head of Departments and Director of Studies argue that administrative positions enabled them to understand the challenges faced by their learners. Which enabled them to design lesson plans and teaching materials that match with the different needs of the different learners, this in the long run improved on their class room performance. Head 1 stated that,

“.... engagement in policy formulation and implementation enlightened them deeply in administrative and teaching activities which support them to realize teacher performance....” (Head from School A)

This implies that the administrators' involvement in proper planning, budgeting and accountability for the school activities and resources in consultation with the board of governors make them to remain alert to support teacher performance.

The administrator involvement in physical development of the school and professional development of the staff motivate them to yield teacher performance. Informants such as the head 1 and DoS 4 jointly argued that,

“.....administrative roles somehow reduce the focus on the needs of the learners due to greed on allowance attached on developmental activities at school.....”

(DOS from School B)

With this generation where the parents are very busy, teachers take on the roles of parenting as well as source of knowledge, however due to extra activities and roles of teacher-administrators they focus so much on their administrative duties that involve supervision, writing reports, coordinating different activities, planning for sports games, well fare of students in and out of the class rooms and that of the teaching and non-teaching staff, this reduces the focus on the learners.

Additionally, another ST 4 argued that,

“...in preparing for different sports galas such as secondary school football, volley ball, netball tournaments, the focus is on being the best team and winning trophies in these competitions, too much pressure is exerted on us, as sports is a marketing strategy for the school as head of the department..... I must continuously prepare the school teams to play the elite school's sports activities within Uganda and East Africa; these preparations reduce the focus

on the needs of the learners and most teachers in the sports department begin dodging lessons or walk into classes un prepared for their different lessons...”

(Class teacher from School B)

This in the long run undermines the class room performance of teacher-administrators since the target is to successfully win over more students to join the school through the sports marketing strategy.

The administrator engages in organizing, directing and co-ordination of the teaching programmes and activities of staff and students is foundation to the teacher performance at school. Further still, Head 2 argued that,

“...administrative duties enable them to manage their classes in an efficient and effective manner since most of the administrators are responsible for disciplinary actions in school, such as internal punishments, suspensions, and expulsions and are part of the disciplinary committee...” (Head from School B)

This keeps the students in check and following the school rules and regulations, such students are manageable and easily adhere to any command from their teachers that support performance. DoS 3 stated that,

“.... handling classes together with administrative duties is more of constructive where teaching has changed to problem solving and project work the students are fully engaged though the teacher is in or out side class room....” (DoS from School A)

However, administrative roles create the fear to administrators when influencing subordinates to do what is expected of them during the lessons in class and

more so with the competence-based curriculum which was rolled out four years ago in the lower secondary school.

The study revealed that teacher administrators gain a broad perspective on issues pertaining education as they serve dual roles, they enrich themselves with both administrative and classwork experiences, and complement each other where necessary. Deputy 2 stated that,

“...leaders gain a lot of skills and experiences from the duties they are involved in for example monitoring, supervision, report writing, meetings and handling of different people who come in their offices with unrelated issues among others...” (Deputy from School B)

This implies that the administrators’ incorporation of such skills and experiences in the classroom environment enhances the teacher’s classroom performance.

The study revealed education needs of the learners which include: emotional and mental health, access to technology, career guidance and readiness and most of all assessment, evaluation and giving feedback to the learners. DoS 2 stated that,

“... busy schedule of the teacher administrators who are engaged in activities like, evaluation, supervision and acknowledgement of the teaching aids/notice of the members of the department, reports from different departments, abrupt

meetings, these roles consume a significant time of the teacher administrators for lesson planning and classroom engagements.....” (DoS from School B)

Which is a leading cause of undesirable students out coming and teacher job satisfaction as a result of work load ambiguity.

Another Head 1 stated that,

“...an evaluation on the teaching, majority of the learners complained about the teacher administrator’s inability to attend to the learners’ class room educational needs....” (Head from School A)

Unlike other teachers without administrative roles were in position to assess and evaluate the learner as they planned. Even the syllabus coverage was far better compared to the teacher- administrators which undermine their performance in class.

The administrative roles have enabled different teachers to develop strong organizational skills, since they are aware of the busy schedule. ST 2 stated that,

“...policy in place encourages academic competition among different groups in class, effective class control, evaluation and assessment of the learners is done in time, such activities carried out in any class would lead to better class management and performance of the teachers.....” (Class teacher from School B)

The competency based lower secondary school curriculum policy require discussion among the learners in different groups, with a changed sitting arrangement, where every group has been assigned a chair person, secretary

and all members in the group assigned different roles this encourage serious participation and concentration of the learners.

Furthermore, the study has revealed that teacher administrators have committed themselves to serving one school unlike their counterparts without administrative duties who teach in different school, because of the busy schedule it has kept them busy in school and attending to the needs of their learners and fellow staff members. CT 10 stated that,

“...administrators perform role and duty to monitor every activity that take place at the boys wing, then report to the head teacher...” (Class teacher from School B)

This has to keep around the school all the time, which gives the learners an opportunity to fully utilize his presence for consultations.

On the other hand, Head 2 argued that,

“...administrative roles enabled them to communicate effectively by closing that wide gap between the teachers and leadership of the school as they are guided by the same code of conduct in and out of class, in addition to the challenges faced during class activities...” (Head from School A)

As policy makers in the secondary school, it facilitates a clear communication and understanding to resolve such class room tasks since they are fully involved in the teaching. Combining both roles has been observed as the best way of efficient maximization of resource most especially in the private secondary schools whose major aim is maximization of profits.

The study further revealed that the busy schedules of the teacher administrators reduced the content covered by teachers in administrative roles in their different classes. Which had a negative impact on the performance of the learners in their different classes. DoS 1 argued that,

“... teachers in administrative positions were not selected to teach candidate classes simply because they did not have enough time to concentrate, cover all the content needed to help the learners be able to perform as expected in their different subjects like wise their counter parts in the semi candidate classes complaints were also raised about their content that was covered by their colleges sharing the same subjects in administrative positions....” (Dos from School A)

Such busy schedules of the different teacher administrators affect their class room performance in their different classes. HoD 9 stated that,

“... administrators recognize the needs of the, teaching, non-teaching and students’ body, through the different reports from the department they head, the administrators can lay strategies for improvement teacher performance....” (HoD from School B)

The multifaceted duties of teacher administrators are crucial in shaping the direction taken by the teaching process, job satisfaction and teacher performance. The administrative roles have best supportive work environment, better and clear communication and finally making good decision, this would lead to better dual job satisfaction and effectiveness of teacher performance at school.

4.4 Challenges faced by teachers in fulfilling administrative duties in addition to their teaching responsibilities at schools in Mukono Municipality

The challenges were pervasive at both the tactical and operational levels of administrative responsibilities within the school. Administrators at various levels face distinct responsibilities and encounter the following obstacles:

4.4.1 Ineffective time management

It was revealed that one of the major challenges faced by administrators is the effective management of time to balance both administrative work and teaching responsibilities. This challenge was evident when the secretary submitted the interview guide; each administrator's immediate response was, "Do they need it right now?" This reaction highlighted their heavy workload and the limited time available to complete their tasks.

Deputy Head Teacher 2 from School B stated:

...A day has only twenty-four hours; if possible, they would extend it to thirty...
(Deputy head teacher from School B)

This indicates that administrators consistently find it challenging to allocate sufficient time and attention to both their administrative and teaching duties, which often have competing time requirements and deadlines.

In other instances, due to the critical nature of their administrative responsibilities, administrators are sometimes called away from class to attend to various administrative tasks. Head Teacher 2 from School B revealed:

"...The admission of new students, parental complaints, and unexpected visits from Ministry of Education and Sports officials consume administrators' time, which hampers teacher performance..." (Head from School B)

This implies that such a clash of programs and activities means that administrative duties often interfere with ongoing lessons, making it extremely difficult for teacher-administrators to continue with their teaching responsibilities.

4.4.2 Decision making on submitted reports

The study revealed that administrative tasks such as data entry, staff meetings, timely report preparation, and presentations—which require decision-making—constrain the performance of teacher-administrators at school. These tasks often take precedence over instructional activities like lesson planning and delivery, resulting in insufficient time and energy being devoted to students in class, evaluation, and providing feedback. In the long run, this shortfall is likely to be reflected in the learners' academic progress, leading to undesirable outcomes.

Director of Studies (DoS) 1 from School A stated:

"...Administrative duties frequently interfere with ongoing lessons. Since students are aware that administrators are responsible for their welfare in the school, they may take this opportunity to divert the lesson from its planned course, which can hinder teacher performance..." (DoS from School A)

Raising concerns and complaints that are unrelated to the lesson topic in class can consume a significant amount of time that would otherwise be allocated to effective lesson delivery.

4.4.3 Role ambiguity and exploitation

Role ambiguity and exploitation are significant challenges faced by teacher-administrators in secondary schools, impacting not only their performance but also their well-being and effectiveness. This situation can lead to strained relationships with colleagues, heightened anxiety, stress, confusion, emotional exhaustion, and frustration.

Head of Department (HoD) 10 from School B stated:

"At times, a senior two class teacher was busy marking papers when some boys came in with a disciplinary issue requiring immediate attention. Shortly after, Form Four students arrived seeking consultation in agriculture, also needing urgent assistance as they are candidates with their final examinations just weeks away..." (HoD from School B)

The fact that all these students needed attention from one teacher who is also an administrator clearly demonstrates that teachers in this school are overburdened.

Moreover, the competency-based curriculum imposes numerous demands related to research, supervision, and assessment of learners. Teachers are required to engage in the continuous assessment of learners across all subjects,

necessitating a holistic approach that encompasses the learners' cognitive, psychomotor, and affective domains. The cognitive domain is assessed at the end of the cycle, while the psychomotor and affective domains are evaluated on a daily basis, including aspects such as receiving, responding, valuing, organization, and characterization.

Director of Studies (DoS) 1 from School A stated:

"A teacher is expected to assess learners at every stage of their ability using different scenarios and an observation checklist. This means that a teacher must be present in class throughout the lesson progression at every level..." (DoS from School A)

The psychomotor domain involves observing five areas of student ability, all of which are assessed: imitation, manipulation, precision, articulation, and naturalization. The affective domain also involves observing five areas of student ability but with four areas of assessment.

The inefficiency arises from the workload of teachers, which often exceeds their capacity to meet the demands of the school, leading to exhaustion.

Head Teacher 2 from School B argued:

"Administrative duties made them inefficient when it came to performing their teaching responsibilities in their different subjects..." (Head from School B)

This implies that performing various administrative duties, such as attending to student complaints, following up on classroom construction works, overseeing sports activities, registering students for national exams, and managing marketing programs for private schools across different locations and media platforms, makes it extremely difficult for teacher-administrators to plan their

lessons and enter the classroom on time. This results in inefficiency in their teaching performance, as teacher-administrators often spend more time on administrative work than on classroom instruction.

4.4.4 Burnout and increased stress

The overwhelming workload for school administrators has led to burnout and significantly elevated stress levels among teacher-administrators. This has resulted in serious health issues such as high blood pressure and diabetes, largely due to the demanding expectations from school directors, particularly in private schools. These health conditions have made them inefficient and have diminished the quality of their work in both administrative and classroom performance.

Class Teacher (CT) 4 from School A stated:

"Administrative roles limit opportunities for professional development and growth in either of the dual roles performed by the teacher-administrator. Professional growth implies that teachers should have the chance to gain experience through teaching various subjects and advancing their educational levels." (Class teacher from School A)

This indicates that teachers in administrative positions often have limited opportunities to teach multiple classes during school hours, which undermines their professional growth and classroom performance.

Furthermore, Head of Department (HoD) 7 from School B stated:

"Whether one is a teacher or an administrator, it can be very difficult to find sufficient time to engage in ongoing lifelong learning or to attend refresher training, courses, or pursue additional qualifications like advanced certification, due to heavy workloads and time constraints." (HoD from School B)

As a result, such teachers may remain at the same level of knowledge and understanding and may not be aware of new teaching methods such as project-based or problem-solving approaches, including the latest assessment and evaluation techniques for learners.

For instance, the rollout of the competency-based curriculum in 2020, which requires a holistic approach through the learning domains—cognitive, psychomotor, and affective—with different levels of abilities that teachers must identify using observation checklists, has posed a challenge. Many administrators are not yet fully conversant with the requirements of the competency-based curriculum, as most workshops and seminars are scheduled during the term when they are already fully engaged at school.

The study revealed that schools A and B have implemented various strategies to mitigate and effectively manage the challenges of juggling administrative and teaching roles. These include:

Effective and Clear Communication: Regular updates are provided to department members in case of unexpected new events.

Integration of Information and Communication Technology (ICT):

This has made multitasking easier for administrators. For example, with the present software in schools, all activities can be connected to one device, such as a desktop computer or a smartphone.

Sports Teacher (ST) 4 from School B stated:

"Teachers use thumbprints to enter their classes, and this information is sent to the main server in the head teacher's office. Software for schemes and lesson planning is readily available, and online research work for teachers has reduced the time spent on reading books. Automated systems are also utilized for record-keeping for all students from the day of admission, including assessment, evaluation, and tuition payments. Additionally, cameras in strategic places in the schools monitor student discipline, teaching, and non-teaching staff, which can also impact teacher performance." (Sports teacher from School B)

CHAPTER FIVE: DISCUSSION OF THE FINDINGS

5.1 Introduction

The chapter presents discussion of findings about different leadership duties performed by the teachers in addition to their teaching responsibilities, effect of the different administrative roles on teacher performance and challenges faced by teachers in fulfilling administrative duties at school. The opinions are triangulated to answer the research questions for this study.

5.2 Discussion

The shared responsibilities within administrative roles are based on how teachers undertake these duties in addition to their teaching tasks at schools, which in turn affects teacher performance. The effectiveness of teacher performance hinges on the manner in which teacher-administrators engage with tasks related to their administrative roles and the functional activities within the school. The specific aspects under investigation are detailed below

5.2.1 Different leadership duties that are performed by the teacher-administrators in addition to their teaching responsibilities

In secondary schools, administrators are responsible for both the formulation and implementation of policies. The successful execution of these policies by leaders hinges on their provision of the necessary technical details and allocation of the required funds to achieve the set objectives. Actions at all levels within the school should reflect the approved policy, and the active engagement of leaders, along with their innovative and creative input, ensures the effective implementation that ultimately leads to improved teacher performance. This

aligns with the components of transformational leadership theory, as the findings on the creativity and innovative behavioral input of administrators concur with Case and Nkya (2021), who emphasize that leaders are a source of innovation and creativity, and, most importantly, personal development, which teachers associate with success in the field of education. Through policy implementation, there is a transformation of skills that enhances teacher performance.

According to Johnson & Johnson, 2009). "Teacher-administrators contribute to policy development by providing insights from the classroom, which helps in creating policies that are practical and beneficial for both teachers and students" The formulation and implementation of policies are primary leadership duties that administrators undertake in addition to their teaching responsibilities at secondary schools. Furthermore, as highlighted by Turnadi et al. (2021), policy formulation is a regular duty performed by school administrators, and their responsibilities are integral to the process that affects the wellbeing of students, teachers, support staff, parents, stakeholders, and the wider community. The successful implementation of policies is contingent upon the involvement of teacher-administrators within the school.

Furthermore, the formulation and implementation of school policies reflect how teachers with administrative roles carry out their duties by adopting the transformational leadership theory. Administrators inspire and motivate their followers to achieve exceptional results by cultivating a sense of collective

purpose, intellectual stimulation, individualized consideration, and idealized influence, thereby fostering enhanced teacher performance. This aligns with the principles of transformational leadership theory, where teacher-administrators influence their followers—teachers—to perform tasks with minimal supervision. Additionally, Reza (2019) noted that leaders have the capacity to elevate and improve the motivation and effectiveness of their followers through the use of charismatic and visionary leadership.

Administrators at school apply the Distributed theory that emphasizes the sharing of leadership responsibilities across multiple individuals within an organization. It is particularly relevant to the context of teacher-administrators, as it highlights the collaborative nature of leadership in educational settings. to allow teacher-administrators perform tasks that they are attached to with or without supervision to achieve performance. This aligned with (Spillane, 2006). Thinking that "Distributed leadership recognizes that leadership is not confined to formal positions but is distributed across individuals, including teacher-administrators who contribute to the leadership capacity of the school"

Leaders engage in resource planning through work plans that encompass resource and procurement procedures within schools. Administrators create termly plans that detail activities, including teaching responsibilities, to ensure the delivery of quality education. The breakdown of work in these plans is supported by Sabwami, Areba, and Abenga (2020), who found that teachers often act as leaders by developing work plans with activity breakdowns to enhance school performance. Planning for activities is a continuous process

that leaders undertake throughout their tenure, in addition to their teaching duties. This finding is further corroborated by Pratiwi and Warlizasusi (2023), who revealed that resource planning directly reflects the leadership roles assumed by teacher-administrators within these educational institutions, as these roles variously influence teacher performance. Administrators devote their efforts to planning activities as a means to successfully realize their performance.

The teacher-administrators organize co-curricular programmes within their respective schools, where they engage directly to support teacher performance. These co-curricular programmes play a significant role in the implementation of the competency-based curriculum, which requires administrators to be dual-engaged in their implementation as well as attending to their teaching load, as mandated by the standing orders of the MoES. The leaders' involvement in co-curricular activities allows them to flourish, as they allocate resources and address identified shortcomings, thereby fostering better teacher performance. The drafting of the timetable balances co-curricular and non-curricular activities to enable students to develop their competencies at school. It's supported by findings from Hallinger et al. (2020), who revealed that while school administrators also engage in teaching roles, through their leadership in the full implementation of co-curricular programmes, they inspire teachers to achieve the school vision, and mission of building learner wholesomely, both in academics and co-curricular.

Furthermore, Van Waeyenberghe, Peccei, and Decramer (2022) revealed that the role of teachers in secondary schools extends beyond traditional classroom instruction to encompass various leadership responsibilities and curricular activities, as scheduled in the timetable, significantly influencing school culture, student outcomes, and organizational effectiveness. This was further supported by Kim (2021), who emphasized the multifaceted nature of teacher leadership and its pivotal role in the implementation of co-curricular activities, shaping educational environments and driving positive change.

The leaders engage in the coordination of activities to effectively execute both teaching and non-teaching responsibilities, thereby enhancing teacher performance. This coordination necessitates the physical involvement of the leader to set an example for fellow teachers on how to perform tasks, thereby encouraging improved performance. This aligns with the findings of Maqbool et al. (2023), who emphasized the importance of distributed leadership models in task coordination, where teachers collaborate with administrators and colleagues to facilitate decision-making and problem-solving processes.

The co-task execution of administrators and teachers with transformation of competency within coordinated activities at secondary school. This finding was earlier supported by Kang (2021) who highlighted the diverse leadership roles assumed by teachers, including co-ordination of activities, curriculum development, instructional coaching, and mentorship build their reputation and performance. The coordination of tasks indicated in curriculum permit direct mentorship of the teachers by administrators at secondary schools.

The teacher-administrators organize workshops for career development at school, as they serve as instructional coaches, working with colleagues to improve teaching practices. This involves observing lessons, providing feedback, and facilitating professional development workshops. According to (Knight, 2007 he argued that "Instructional coaching is a powerful tool for teacher growth, promoting reflective practice and continuous improvement").

Career development equips subordinates with competencies to perform tasks with minimum supervision. This finding concurs with Blose and Khuzwayo (2023), who stated that collaborative approach in the workshops during career development fosters a culture of shared responsibility and collective efficacy, which reflects Distributed leadership theory that encourages collaborative, shared and supportive work environment ultimately enhancing both school and teacher performance. The Career development foster co-creation of knowledge which support teacher-administrator performance at school. The findings aligned with Kaya-Kasikci, Zayim-Kurtay and Kondakci (2023) who stated that recognition of teacher-administrator's leadership potential, career development is vital leadership task adopted to motivate staff to yield performance with capacity to execute workload tasks at school.

The resource management performed by teacher-administrators is vital in ensuring effective operation at school. Administrators undertake resources; human which include teachers and students, financial and electronic to support operation efficiency to realize teacher performance. This finding aligns with "(Lunenburg, 2010) who argued that "Effective resource management is a

crucial leadership role for teacher-administrators, as it ensures that the school has the necessary tools and environment to support educational goals).

Furthermore, Kiryowa's (2022) who revealed that leadership roles on resource management played by teachers within this educational context go beyond their primary responsibilities as educators to yield teacher performance. Resource management determine the effective input of administrators on the activities to foster teacher performance at school. Ideally, human resources management practices, such as recruitment, training, and support for teachers call for input from administrators in alignment with the need to improve teaching in time (Mulang, 2021). In addition, findings concur with earlier study of Dewi and Wajdi (2021) who established that leadership roles on resource management highlighting the extent to which teachers' involvement in school governance and decision-making processes influences teacher performance. Contrary, Rosinger, Sarita-Ford and Choi (2021) stated that disparities in resource availability in schools exacerbate inequalities in teacher-administrator performance calling for effective leaders to assume this critical role at school.

The career guidance and counseling undertaken as a leadership role contribute to the students' excellence as well as teacher performance at school. The administrator engagement in guidance and counselling allows them to direct and provide foresight insights into what students and teachers need to spur the teacher-administrator's performance at school. This contribution of leaders to guidance and counselling is supported with Li et al. (2023) who explored the

mechanism of spiritual leadership coupled with guidance and its impact on burnout among elementary and secondary school teachers, with a focus on the mediating roles of career calling and emotional intelligence revealing the primary leadership roles of elementary and secondary school teachers.

In addition, (Noddings, 2005). Argued that “Teacher-administrators who advocate for students contribute to a supportive and inclusive school environment, which is vital for student success” well as Onyema (2020) shed light on the complex interplay between leadership, guidance, teacher well-being, and organizational dynamics within secondary school settings, emphasizing the need for holistic approaches to guidance support teacher performance.

The provision of security to learners and staff member (teaching and non-teaching staff) and the school property is a responsibility of the teacher administrator which indicates performance. This finding agreed with Kaya-Kasikci, Zayim-Kurtay, and Kondakci (2023) who stated that crucial role of leadership in fostering a climate conducive to security and technology integration within public schools recognizing it as a critical factor influencing not only teacher performance but also organizational culture and practice. In addition, findings further concur with Pratiwi and Warlizasusi (2023) who examine how school leaders can effectively facilitate the guidance and counselling which support teaching and learning processes. In additional, Sengendo and Eduan (2024) who stated leadership in education encompasses various guidance dimensions, including instructional leadership,

transformational leadership, and distributed leadership foster teacher performance.

The club formulation at school initiated and led by the teacher-administrators like wild life club, scouts and guides, Red Cross, and Green revolution through these clubs the teacher-administrators have been able to engage the community and the stakeholders more so the parents where the schools are located for example the trees planted in and around the school contribute drastically to the learners and the community. According to Epstein (2008), "Family and community involvement in schools is associated with higher student achievement and better school performance". Further still "Principals who actively engage with the community can build strong partnerships that benefit the school and its students" (Bryk, Sebring, Allenworth, Easton, & Luppescu, 2010). This finding agreed with Kaya-Kasikci et al. (2023) who suggested that teacher-administrator's performance is influenced not only by their own intrinsic motivation but also by the leadership practices through club formation at school with exhibited transformational leadership qualities, such as vision, inspiration, and support, are more likely to foster a culture of excellence among teachers. The academic clubs allow joint participation of all the stake holders that foster performance.

5.2.2 Effect of the different administrative roles on teacher-administrator's performance

The monitoring and evaluation, supervision undertaken by the different teacher-administrators enhance their innovativeness and creativity in attendance to teaching responsibilities in the classroom which has positive effect on teacher performance. This relates to the transformational leadership theory component of individualized considerations, intellectual stimulation which motivate and encourage new ideas and empowerment, Monitoring and evaluation of activities following the policy support administrators to engage in the activities to yield teacher performance at school. This finding agreed with Zuze and Juan (2020) stated that administrators in educational institutions wield considerable authority in shaping policy environments and establishing standards for educators with adoption to monitoring and evaluation which impact teaching methodologies and curriculum adherence. Furthermore, Aithal and Aithal (2020) stated that efficacy of policies with support of monitoring and evaluation significantly influences teacher-administrators' performance, as evidenced by studies in South Africa and India. However, evaluation and monitoring of poorly formulated policies, as observed in Chile, can hinder teacher-administrators' effectiveness and curriculum compliance (Falabella, 2020; Namutebi, 2019). The monitoring and evaluation practices undertaken by administrators support them to achieve teacher performance.

The allowances attached on administrative roles motivated them communicate and collaborate with team which significantly enhance teacher-administrators' performance. Teacher-leaders who take on administrative roles can serve as a bridge between administration and faculty, promoting a positive school culture

and enhancing communication" (Muijs & Harris, 2006). As expressed by transformation theory which encourages motivation of the workers, the administrative roles come with allowances and salary increment which motivate teachers to achieve performance at school. This finding is supported with Sulit (2020) stated that inclusive strategies in policy development and provision of allowance in form of salaries and other fringe benefits to administrator foster collective accountability and dedication to educational goals, impacting policy outcomes and teacher morale. In addition, the finding agreed with Meldia and Melani (2022) stated that teachers involved in administrative responsibilities possess better communication and collaboration among the colleagues, staffs and the entire student community which leads to increased team work among staffs as the gap is bridged between the administrators of the school and the teachers. Further, effective policies implemented by motivated staff promote a positive work environment, autonomy, and innovation among teachers to yield performance (Zuze & Juan, 2020). Policies formulation and implementation guide the operation of activities to support teacher performance at school.

The administrative positions enabled them to understand the challenges faced by their learners which foster teacher performance. This relates to Distributed leadership theory that can provide insights into how to manage these dual responsibilities effectively. "Balancing leadership and instructional roles is a central challenge for teacher-leaders, requiring careful navigation of competing demands and priorities" (Leithwood & Mascal, 2008).

Furthermore, the theory believes in sharing administrative duties with fellow employees, autonomous powers, responsibility and opportunities for professional growth leading to better performance and job satisfaction. This provides an insight in the day today school operations as administrator have a better understanding of most of the challenges faced by the different stake holders in the school ranging from the student, teaching and non-teaching staffs and how to resolve them. This finding agreed with Pak et al. (2020) who stated that teachers are as well obliged to uphold positive administrative practices, including collaborative decision-making, enhance better understanding of learner's challenges which foster curriculum implementation and teacher performance.

Administrative roles, especially in professional development and resource management, are key to boosting teacher performance and commitment. The support and resources provided by administrators lead to a more effective and motivated teaching staff, which benefits the overall educational environment.

Professional development is essential for ensuring teacher performance at school. Kim (2021) emphasizes that teachers' participation in professional development, along with effective time management and school infrastructure maintenance, directly impacts their ability to cover the curriculum and deliver timely services. Hallinger et al. (2020) also highlight the importance of proper resource management in professional development for creating effective teaching and learning environments.

This is further supported by Van Waeyenberg, Peccei, and Decramer (2022), who found that administrators' influence on resource allocation for teacher professional development significantly affects curriculum coverage and timely teaching. Administrators who commit to serving in one school have a stronger impact compared to those without administrative duties who teach at multiple secondary schools.

Teacher-administrator collaboration in organizing, directing, and coordinating teaching programs and activities significantly enhances teacher performance at school. This aligns with transformational leadership theory, which emphasizes leaders' ability to inspire and motivate others to achieve exceptional results.

Ofor-Douglas (2022) supports this by highlighting that administrators are responsible for coordinating physical resources and managing human resources to support teaching and learning. Their involvement in organizing activities promotes a collaborative budgeting process that improves teacher performance. This finding is consistent with Fuadah et al. (2020), who emphasized the importance of teacher participation in budgeting to increase commitment and ownership, leading to better outcomes.

Additionally, Salendab (2021) noted that clear communication between administrators and teachers about budgetary decisions is essential for organizing activities and improving educational quality. Teacher-administrators benefit from both administrative and classroom experience, allowing them to complement each other's strengths and enhance teacher performance.

According to transformational leadership theory, leaders should be visionary, creative, inspirational, intellectually stimulating, and show individualized consideration with idealized influence. However, these qualities require significant effort from teacher-administrators, leading to increased stress and burnout, which can hinder their performance.

Additionally, the demanding schedules of teacher-administrators often result in less curriculum coverage in their classes, negatively impacting teacher performance. Salendab (2021) notes that busy schedules, limited funding, and poor maintenance also impede infrastructure provision and further affect teacher performance.

5.2.3 Challenges faced by teacher-administrators in fulfilling administrative duties in addition to their teaching responsibilities

The challenge of managing both administrative duties and teaching responsibilities limits administrators' effectiveness in enhancing their performance. Administrators struggle to balance their administrative schedules with teaching workloads. Zheng et al. (2023) discuss job crafting within limited time constraints, where teachers must adapt their roles to fit their strengths and preferences, which can restrict their performance.

Bariu (2020) notes a lack of specific research on the challenges faced by teachers in dual roles in East Africa. However, related studies suggest that time

constraints, role ambiguity, and the need for supportive leadership are significant factors affecting teachers in these positions. This aligns with Kieti et al. (2017), who identified time constraints, role ambiguity, and conflicting responsibilities as common challenges for teachers juggling multiple roles.

The process of decision-making for submitted reports and other confidential matters that require administrators' direct input, with limited delegation, negatively affects their ability to fulfill teaching responsibilities at school. When administrators must choose from various options that specifically require their input, it further limits their capacity to meet teaching obligations.

Azikiwe (2020) agrees, stating that the dual role of being both an educator and a manager presents unique challenges in decision-making, impacting their effectiveness in both areas and affecting teacher performance. Sabwami et al. (2020) also support this, emphasizing that faculty members who serve as managers face the challenge of balancing administrative responsibilities with teaching duties. This dual role creates difficulties in decision-making, time management, workload distribution, and role conflict, all of which can hinder teacher performance. The hierarchical nature of decision-making also slows down administrators' engagement in activities that support performance.

Excessive workload is a major challenge for teacher-administrators, impacting their performance and well-being at secondary schools. The demanding nature of administrative roles often prevents them from effectively fulfilling their

teaching duties. Svendsen (2020) also identifies workload as a significant challenge for individuals managing both teaching and administrative roles.

The stress from heavy workloads is often due to role conflict, where teachers must juggle competing expectations and responsibilities. Salendab (2021) confirms that role conflict commonly occurs as teacher-administrator's manage the different demands of their dual roles.

Shaukat and Chowdhury (2020) add that addressing these challenges requires strategic support and resource allocation from institutional leadership. This includes providing faculty members with adequate training, support, and opportunities for professional development.

It was earlier mentioned that addressing workload concerns, Gómez and Valdés (2019) provide clear role expectations, and fostering a culture of collaboration and support could help mitigate the challenges associated with the dual roles as administrators and educators in higher education settings.

Burnout, limited resources, and role ambiguity in managing both administrative and teaching responsibilities hinder administrators' performance. The overwhelming workload and demands on their time, resources, and skills restrict their ability to ensure effective teacher performance.

Ho, Shaari, and Kang (2023) highlight that role ambiguity leads to confusion and frustration among educators, negatively impacting their performance. Similarly, Ho et al. (2023) note that role conflicts and burnout arise when teachers must balance competing demands and priorities in their dual roles.

Khanal and Ghimire (2024) add that teachers in administrative positions may face role ambiguity and conflicting expectations as they switch between instructional and administrative duties. Bustillo et al. (2024) further point out that juggling classroom instruction with administrative tasks like curriculum development, student assessment, and staff supervision can increase stress and burnout among educators.

CHAPTER SIX: CONCLUSION, RECOMMENDATION AND FUTURE RESEARCH

6.1 Conclusions

The administrative roles undertaken by teachers, in addition to their teaching responsibilities, include strategic planning and implementation, execution of school policies, development of year/termly work plans, and procurement planning. They are also responsible for coordinating various activities, supervising staff, conducting employee appraisals, providing visionary leadership, facilitating career development, managing resources, offering career guidance and counseling, forming and overseeing clubs, engaging with the community, and providing academic oversight to ensure the delivery of quality education.

In addition to these duties, administrators attend meetings of the board of directors, allocate resources effectively, meet with officials from the Ministry of Education and Sports (MoES), and interpret and implement circulars and policies, such as those related to the New Lower Secondary Curriculum (Competency Based Curriculum).

The combination of teaching responsibilities and administrative duties tends to have more positive than negative effects on teachers' classroom job satisfaction and overall performance. Teachers who take on administrative roles often promote excellence in education and training, ensuring adherence to Ministry

of Education and Sports (MoES) policies. They foster an environment that supports student achievement, encourages staff development, and facilitates community engagement, all of which contribute to effective task execution in both classroom teaching and school administration.

Moreover, these teachers are responsible for establishing discipline, maintaining safety, and boosting the morale of both teachers and students, which further enhances overall performance. The tasks of accomplishment, monitoring, evaluation, and supervision undertaken by teachers in administrative roles also foster innovativeness in their approach to classroom teaching responsibilities.

Additionally, the administrative role often comes with financial incentives in the form of allowances, which motivates leaders to exercise transformational leadership. This, in turn, positively impacts teacher performance at the secondary school level.

The challenges faced by teachers in fulfilling administrative duties include ineffective time management when attending to tasks at both the tactical and operational levels. Bureaucratic hurdles within the decision-making process for submitted reports, role ambiguity, and the risk of exploitation further complicate their responsibilities. Additionally, the rapid pace of technological advancements contributes to increased anxiety, leading to stress, confusion, emotional exhaustion, and frustration among teachers.

The management of limited resources and the overwhelming workload also pose significant challenges. Furthermore, the reliance on rule-of-thumb practices and a fear of change can hinder the implementation of innovative solutions within the school environment.

Participative management, while beneficial, can be time-consuming, which constrains the co-creation of knowledge necessary for effectively performing administrative and functional tasks. This is particularly relevant when implementing a competency-based curriculum, which relies heavily on human capital development.

6.2 Recommendations

Considering the findings of this qualitative research on the impact of administrative roles on the dual performance of teacher-administrators in selected secondary schools within Mukono Municipality, Mukono District, the following recommendations are proposed to address the challenges and ensure optimal teacher performance:

Professional Development and Empowerment: Administrators should allocate resources for professional development through mentoring, coaching, and workshops. Refresher courses should be scheduled in a timely manner within the school's annual planner, as provided by the Ministry of Education and Sports (MoES). This will equip teachers with the necessary knowledge and skills for effective collaboration and teamwork, thereby enhancing their performance. Leaders should train their subordinates to foster the co-creation of knowledge,

enabling them to lead and manage various school activities efficiently while prioritizing teacher performance.

Collaborative Policy Formulation and Implementation: Administrators should encourage joint participation in policy formulation and implementation, as well as the preparation of work and procurement plans. This involvement will allow teachers to contribute their suggestions, making it easier to monitor and evaluate progress towards achieving the school's vision. When teachers are actively involved in planning activities and allocating resources, leaders can feel more confident, and overall school performance is likely to improve.

Performance Appraisal for Quality Assurance: Conducting performance appraisals is essential to capture independent opinions and suggestions that are crucial for enhancing future teacher performance. Appraisals for both administrators and teachers serve as the foundation for profiling quality assurance in human capital development within the school.

Resource Allocation for Enhanced Learning: Administrators should allocate adequate resources to support the formation of clubs, the adoption of technology, and encourage constructive criticism. This will facilitate the implementation of a competency-based curriculum. Providing teachers with tools such as computers equipped with up-to-date programs will enhance student evaluation and classroom attendance monitoring.

Encouragement of Specialization: Specialization should be encouraged, as it is a policy in all government secondary schools for teachers to specialize in one subject. In contrast, private secondary schools often overburden teachers by requiring them to teach multiple subjects, which limits their time and focus. The government, through the Ministry of Education and Sports, should enforce a specialization policy in private schools to reduce teachers' workloads and improve classroom performance.

Research and Benchmarking: More research and benchmarking from more developed countries should be encouraged. For example, it is known that some high-performing teachers are selected and sponsored to visit schools in Ireland each year. The reports from these visits should be analyzed, and relevant policies should be adopted. School administrators should then initiate data-driven policies to improve decision-making and implementation processes.

Proactive Leadership and Effective Communication: School administrators should be proactive in addressing issues that can enhance teacher-administrator dual performance. They should lead by example and develop strong and effective communication skills with colleagues and the student community. This is crucial for balancing teaching and leadership duties, as better communication ensures that all planned tasks are fully accomplished.

Flexibility and Prioritization: Administrators should encourage teacher-administrators to be flexible and prioritize their school schedules. Unexpected events and emergencies may arise that were not accounted for in the academic

year planner. Teacher-administrators should be prepared to adjust their approaches accordingly.

Delegation of Responsibilities: Delegating responsibilities to trusted colleagues within the same department can provide teacher-administrators with enough time to focus on priority tasks that require their specific expertise. For instance, if an administrator is a senior and experienced science teacher, they may be more needed in the classroom than in other activities, especially when it concerns candidate classes.

Clear Job Descriptions for Private Schools: For the owners and directors of private secondary schools, it is recommended that they provide clear, transparent, and comprehensive job descriptions that clearly outline the roles, responsibilities, and duties expected of teacher-administrators from the day of recruitment. This will help them plan, organize, and coordinate all assigned activities effectively, ensuring that the mission, vision, and goals of secondary education are achieved.

Time Management and Role Definition: Time allocation for different school activities is crucial in managing both administrative and classroom time. Specific time should be allocated for teaching and leadership tasks, and the roles of teacher and leader should be clearly defined by identifying the most important tasks that require more attention. Teachers should draw up personal timetables that enable them to set aside time for teaching in their different classes.

These recommendations aim to address the challenges faced by teacher-administrators and enhance their performance in both administrative and teaching roles.

6.3 Future Research

- i. To the future researchers, more research relating to the effect of administrative duties on teacher-administrator dual performance should be carried out in another case study in Uganda or upgraded to other education institutions like University to rate the lecturer performance. In addition, a gap is needed to carry out the same study with quantitative approach. Such information and data gathered from all these institutions would lead to better policies by the ministry of education and sports to guide and regulate activities of teacher administrators not only the secondary schools even other institutions of learning.
- ii. The effectiveness of delegation on the teacher-administrator performance in secondary schools in Uganda.
- iii. In the findings it was discovered that the teacher administrators are faced with so many challenges as a result of balancing teaching and administration which range from psychological to physical, however the question would be why these teacher – administrators don't opt for resignation and try other options.
- iv. The similar study can be repeated in another country at the same level of economic development like Uganda for bench making and triangulation of findings.

- v. Effect of technology on teacher-administrator performance in schools in Uganda.

REFERENCES

- Abubakr, A. M. (2018). The role of educational supervisors towards improving teachers' performance [Master's thesis, Bauchi State University].
- Aguinis, H., Hill, N. S., & Bailey, J. R. (2021). Best practices in data collection and preparation: Recommendations for reviewers, editors, and authors. *Organizational Research Methods*, 24(4), 678-693.
- Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 19-41.
- Aparicio-Molina, C., & Sepúlveda-López, F. (2023). Teacher Professional Development: Perspectives from a Research Experience with Teachers. *Revista Electronica Educare*, 27(2), 1–16. <https://doi.org/10.15359/ree.27-2.15870>
- Apollo, A., & Mbah, M. F. (2021). Challenges and opportunities for climate change education (CCE) in East Africa: A critical review. *Climate*, 9(6), 93.
- Aquino, J. M., Culajara, C. J., & Culajara, J. P. M. (2023). Examining the Work-Life Balance of Teacher-Parents in One Secondary School in the Philippines: A Phenomenological Study. *e-Jurnal Penyelidikan dan Inovasi*, 10(2), 158-175.
- Avolio, B. J., & Yammarino, F. J. (2013). *Transformational and charismatic leadership: The road ahead*. Emerald Group Publishing Limited.
- Azikiwe, R. J. (2020). Faculty management: An examination of the dual role of faculty as managers in higher education [Doctoral dissertation, Theses & Dissertations].
- Bailey, M., & Trudy, L. (2018). On misogynoir: Citation, erasure, and plagiarism. *Feminist Media Studies*, 18(4), 762-768.

- Bailey, T., Bashford, J., Boatman, A., Squires, J., Weiss, M., Doyle, W., . . . Spinney, E. (2016). *Strategies for Postsecondary Students in Developmental Education: A Practice Guide for College and University Administrators, Advisors, and Faculty* (NCEE 2017-4011).
- Balfour, D. L., Adams, G. B., & Nickels, A. E. (2019). *Unmasking administrative evil*. Routledge.
- Bariu, T. N. (2020). Status of ICT infrastructure used in teaching and learning in secondary schools in Meru County, Kenya. *European Journal of Interactive Multimedia and Education*, 1(1), e02002.
- Bell, E., & Bryman, A. (2022). *Business research methods* (5th ed.). Oxford University Press.
- Blose, S., & Khuzwayo, N. Q. (2023). Teacher leadership in action: An inquiry into the lived experiences of subject heads in secondary schools. *International Journal of Leadership in Education*, 26(2), 244-259.
- Bond, M. A., & Blevins, S. J. (2020). Using faculty professional development to foster organizational change: A social learning framework. *TechTrends*, 64(2), 229-237.
- Brown, L. (2017). Decentralization and school management in Uganda; policy and practice. *Journal of Asian and African studies*, 52(7), 925-942.
- Bryk, A. S., Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2010). *Organizing schools for improvement: Lessons from Chicago*. University of Chicago Press.
- Bustillo, R. C. T., Bustillo, R. C. T., & Sayson, J. A. V. (2024). Navigating the Dual Roles: Understanding the Unique Challenges of Student-Mothers in Pursuit of

Higher Education. *Ignatian International Journal for Multidisciplinary Research*, 2(2), 58-69.

Butler, B. M., & Yendol-Hoppey, D. (2024). Facing fears and finding fit: A self-study of teacher education leadership. *Studying Teacher Education*, 1-23.

Case, P. A., & Nkya, H. E. (2021). Implementation of Competence Based Curriculum in Tanzania: Perceptions, Challenges and Prospects. A Case of Secondary School Teachers in Arusha Region. *Journal of Education and Practice*, 12(19), 04.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach* (4th ed.). Thousand Oaks: Sage.

Creswell, J. W., & Creswell, J. D. (2018). Mixed Methods Procedures. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Day, C., & Harris, A. (2007). Teacher leadership, reflective practice, and school improvement. *Reflective Practice*, 8(3), 405-417.

De Backer, L., Schelfhout, W., Simons, M., Vandervieren, E., & Rivera Espejo, J. (2023). Impact of Team Teaching on Student Teachers' Professional Identity: A Bayesian Approach. *Education Sciences*, 13(11).

DeBoer, G. (2019). *A history of ideas in science education*. Teachers' college press.

DeJonckheere, M., & Vaughn, L. M. (2019). Semi-structured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, 7(2), 1-8. doi:10.1136/fmch-2018-000057.

Dewi, M. P., & Wajdi, M. B. N. (2021). Distance learning policy during pandemic COVID-19. *EDUTECH: Journal of Education and Technology*, 4(3), 325-333.

Duong, B.-H., & DeJaeghere, J. (2022). From Student-Centered to Competency-Based Reform: Exploring Teachers' Perspective of Meaningful Participation.

Elliot, S. N., & Markley, R. P. (2016). Wearing two hats: Ethical dilemmas of school administrators who teach. *Journal of Education Administrator*, 54(3), 293-307.

El-zeiny, M. E., Kamaleldin, O., Salman, I., Halim, M., Ahmad, M., & Khasawneh, S. (2023). Impact of teacher evaluation on professional development and student achievement. *International Journal of Education*, 1(11).

Epstein, J. L. (2008). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.

Falabella, A. (2020). The ethics of competition: accountability policy enactment in Chilean schools' everyday life. *Journal of Education Policy*, 35(1), 23-45.

Farley, M., Hopkins, E., & Salomone, R. C. (2020). McGregor's theory Yin secondary administration; leading with trust and empowerment. *Journal of educational administration*, 58(4), 447-461.

Fourie, W., & Höhne, F. (2019). Thou shalt not fail? Using theological impulses to critique the heroic bias in transformational leadership theory. *Leadership*, 15(1), 44-57.

Frey, B. B. (Ed.). (2018). *The SAGE encyclopedia of educational research, measurement and evaluation*. sage publications.

Fuadah, L. L., Safitri, R. H., Yuliani, Y., & Arisman, A. (2020). Determinant factors' impact on managerial performance through management accounting systems in Indonesia. *The Journal of Asian Finance, Economics and Business (JAFEB)*, 7(10), 109-117.

Gómez, L. F., & Valdés, M. G. (2019). The Evaluation of Teacher Performance in Higher Education. *Journal of Educational Psychology-Propositosy Representaciones*, 7(2), 499-515.

- Gordon, P., & Lawton, D. (2019). *A history of western educational ideas*. London: Routledge.
- Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. *American Educational Research Journal*, 48(5), 1091-1123.
- Groh, A. (2018). *Research Methods in Indigenous Contexts*. New York: Springer.
- Hallinger, P., Gümüş, S., & Bellibaş, M. Ş. (2020). 'Are principals' instructional leaders yet? A science map of the knowledge base on instructional leadership, 1940–2018. *Scientometrics*, 122(3), 1629-1650.
- Hammersley M. (2007) the issue of Quality and qualitative research. *International journal of research and method in education*, 30(3), 287-305.
- Harris, A. (2008). *Distributed school leadership: Developing tomorrow's leaders*. Routledge.
- Hassan, N. (2013). The changing roles of teachers in the 21st century. *American journal of education research*, 1(8), 298-303.
- Hayashi Jr, P., Abib, G., & Hoppen, N. (2019). Validity in qualitative research: A processual approach. *The Qualitative Report*, 24(1), 98-112.
- Hilt, L., & Riese, H. (2022). Hybrid forms of education in Norway: a systems theoretical approach to understanding curriculum change. *Journal of Curriculum Studies*, 54(2), 223-242.
- Ho, J., Shaari, I., & Kang, T. (2023). Vice-principals as leaders: Role ambiguity and role conflicts faced by vice-principals in Singapore. *Educational Management Administration & Leadership*, 51(3), 575-593.

Hopkins et al. (2020). Hybrid forms of teacher-administrator roles in education in Norway: a systems theoretical approach to understanding curriculum change. *Journal of Curriculum Studies*, 54(2), 223–242.

Hoque, K. E., Kenayathulla, H. B., D/O Subramaniam, M. V., & Islam, R. (2020). Relationships between supervision and teachers' performance and attitude in secondary schools in Malaysia. *Sage Open*, 10(2), 2158244020925501.

Jacques, E. T., Basch, C. H., Fera, J., & Basch, C. E. (2022). Debate in Public Versus Independent Secondary Schools in New York City: Post-COVID-19 Health literacy and Equal Access to Basic Educational Opportunities. *Journal of Community Health*, 47(5).

Johnson, D. W., & Johnson, R. T. (2009). *Joining together: Group theory and group skills*. Pearson.

Johnson, M. G., Stylianou, M., & Mallett, C. J. (2023). Teacher-Coaches in an Australian Regional Independent School: An Exploratory Case Study. *International Sport Coaching Journal*, 1(aop), 1-11.

Kaba, A., Eletter, S., Elrefae, G. A., Alshehadeh, A. R., & Al-Khawaja, H. A. (2024). Students' academic performance before, during, and after COVID-19 in F2F and OL learning: The impact of gender and academic majors. *International Journal of Data and Network Science*, 8(2), 667–678. <https://doi.org/10.5267/j.ijdns.2024.1.011>

Kang, B. (2021). How the COVID-19 pandemic is reshaping the education service. *The Future of Service Post-COVID-19 Pandemic, Volume 1: Rapid Adoption of Digital Service Technology*, 15-36.

Kaya-Kasikci, S., Zayim-Kurtay, M., & Kondakci, Y. (2023). The role of leadership in developing a climate of technology integration in public schools. *Teaching and Teacher Education*, 132, 104234.

Kayindu, V., Asimwe, S., Bisaso, R., & Nakiyingi, S., N. (2020). Association between Remuneration and Employee Performance: The Case of Teachers in Private Secondary Schools in Buikwe District, Uganda. *International Journal of Research and Innovation in Social Science (IJRISS)*, 4(3), 41-45.

Khanal, J., & Ghimire, S. (2024). Understanding role conflict and role ambiguity of school principals in Nepal. *Educational Management Administration & Leadership*, 52(2), 359-377.

Kieti, J. M., Maithya, R., & Mulwa, D. M. (2017). Influence of administrative practices on students' academic performance in public secondary schools in Matungulu Sub-County, Kenya. *International journal of education and research*, 5(1), 11-22.

Kilag, O. K., Tokong, C., Enriquez, B., Deiparine, J., Purisima, R., & Zamora, M. (2023). School Leaders: The Extent of Management Empowerment and Its Impact on Teacher and School Effectiveness. *Excellencia: International Multi-Disciplinary Journal of Education (2994-9521)*, 1(1), 127-140.

Kim, S. (2021). Education and public service motivation: A longitudinal study of high school graduates. *Public Administration Review*, 81(2), 260-272.

Kiryowa, M. (2022). Financing of church-founded secondary schools in Uganda and its implications for their school effectiveness: A case of Kampala archdiocese, Mukono and Namirembe dioceses (Doctoral dissertation, Makerere University.).

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Corwin Press.

- Komar, O. A., Komar, O. S., Kolomiets, N. A., Roienko, L. M., & Diachuk, P. V. (2019). Implementation of a Monitoring System in the Educational Process in Primary School. *International Journal of Learning, Teaching and Educational Research*, 18(11), 232–244. <https://doi.org/10.26803/ijlter.18.11.114>
- Kothari, C. R. (2014). Mixed Methods. In *methods and Techniques: Qualitative, Quantitative, and Mixed Methods Approaches*. New Age International Limited, Publishers.
- Kraft, M. A., & Christian, A. (2022). Can teacher evaluation systems produce high-quality feedback? An administrator training field experiment. *American Educational Research Journal*, 59(3), 500-537.
- Lawrent, G. (2020). School infrastructure as a predictor of teacher identity construction in Tanzania: The lesson from secondary education enactment policy. *African Studies*, 79(4), 409-427.
- Leicht, A., Combes, B., Byun, W. J., & Agbedahin, A. V. (2018). From Agenda 21 to Target 4.7: The development of education for sustainable development. *Issues and trends in Education for Sustainable Development*, 25.
- Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational Administration Quarterly*, 44(4), 529-561.
- Liu, J., Lee, M., & Gershenson, S. (2021). The short-and long-run impacts of secondary school absences. *Journal of Public Economics*, 199, 104441.
- Lunenburg, F. C. (2010). The principal and the school: What do principals do? *National Forum of Educational Administration and Supervision Journal*, 27(4), 1-10.
- Mafabi, S. (2017). *Improving teaching in Ugandan schools; policy options for better schooling and teacher development*. Kampala; Uganda publishers.

- Malunda, P., N., & Atwebembeire, J. (2021). Introduction to Research Methodology for Graduate Students. Pp 129-133.
- Maqbool, S., Zafeer, H. M. I., Zeng, P., Mohammad, T., Khassawneh, O., & Wu, L. (2023). The role of diverse leadership styles in teaching to sustain academic excellence at secondary level. *Frontiers in Psychology*, 13, 1096151.
- Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues*. Pearson/Merrill Prentice Hall.
- Mbonea, T. J., Eric, A., Ounga, O., & Nyarusanda, C. (2021). Factors affecting secondary school teachers' job satisfaction in Lushoto District, Tanga Region in Tanzania. *Open Journal of Social Sciences*, 9(6), 474-490.
- McLeod, S. (2021). Why theories are important. *Simply psychology*.<http://www.simplypsychology.org/psychology-theory.html>
- Meldia, P., & Melani, M. (2022). Students' Perception in Using Debate Technique to Develop Students' Speaking Skills. *ELP (Journal of English Language Pedagogy)*, 7(2), 16–29.
- Mesuwini, J., & Mokoena, S. (2024). Exploring online teaching and learning challenges for the technical and vocational education and training lecturer. *Journal of Education and E-Learning Research*, 11(1), 193–202. <https://doi.org/10.20448/jeelr.v11i1.542>
- MoES. (2020). *Education and Sports Sector Performance report 2008*. September 2017.
- Mpaata, Kaziba Abdul Zaidi July (2019). *International journal of education leadership and management*. The leadership role of secondary school head teachers in delivering integrative quality education in Uganda. p203-230.

Mugiraneza, J. P. (2021). Digitalization in teaching and education in Rwanda. The report, 28.

Muijs, D., & Harris, A. (2006). Teacher led school improvement: Teacher leadership in the UK. *Teaching and Teacher Education*, 22(8), 961-972.

Mukono District Local Government Quarterly Performance Report (2020/2021)
Vote: 542.

Mukono District Local Government Quarterly Performance Report (2021/2022)
Vote: 542.

Mukono District Local Government Quarterly Performance Report (2022/2023)
Vote: 542.

Mulang, H. (2021). The effect of competences, work motivation, learning environment on human resource performance. *Golden Ratio of Human Resource Management*, 1(2), 84-93.

Musumi, K., & Mkulu, D. G. (2020). Instructional leadership styles on students' academic performance in public secondary schools in Tarime urban district, Mara-Tanzania. *International Journal of Humanities and Education Development (IJHED)*, 2(6), 454-463.

Namaganda, A. (2020). Continuing professional development as transformational learning: A case study. *The Journal of Academic Librarianship*, 46(3), 102152.

Nambooze, A. (2019). Factors Affecting Teacher Turnover in Private Secondary Schools: A Case Study of Mukono District in Uganda.

Namutebi, E. (2019). Instructional leadership and lecturers' job performance in public universities in Uganda. *Makerere Journal of Higher Education*, 10(2), 93-118.

Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education*. Teachers College Press.

Northouse, P. G. (2016). *Leadership theory and practice* (8th edition). Sage publications.

Novozhenina, A., & López Pinzón, M. M. (2018). Impact of a professional development program on EFL teachers' performance. *How*, 25(2), 113-128.

Ntege, J. L., Wilson, K. G., Mugizi, W., & Phillip, O. (2023). Effect of the Collaborative School Inspection Approach on Teacher Instructional Effectiveness in Government-aided Primary Schools of Nakisunga County, Mukono District, Uganda. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(5), 1581-1589.

Ofor-Douglas, S. (2022). Physical Resource Management and Maintenance Culture in Nigerian Universities. *East African Journal of Interdisciplinary Studies*, 5(1), 40-49.

Ogwang, T. H. (2023). Teacher agency in the reform of universal primary education in Uganda. *The Curriculum Journal*, 34(2), 248-264.

Oketcho, E. J., Ssempala, F., Ujeyo, M. S. S., & Atibuni, D. Z. (2020). Head teachers' Management Styles and Teachers' Role Performance in Secondary Schools in Tororo District, Uganda. *Journal of Education*, 200(2), 111-119.

Okia, H. S., Naluwemba, E. F., & Kasule, G. W. (2021). Status of support supervision and performance of primary school teachers in Uganda: A qualitative perspective. *International Journal of Education and Social Science Research*, 4(3), 115-134.

- Onyema, E. M. (2020). Integration of emerging technologies in teaching and learning process in Nigeria: The challenges. *Central Asian Journal of Mathematical Theory and Computer Sciences*, 1(1), 35-39.
- Osiesi, M. P. (2023). Assessment, Evaluation and Monitoring of Teaching and Learning in Nigeria Primary Schools: Challenges and Implications for Teachers. *Utamax: Journal of Ultimate Research and Trends in Education*, 5(1), 70–81.
- Osuala, R. C., Onwuagboke, B. B. C., & Chukwudebelu, C. B. (2015). Implementation of Team Teaching in Selected Tertiary Institutions in Nigeria. *Journal of Educational and Social Research*, 5(3), 221–227. <https://doi.org/10.5901/jesr.2015.v5n3p221>
- Özgenel, M., & Mert, P. (2019). The role of teacher performance in school effectiveness. *International Journal of Education Technology and Scientific Researches (IJETSAR)*.
- Pak, K., Polikoff, M. S., Desimone, L. M., & Saldívar García, E. (2020). The adaptive challenges of curriculum implementation: Insights for educational leaders driving standards-based reform. *AERA Open*, 6(2), 2332858420932828.
- Parinduri, R. Y., Tampubolon, K., & Siregar, B. (2023). The Influence of Educational Administration on Teacher Performance at Sma Negeri 1 Serbajadi, Serbajadi District, Deli Serdang Regency. *International Journal of Educational Review, Law and Social Sciences (IJERLAS)*, 3(1), 235-248.
- Penrabel, R. P. M., de Oliveira Bastos, P. R. H., & Biberg-Salum, T. G. (2022). The Perspectives and Challenges of the Competency-Based Curriculum in Medical Education: A Literature Review. *Creative Education*, 13(10), 3191–3203.

- Pratiwi, D. P., & Warlizasusi, J. (2023). The Effect of Principal Leadership and Work Motivation on Junior High School Teacher Performance. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), 18-25.
- Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. Thousand Oaks, CA: SAGE.
- Reza, M. H. (2019). Components of transformational leadership behavior. *EPRA International Journal of Multidisciplinary Research*, 5(3), 119-124.
- Rosinger, K. O., Sarita-Ford, K., & Choi, J. (2021). The role of selective college admissions criteria in interrupting or reproducing racial and economic inequities. *The Journal of Higher Education*, 92(1), 31-55.
- Sabwami, K. M., Areba, G. N., & Abenga, E. (2020). Effect of principals' practices of transformational leadership on the management of school financial resources in public secondary schools of Trans-Nzoia County, Kenya. *International Journal of Education and Research*, 8(7), 145-160.
- Salendab, F. A. (2021). School Heads' Administrative Supervision: Its Relation to the Program Accreditation of Private Higher Education Institutions (PHEIs) in Region XII. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(13), 194-202.
- Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education*, 101, 103305.
- Saysin, S., & Dhammapissamai, P. (2023). Developing Teachers to Enhance Students' Effective Teamwork Skills. *World Journal of Education*, 13(2), 1. <https://doi.org/10.5430/wje.v13n2p1>

Sengendo, D., & Eduan, W. (2024). Headteachers' Transformational Leadership and its Influence on Academic Performance: A Case of Public Secondary Schools in Uganda. *East African Journal of Education Studies*, 7(1), 61-76.

Settineri, S., Frisone, F., Merlo, E. M., Geraci, D., & Martino, G. (2019). Compliance, adherence, concordance, empowerment, and self-management: five words to manifest a relational maladjustment in diabetes. *Journal of multidisciplinary healthcare*, 299-314.

Shaukat, S., & Chowdhury, R. (2020). Teacher educators' perceptions of professional standards: Implementation challenges in Pakistan. *Issues in Educational Research*, 30(3), 1084-1104.

Shinde, S. V. (2018). *Functions of management*. Lulu.com.

Siangchokyoo, N., Klinger, R. L., & Campion, E. D. (2020). Follower transformation as the linchpin of transformational leadership theory: A systematic review and future research agenda. *The Leadership Quarterly*, 31(1), 101341.

Smylie, M. A., & Denny, J. W. (2015). Teacher leadership: Tensions and ambiguities in organizational perspective. *Educational Administration Quarterly*, 26(3), 235-259.

Spillane, J. P. (2006). *Distributed leadership*. John Wiley & Sons

Spillane, J., Halverson, R., & Diamond, J. (2021). Investigating school leadership practice: A distributed perspective. *Educational Researcher*, 30(3), 23-28.

Ssekamwa, J. C. (2001). *History and Development of Education in Uganda*. Kampala: Fountain Publishers.

Stoudt, J. G. (2022). *Teacher Stress, Burnout, and Turnover Related to Accountability for Student Performance*. Immaculata University.

Stronge, J. H. (2018). *Qualities of effective teachers*. Ascd.

Sulit, A. (2020). Leadership Can't Stand Alone: Why School Districts Need Policy to Increase Teacher Retention. *eJEP: journal of Education Policy*, 21(2), n2.

Svendsen, B. (2020). Inquiries into Teacher Professional Development—What Matters? *Education*, 140(3), 111-130.

Tantawy, N. (2020). Investigating teachers' perceptions of the influence of professional development on teachers' performance and career progression. *Arab World English Journal (AWEJ) Volume*, 11.

Tarraya, H. O. (2023). Teachers' Workload Policy: Its Impact on Philippine Public School Teachers (Public Policy Analysis and Review). Online Submission.

Trafimow, D., & Earp, B. (2017). Can a good theory be a dangerous thing? The case of the theory of planned behavior. *Journal of Experimental Social Psychology*, 70, 1-10.

Tugumisirize, N., & Masagazi, J. Y. (2021). The Relationship between Anxiety and Teacher Performance in Private Secondary Schools. *International Journal of Academic Research in Business and Social Sciences*, 11(11), 2650-2665.

Tumuheise, A., Ssempala, F., & Twinamasiko, F. (2023). Factors affecting implementation of competence-based curriculum in selected Secondary Schools of Kabale Municipality- Kabale District. 10(2), 94–105.

Turnadiet, Sasongko, R. N., Kristiawan, M., Oktaria, S. D., & Susanto, E. (2021). The Role of School Leadership in Improving Teachers and Employee Work Disciplines. *Education Quarterly Reviews*, 4(2).

Tusiime, W. E., Johannesen, M., & Gudmundsdottir, G. B. (2022). Teaching art and design in a digital age: challenges facing Ugandan teacher educators. *Journal of Vocational Education & Training*, 74(4), 554-574.

- Van Waeyenberg, T., Peccei, R., & Decramer, A. (2022). Performance management and teacher performance: The role of affective organizational commitment and exhaustion. *The International Journal of Human Resource Management*, 33(4), 623-646.
- Von Feigenblatt, O. (2023). The Perfect Storm: Structural and Contextual Factors Exacerbating the Teacher Shortage in Florida. *Hallazgos*, 20(39).
- Wang, X. H., Wang, H. P., & WenYa, L. (2023). Improving the Quality of Career Decision-making of Students in Chinese Higher Vocational Colleges. *SAGE Open*, 13(2), 1-14.
- William Deresiewicz (2024). *Excellent sheep; The mis-education of the American Elite and the way to a meaningful life.*
- Wong, Z. Y., & Liem, G. A. D. (2022). Student engagement: Current state of the construct, conceptual refinement, and future research directions. *Educational Psychology Review*, 34(1), 107-138.
- World Bank Report (2008). *Governance, Management, and accountability in secondary Education in Sub-Saharan Africa.*
- Yin, K. R. (2003). *Case study Research Design and Methods* (3rd edition). USA: Sage Publications.
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.
- Zheng, C., Jiang, Y., Zhang, B., Li, F., Sha, T., Zhu, X., & Fan, W. (2023). Chinese kindergarten teachers' proactive agency in job crafting: A multiple case study in shanghai. *Early Childhood Education Journal*, 1-16.

Zuze, T. L., & Juan, A. (2020). School leadership and local learning contexts in South Africa. *Educational Management Administration & Leadership*, 48(3), 459-477.

APPENDICES

Appendix 1: Consent Form

Introduction: Good morning/Afternoon. I am **Babukiika Allan**, a researcher /student from the Uganda Christian University, and I am conducting a study entitled **“EFFECT OF ADMINISTRATIVE ROLES ON TEACHER-ADMINISTRATOR’S DUAL PERFORMANCE: A CASE OF SELECTED SECONDARY SCHOOLS IN MUKONO MUNICIPALITY MUKONO DISTRICT”**

Purpose of the study: The study aims at determining the effects of administrative roles on teacher-administrative dual performance in selected secondary schools in Mukono Municipality.

Procedure of study: You have been selected to take part in the research, and I'd like to inquire about the study topic. Your input will assist in addressing the research questions and highlighting the significance of the study to stakeholders.

Confidentiality: Each participant will be assigned a distinct identification number, with their names and personal details omitted to ensure confidentiality. Written consent will be obtained prior to participation, and confidentiality and anonymity will be emphasized throughout data collection. Responses will be considered as contributions from individual participants.

Benefits and Risks: The findings of this research will be valuable to policymakers in education, Mukono District Education Office, and future researchers in related fields.

APPENDIX 2: INTERVIEW GUIDE

What are the different leadership duties performed by teacher-administrators in addition to their regular teaching responsibilities in secondary school in Mukono Municipality?

1. Describe the specific leadership duties and responsibilities you fulfill as a teacher-administrator in addition to your teaching role?
2. How do you prioritize and balance your teaching responsibilities with your leadership duties within the school setting?
3. Could you provide examples of leadership initiatives or projects you have undertaken that have had a positive impact on the school community.

How do administrative responsibilities affect teacher-administrator performance?

4. In your opinion should teachers keep on playing the dual roles of administration and teaching? If yes or No give reasons for your answer.
5. Have there been instances where your administrative workload has directly affected your teaching practice, and if so, how did you address these challenges?
6. In what ways do your administrative tasks influence your ability to meet the educational needs of your students effectively?
7. How do you perceive the impact of your administrative responsibilities on your teaching performance in the classroom?

What are the challenges faced by teacher-administrators in balancing their administrative and teaching responsibilities in the secondary schools?

8. What are some of the main challenges you face in maintaining a balance between your administrative and teaching responsibilities
9. How do you manage competing demands between administrative tasks and classroom instruction on a day-to-day basis?
10. Discuss any strategies or approaches you have found effective in addressing the challenges of juggling administrative and teaching roles simultaneously.

End

Appendix 3: Approval Notice



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

UG-REC-026 Approval Version 4.0

16th July, 2024

16th July, 2024

Allan Babukiika
Uganda Christian University
0773064853
Email: byamusezi@gmail.com

UG-REC-026 APPROVAL NOTICE

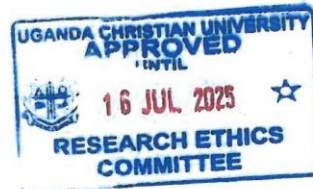
To: Allan Babukiika, Principal Investigator

Re: UCU-REC Application titled: **Effect of administrative roles on teacher-administrator's dual performance in selected secondary schools in mukono municipality mukono district**

Application Number: UCUREC-2024-938

Version: 4.0

Type: Initial Review
 Protocol Amendment
 Letter of Amendment (LOA)
 Continuing Review
 Material Transfer Agreement
 Other, Specify:



I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 16th July, 2024, to 16th July, 2025
This research is considered *minimal risk category*.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.

1 of 2

A Centre of Excellence in the Heart of Africa

P.O. Box 4, Mukono, Uganda (East Africa), Plot 67-173, Bishop Tucker Road, Mukono Hill, Tel: +256 (0) 31 235 0800, www.ucu.ac.ug
[Ugandachristianuniversity](#) [@UCUniversity](#), Founded by the Province of Church of Uganda, Chartered by the Government of Uganda.



A Centre of Excellence in the Heart of Africa

5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 16th July, 2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Masters Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC_026:

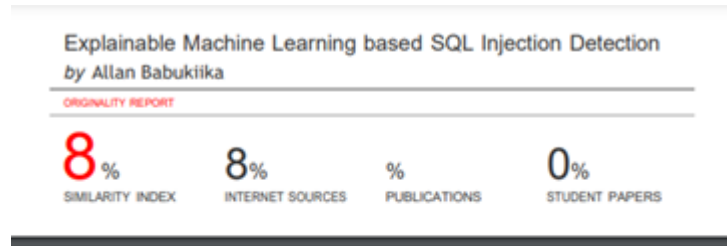
	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-06-25
2.	Data collection tools	English	1.0	2024-06-25
3.	Informed Consent Form	English	1.0	2024-06-25

Signed and Stamped

Prof. Peter Waiswa,
UCUREC Chairperson,
pwaiswa@musph.ac.ug

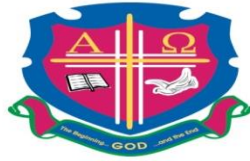


Appendix 4: Turnitin Report



PRIMARY SOURCES

1	www.mdpi.com Internet Source	1 %
2	cps-vo.org Internet Source	1 %
3	en.cybersecura.com Internet Source	1 %
4	eprints.soton.ac.uk Internet Source	1 %
5	essay.utwente.nl Internet Source	1 %
6	www.ijjsae.org Internet Source	1 %
7	trap.ncirl.ie Internet Source	1 %
8	www.ijair.id Internet Source	1 %



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 25/5/2025

Name of Candidate: BABUKIIKA ALLAN

Reg. No: RJ22M06/006

Title of Dissertation: **EFFECT OF ADMINISTRATIVE ROLES ON TEACHER-ADMINISTRATOR'S DUAL PERFORMANCE;
A CASE OF SELECTED SECONDARY SCHOOLS IN MUKONO MUNICIPALITY MUKONO DISTRICT**

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	Overall structure and presentation:		
1	There is need for the candidate to make the study topic and/or focus lucid.	Topic adjusted and shortened. 18 words considered as per UCU research guideline.	Cover page
2	There is need for the candidate to thoroughly edit his	Edited as suggested	Entire dissertation

	dissertation.		
3	There is need for the candidate to revise the Table of Content appropriately.	Table of Contents revised appropriately	Table of Contents (Page V)
4	There is need for the candidate to conceptualize the study appropriately and do not talk of things that are beyond the scope of his study.	Edited as proposed	Abstract (Page xii)
	Chapter One: Introduction		
5	There is need for the candidate to make sure that the study objectives and questions are well aligned with the study topic and/or focus.	Objectives and research questions adjusted as required	Objectives (Page 18) Research questions (Page 18)
	Chapter Two: Literature Review		
6.	There is need for the candidate to ensure that the theories he presents in are in line with his study conceptualization.	Distributed and Transformational Leadership Theory used which is in-line with the variables.	Theoretical review (Page 22-25)
	Chapter Three: Methodology		
7.	The candidate must make sure that all the Tables are presented within acceptable page margins e.g. see pg. 40.	Corrected as required	Table 3.1 (Page 67, 69)

8.	The candidate must indicate how many interviews were conducted? What was the protocol followed? What data saturation reached? If yes, at what point was it reached?	Included as suggested	Sample size determination (Pg 68) Interviews (Page 73) Protocol (page 74)
9.	The candidate ought to appropriately indicate how validity and reliability of the data collection was established and the associated results.	The validity and reliability of the data collection was established	Validity and reliability (Page 75-76)
Chapter Five: Discussion of Results			
10.	The candidate should make sure that the presents his dissertation in short and clear paragraphs e.g. See pg. 75.	Paragraphs shortened and made clear as proposed	Discussions (Page 114-128)
Chapter Six: Conclusions & Recommendations			
11.	The candidate must make sure that each chapter start on a fresh page e.g. See pg.78.	Each chapter started on a fresh page	Chapter 5 (Page 131) and the Entire dissertation
References and Appendices			
12.	There is need for the candidate write all the references correctly following the APA 7th Edition Format.	APA 7 th edition used.	References (Page 139)
13.	The candidate must ensure that each Appendix has a heading		Appendices (Page 156,

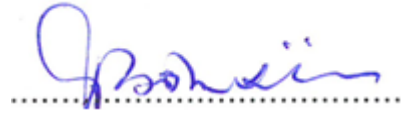
	which is informative		158, 160, 162)
--	----------------------	--	----------------

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Need for the candidate write all the references correctly following the APA 7th Edition Format.	APA 7 th edition used.	References (Page 139 - 155)
2	Need for the candidate to make the study topic and/or focus lucid.	Topic adjusted and shortened. 18 words considered as per UCU research guideline.	Cover page

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	The topic should be made shorter if possible	Topic adjusted and shortened. 18 words considered as per UCU research guideline.	Cover page
2	Advised to adjust the research background since the background was just based on his experience	Background adjusted as suggested	Background (Page 1-14)
3	Research begins and ends with literature		
4	The problem statement should be adjusted	Problem statement adjusted as suggested	Statement of the problem (Page 16)

5	The purpose didn't connect well	Purpose of the study adjusted as suggested	Purpose (Page 18)
	The work was good, but it could be improved.		

ABUKIIKA ALLAN



Candidate's Name

Signature

Mr. LUGEMWA PATRICK



Supervisor's Name

Signature