

**HEADTEACHERS PLANNING STRATEGIES AND STAFF ACADEMIC  
DEVELOPMENT IN SELECTED GOVERNMENT SECONDARY SCHOOLS IN  
MANAFWA DISTRICT UGANDA**

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OF EDUCATION ADMINISTRATION AND PLANNING OF UGANDA CHRISTIAN UNIVERSITY**

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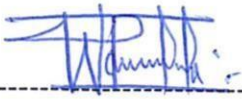


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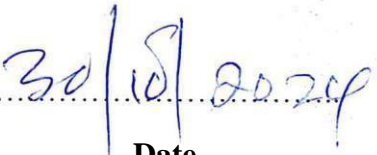
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## DECLARATION

I Wantsala Robert hereby declare that this research report on the Head teacher's Planning strategies and staff Academic development in the selected government secondary schools in Manafwa District is my original work and has never been submitted before to any University or any Academic institution of higher learning for any award.

Signed  .....

**Wantsala Robert**

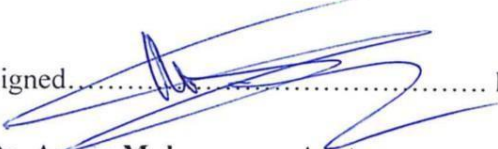
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**Date**

## APPROVAL

This dissertation titled "Head teachers' planning strategies and staff academic development in selected government secondary schools in Manafwa District - Uganda was developed under my supervision and is now submitted for Examination with my approval.

Signed.....



Date .....

30/10/2024

**Dr. Aaron Mulyanyuma Ayeta**

**Supervisor**

## DEDICATION

I dedicate this piece of work to my dear mother Alice Kuloba who toiled in thin and thick to see me succeed in academic journey but rested long before eating from her sweat and My wife, The Rev Recheal Wantsala who was by my side to encourage me through this course and our children Corban, Alice, Rebecca and Arabella were of great motivation.

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## ABSTRACT

This study looked at head teacher`s planning strategies and staff academic development in selected government secondary schools in Manafwa District. This was due to change of policy for every teacher in Uganda to hold a bachelor`s degree, yet many teachers were diploma holders (National Teacher Policy 2018). This was guided by the following objectives; To examine the effect of priority setting on staff academic development in selected government secondary schools in Manafwa District. To assess the effect of resource allocation on staff academic development in selected government secondary schools in Manafwa District. To establish the effect of communication strategies on staff academic development in selected government secondary schools in Manafwa District. A descriptive design was employed alongside purposive and simple random sampling in which 72 respondents were used. Both qualitative and quantitative methods of data collection were used; including individual interviews and questionnaires. The findings revealed varied perception as regards resource allocation for professional development. On communication strategies towards staff academic development, the findings revealed mixed perception among staff as regards its effectiveness. Basing on the research findings, the researcher wishes to make the following recommendations aimed at improving head teachers` planning strategies and staff academic development in government secondary schools in Manafwa District. Head teachers should implement regular needs assessment to understand specific priorities and requirements of staff members regarding professional development. District local government to offer training and development opportunities for head teachers and staff members to enhance their communication skills. More resources to be channeled to teachers` academic development through offering them scholarships and improving on E- learning strategy to staff. New education policies to be communicated to teachers early enough, and in their budgets, head teachers should put staff development as a priority.

## CHAPTER ONE

### INTRODUCTION

#### **Introduction**

This chapter provided a comprehensive overview of the research, starting with the historical and contextual background. It also delved into the conceptual background and theoretical framework that underpin the study. Additionally, the chapter explored the statement of the problem, research objectives, key research questions, scope, significance, justification, and definition of key terms. The main purpose of this research was to investigate how the planning strategies of head teacher's impact staff academic development in selected government secondary schools in Manafwa District.

The researcher investigated head teachers' planning strategies on staff academic development in Manafwa District in areas of professional development by budget for refresher courses, offering of scholarships, E- learning programs, exchange programs among others to suit the National Teacher Policy, (2018). Where every teacher in Uganda is to be at least a holder of a bachelor's degree.

#### **1.1. Background of the study**

The background of the study highlighted the evolution of educational practices and planning strategies in secondary schools over time, shedding light on past trends and approaches. The contextual background provided an understanding of the specific setting in which the research takes place, including the educational system, policies, and socio-economic factors that may influence head teachers' planning strategies

## Historical Background

The evolution of educational practices has been influenced by diverse historical and cultural contexts. In ancient civilizations like Egypt and Greece, education was a privilege reserved for the elite, emphasizing subjects like philosophy, mathematics, and rhetoric. These societies valued knowledge and intellectual pursuits, contributing to advancements in various fields.

In the middle ages, education centered on religious institutions, with monasteries and cathedrals serving as centres of learning; the focus was primarily on religious education, and access to learning was limited to clergy and the nobility.

Teacher Professional Development (PD) plays a vital role in the academic development of government secondary schools in Uganda. By providing on-going training and support, Professional development programs enable teachers to enhance their teaching skills and stay abreast of the latest education trends and best practices. Continuous professional development empowers teachers with new instructional strategies, methodologies, and content knowledge, which, in turn, positively impact student learning outcomes. Additionally, Professional development fosters a culture of continuous improvement and reflective practice among educators, promoting a professional learning community within the school. By investing in teacher professional development, schools can ensure that their faculty remains competent, motivated, and well-equipped to address the evolving needs of the students and deliver quality education.

Teacher professional development has been recognized as a critical factor in improving student learning outcomes, as highlighted by UNESCO (2021). The study conducted by Kyeyune et al. (2018) in government secondary schools in Uganda further supports this notion, revealing that teacher professional development programs had a positive impact on academic achievement. These programs equip teachers with new pedagogical approaches, subject knowledge, and instructional strategies, enabling them to deliver quality education and address the diverse needs of their students effectively. As teachers continuously develop their skills and knowledge through professional development, they become better equipped to create engaging and student-centred learning environments, leading to improved academic performance and enhanced student outcomes. This evidence underscores the significance of investing in teacher professional development as a means to elevate the overall quality of education in government secondary schools in Uganda and beyond.

In line with the above, the Head teachers in Manafwa District were to plan for staff academic development by way of budgeting for scholarships for staff, exchange programs, offering refresher courses to staff among others, training plan for teachers below a degree so as to be in line with the national teacher policy (2018).

Scholars like Rana Hassan (2020) have highlighted persistent issues, including limited access to quality education despite increased student enrolment due to initiatives like Universal Post Primary Education and Training Program (UPPET) and Universal Secondary Education (USE). While the introduction of Post 'O' level Education and Training (UPOLET) has shown promise, a mix of programs has resulted in poor quality. The shortage of qualified teaching staff, overcrowded classrooms, and inadequate

funding for education further exacerbate these challenges. Additionally, many schools lack essential resources specified in the Uganda Education Act (2008), affecting the teaching and learning process and leading to poor academic performance.

According to the World Bank (2018), government funding had traditionally been the primary source of financial support for secondary schools. However, alternative strategies such as tuition fees and privatization policies have been proposed to supplement education funding. As part of the head teacher's planning strategies, comprehensive planning should encompass administration, organization, direction, and coordination of activities within the school. Looking back at the history of education, informal or indigenous education predated the introduction of formal education by Christian missionaries

In more recent times, Godwin Tindyebwa Muhangi (2019) presents recommendations focused on planning and academic development in secondary schools. His proposals include advocating for alternative sources of income for schools, interventions to increase access to secondary education, in-service training for managers on effective project planning and curriculum changes, and measures to reduce education costs for poor households.

### **1.1.2. Contextual Background**

The interplay between national and global influences in education necessitates a strategic and flexible approach by head teachers to foster effective learning environments that prepare students for an interconnected and rapidly changing world.

National educational policies play a critical role in shaping head teachers' planning strategies and decision-making processes. Each country establishes its unique set of educational policies and regulations, encompassing curriculum design, assessment methods, and accountability measures. These policies define the parameters within which head teachers operate, impacting their autonomy and decision-making authority. Head teachers must navigate the intricacies of these policies, aligning their planning strategies with national educational goals and standards to ensure compliance with government directives. Balancing the demands of national policies with the needs of their schools and students requires skilful leadership and strategic thinking.

Head teachers in these settings face the challenge of addressing the specific needs and challenges of their students and communities while operating within resource limitations. By considering the socio-economic context, head teachers can develop responsive strategies that contribute to the overall well-being and academic success of students in disadvantaged areas.

Demographic and student diversity in schools present head teachers with the critical responsibility of planning educational programs and support services that cater to the varying learning needs, cultural backgrounds, and abilities of their students. Inclusive education practices that aim to provide equal opportunities for all students, regardless of their differences, necessitate differentiated approaches in planning. Head teachers must consider diverse factors such as students' learning styles, language proficiency, socio-economic backgrounds, and individual challenges or disabilities.

Rapid technological advancements have ushered in a new era in education, fundamentally transforming the teaching and learning process. The integration of digital tools and platforms has opened up unprecedented opportunities for head teachers to enhance educational experiences for students. From interactive multimedia content to online collaborative platforms, technology offers diverse resources that cater to different learning styles and abilities. Head teachers must carefully consider how to leverage these technological innovations effectively to optimize resource allocation.

The Education Act of 2008 in Uganda designates head teachers as the accounting officers responsible for both infrastructure and staff academic development in their schools. They are responsible for implementing government policies and resolutions of the board of governors. As part of their duties, head teachers come up with planning strategies to promote academic development, including creating budgets for expenditure, education, and revenue.

In 2022/ 2023 budget, the minister of finance Hon. Matia Kasaija, (June 2023), in the budget speech allocated 4.14 trillion to the Ministry of Education and sports to training of teachers and instructors, construction of education centres among others.. However, despite these efforts, staff academic development in Manafwa District remained low due to factors such as poor teaching quality, and insufficient funding, yet according to the findings, the District fell far below the government requirement with over 47.2% of teachers being Diploma holders ( Manafwa District status report 2023). To address these challenges, the researcher investigated head teachers' planning strategies in selected government secondary schools in Manafwa District to

identify ways to improve staff academic development. Effective planning, priority setting, resource allocation and effective communication to enhance further studies for staff, E-learning opportunities, staff welfare, ethical development all of which instill professionalism hence staff development.

### **1.1.3. Conceptual Background**

Head teachers in government secondary schools play a pivotal role in driving staff academic development. They are tasked with implementing effective planning strategies that foster academic success within their institutions. These planning strategies encompass a range of methods, techniques, and approaches employed by head teachers to manage their schools efficiently. It involves careful planning, organizing, directing, and controlling of resources and activities to achieve academic goals and enhance the overall learning experience. Staff academic development, in this context, refers to the comprehensive process of promoting and improving the academic abilities and skills of teachers. Pauline Ghenghesh (2018), This includes initiatives to enhance the quality of teaching and learning, curriculum development to meet educational standards, and providing essential academic support services to address individual learning needs. Through proactive planning strategies and dedicated efforts, head teachers can create an environment that nurtures academic growth, empowers teachers, and ultimately fosters the staff academic development.

In government secondary schools, the head teacher holds a significant position as the person in charge of managing the institution and ensuring academic development. These government secondary schools are run by local authorities and rely on state funding to operate. The head teacher's responsibilities include overseeing the day-to-

day operations of the school, managing staff and resources, and ensuring that academic goals are effectively met. To promote academic development, head teachers employ various planning strategies, one of which is curriculum development. Collaborating with the school's curriculum team, the head teacher works to develop and implement an appropriate curriculum that aligns with the needs of the students. The curriculum should be relevant to current trends in the education sector and should adhere to government policies and regulations (Okotie & Imogie, 2019). By employing effective curriculum development strategies, head teachers can enhance the quality of education offered in their schools, ensuring that students receive a well-rounded and relevant academic experience that prepares them for future success.

Head teachers in government secondary schools play a vital role in driving academic development by prioritizing the professional development of their teachers. Investing in workshops, seminars, and conferences allows head teachers to create opportunities for continuous learning and growth among the teaching staff. Through these professional development initiatives, teachers can acquire new teaching techniques, stay updated with educational trends, and deepen their subject knowledge, all of which contribute to a high-quality educational experience for students. As head teachers foster a culture of ongoing learning and improvement, they empower their teachers to be more effective and innovative in their classrooms. This, in turn, positively impacts student learning outcomes and overall academic development. By nurturing a committed and well-equipped teaching force, head teachers pave the way for academic excellence and success in their public secondary schools.

Adopting a student-centered approach to teaching and learning is a crucial planning strategy employed by head teachers in public secondary schools. By prioritizing students' needs, interests, and individual learning styles, head teachers create a conducive learning environment that promotes active student participation and engagement. When students are encouraged to take an active role in their learning process, they develop a sense of ownership over their education, which leads to increased motivation and enthusiasm for learning. As a result, students become more self-directed learners, taking responsibility for their academic progress and success. This student-centered approach also enhances students' critical thinking and problem-solving skills, as they are encouraged to explore and discover knowledge through hands-on activities and collaborative learning experiences. The positive impact of this approach is reflected in improved academic outcomes, as students become more confident, competent, and enthusiastic learners, laying the foundation for their academic and personal growth (Okotie & Imogie, 2019). Effective leadership is another key aspect of head teachers' planning strategies. By providing strong leadership, head teachers can shape a positive school culture and set clear academic goals. Communicating expectations and providing guidance and support to both staff and students contribute to a thriving learning environment (Kafyulilo, 2018). Head teachers play a critical role in promoting academic development in government secondary schools. By employing planning strategies such as curriculum development, professional development, student-centred approaches, and effective leadership, head teachers can create a favourable learning environment that fosters academic success among students.

Academic development in government secondary schools is a multifaceted process aimed at enhancing the overall educational experience and outcomes for students. Head teachers and educators play a pivotal role in creating a favourable learning environment that fosters academic excellence, critical thinking, and personal growth. This involves adopting effective teaching strategies, implementing a well-designed curriculum that meets educational standards, and providing opportunities for professional development for teachers to continually improve their instructional practices. Academic development also encompasses the provision of support services to address the diverse needs of students, promoting inclusive education and personalized learning experiences. Moreover, schools must prioritize student engagement, motivation, and active participation in the learning process, cultivating a culture of continuous learning and intellectual curiosity. By focusing on academic development, government secondary schools can equip students with the necessary knowledge, skills, and competencies to thrive in their academic pursuits and prepare them for future success in higher education and the workforce (OECD report, 2020).

#### **1.1.4. Theoretical frame work**

The study's approach in exploring the relationship between planning strategies and staff academic development in selected government secondary schools was informed by various relevant educational theories and models.

The Social Learning Theory, proposed by Albert Bandura (2021), was highly relevant to the study on the relationship between planning strategies and staff academic development in government secondary schools. This theory emphasized the principles of learning through observation, imitation, and modelling. In the context of academic

development, head teachers can create a positive and collaborative learning environment where students have opportunities to observe and learn from their peers' successes and experiences. By promoting a culture of peer support and cooperation, head teachers can enhance student engagement and motivation, as students learn from each other and feel empowered to take an active role in their learning process. Moreover, implementing group activities and collaborative learning approaches allows students to share their knowledge and skills, leading to a deeper understanding of the subject matter. The Social Learning Theory highlights how head teachers can leverage the power of social interactions and modelling to promote academic development in their schools, fostering a dynamic and enriching learning experience for all students.

Curriculum development models, such as the Tyler Model, the Taba Model, and Understanding by Design (UbD) by Wiggins and McTighe, were highly relevant to the study on the relationship between planning strategies and staff academic development in government secondary schools. These models provided systematic frameworks for designing curricula that align with educational goals and foster academic development. The Tyler Model focused on setting clear learning objectives, selecting appropriate learning experiences, and evaluating student progress. The Taba Model emphasizes a cyclical process of curriculum development that includes diagnosis of student needs, formulation of objectives, selection of content and learning experiences, and assessment. Understanding by Design (UbD) prioritizes the alignment of learning objectives, assessment methods, and instructional strategies to ensure meaningful and relevant learning experiences.

This theory revolved around the principles of inspiring and motivating followers to transcend their self-interests and work towards the collective goals of the organization. Head teachers who adopted a transformational leadership approach had a significant impact on staff academic development by creating a shared vision that aligned with the educational goals of the school. Through effective communication, they can inspire teachers to embrace innovative teaching methods and continuous professional development, ultimately leading to improved student learning outcomes. Furthermore, by providing support, encouragement, and recognition for teachers' efforts, transformational leaders foster a positive school culture, enhancing teacher morale and commitment to academic excellence. The study can explore how the principles of transformational leadership manifest in head teachers' planning strategies and how these strategies, in turn, influence academic development within the school community

The transformational leadership theory and contingency theory provided relevant theoretical frameworks for understanding head teachers' planning strategies in this context. Transformational leadership emphasized the role of head teachers in inspiring and motivating their staff to achieve a shared vision of academic excellence, fostering a positive school culture, and promoting continuous improvement. The contingency theory highlighted the importance of adapting leadership styles and planning strategies to the specific needs and circumstances of the school environment, considering factors such as school size, resources, and community dynamics. By incorporating these theoretical perspectives, head teachers designed effective planning strategies that prioritized teacher professional development and created a favourable learning

environment, ultimately enhancing staff academic development and student outcomes (Hanushek & Woessmann, 2008).

## **1.2. Problem statement**

To improve the quality of education and teachers, the 1992 government white paper on education recommended professionalization of the teaching profession and the 2013 teacher initiative for sub-Saharan Africa study and the 2016 education sub-sector recommended the development of a national teacher policy.

National Teacher Policy (2018) recommended all teachers in Uganda to at least hold a minimum of a Bachelor's degree.

But 47.2% of teachers in Manafwa District were Diploma holders hence below the said standard,

(Manafwa District status report 2023)

The researcher therefore investigated head teachers' planning strategies and staff academic development in selected government secondary schools in Manafwa District..

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### **1.2.1 Main Research Objective**

To investigate the effect of head teachers' planning strategies on staff academic development in government secondary schools in Manafwa District.

### **1.2.2 Specific Objectives of the Study**

This study was guided by the following specific objectives:

- i. To examine the effect of priority setting on staff academic development in selected government secondary schools in Manafwa District.
- ii. To assess the effect of resource allocation on staff academic development in selected government secondary schools in Manafwa District.

- iii. To establish effect of communication strategies on staff academic development in selected government secondary schools in Manafwa District.

### **1.5. Research Questions**

- i. What is the effect of priority setting on staff academic development in government secondary schools in Manafwa District?
- ii. What is the effect of resource allocation on staff academic development in government secondary schools in Manafwa District?
- iii. What is the effect of communication strategies on staff academic development in government public secondary schools in Manafwa District?

### **1.6. Scope of the study**

This study focused on investigating the head teachers' planning strategies in four key areas: priority setting, resource allocation, communication strategies, and staff academic development in selected government secondary schools in Manafwa District. The study specifically examined how head teachers set priorities for various school activities and initiatives, how they allocate resources such as finances, staffing, and facilities to support staff academic development, and how they employ communication strategies to foster effective, collaboration and engagement within the school community. The staff academic development aspect of the study encompassed various indicators, including scholarship awards, exchange programs, ethical practices, staff training plan, E- learning provision of refresher courses and total professionalism of the teaching profession

#### **1.6.2. Time scope**

The choice of the five-year period from 2019 to 2023 was significant for several reasons. Overall, the selected five-year period provided a holistic perspective on the

dynamics of staff academic development in selected government secondary schools and allowed for a thorough analysis of the strategies employed by head teachers in varying circumstances.

### **1.6.3. Geographical Scope**

The research was conducted in selected government secondary schools situated in Manafwa district, located in Eastern Uganda on the slopes of Mount Elgon. Manafwa district shares borders with Namisindwa, Bududa, Mbale, and Tororo districts. The district was established in 2005 after being carved out of Mbale district. It is approximately 20km from Mbale town and around 320km from Uganda's capital city, Kampala. The choice of Manafwa district for this study was driven by concerns raised by some residents about head teachers' planning approaches and the researcher's own observations of declining staff academic development in the area.

### **1.7. Justification of the Study**

The head teachers planning strategies on staff academic development was very necessary at the time when the National Education Policy (2018) recommended all teachers in Uganda to be at least holders of a Bachelor`s degree. Yet it was revealed that Manafwa District particularly was found to have over 47.2% of its teachers being Diploma holders. (Manafwa District status report 2023), hence were below the required standard.

Since not much had been studied in this area, conducting this study was very important so as to investigate head teachers planning strategies in areas of priority setting, resource allocation and communication strategies by way of offering

scholarships, refresher courses, exchange programs and many other remedies to improve on staff academic development.

### **1.8. Significance of the Study**

The significance of the study on head teachers' planning strategies and staff academic development in selected government secondary schools in Manafwa District laid in its potential to address critical issues and bring about positive changes in the education system.

By examining the planning strategies employed by head teachers, the study identified effective approaches that positively impact staff academic development. Implementing these strategies can lead to improved academic outcomes in Manafwa District.

The study shed light on the role of head teachers as leaders and how their planning strategies influence the school's overall development. Understanding effective leadership practices was found to empower head teachers to make informed decisions that benefited their schools and students.

The research provided valuable insights for educational policymakers and practitioners to develop evidence-based policies and practices. By understanding the link between planning strategies and staff academic development, stakeholders implemented targeted interventions to address specific challenges.

The study highlighted the importance of effective resource allocation in achieving staff academic development. Head teachers used this knowledge to optimize resource

utilization and ensure that funds were directed towards initiatives that positively impact students' learning experiences.

### **1.9 Limitation of the study.**

The limitations experienced in the study included;

A number of respondents sampled were not worthwhile; hence findings were difficult to generalize.

The study faced limitations regarding time available for its effective completion. This was because the researcher lived far away from the area of study and finding time for completion of intended task seemed difficult.

The study also faced cases of unwilling respondents due to government schools' regulations on sharing of official information envisaged in the official secrets Act.

The weather conditions in Manafwa at times being very rainy affected the mobility of the researcher.

## 1.9. Conceptual Frame work

### Independent Variables

#### Variables

#### Head teachers 'Planning Strategies

- Priority setting
- Resource allocation
- Communication strategies

### Dependent

#### Academic Development

- Scholarships
- Exchange programs
- Professionalism
- Training plan
- E. learning
- Ethical practices
- Refresher courses
- Staff well fare

#### Intervening Variables

- Government Policies and Regulations
- Funding Availability
- Access to ICT and Infrastructure
- Staff Motivation and Commitment

**Source:** Adopted from: Kombo and Tromp (2006) and modified by the researcher in 2023.

In this conceptual framework, the independent variables of head teachers' planning strategies—specifically priority setting, resource allocation, and communication strategies—interacted in ways that were expected to enhance academic development as the dependent variable. Through prioritizing initiatives such as scholarships, exchange programs, and professional development opportunities, head teachers were able to create an environment conducive to academic success and innovation (Kombo & Tromp, 2006). Effective resource allocation ensured that essential training plans, e-learning resources, and refresher courses were accessible, thereby improving the professionalism of teaching staff and promoting ethical practices within the school. Moreover, head teachers' communication strategies facilitated transparent dialogue among stakeholders, which fostered collaboration and engagement in the implementation of these academic initiatives.

The intervening variables—government policies, funding availability, access to ICT, and staff motivation—were critical in shaping these dynamics. For instance, supportive government policies and sufficient funding provided the necessary resources for infrastructural improvements and technological access, which were instrumental for the successful implementation of e-learning and other training programs. Similarly, the level of staff motivation and commitment served as a mediating factor; motivated staff were more likely to engage in professional development activities and adhere to ethical practices, further contributing to academic development. Thus, the interplay among these variables illustrated that strategic planning, underpinned by supportive external conditions and motivated personnel, was essential for fostering an environment where academic development could flourish.

### **1.10 Definition of key concepts**

**Staff academic development;** this will refer to empowering teaching staff and supporting them to acquire new levels of education so as to cope with the demands of

the time by way of offering them scholarships, trainings, E-learning, staff welfare, ethical practices among others.

**Head teacher`s planning strategies:** This is a process in which the head teacher defines the vision for the future of the school and identify its goals and objectives.

**Resource allocation;** this is strategically selecting and assigning available resources to a task or project to support organizational objectives.

**Communication;** this is exchanging of information by speaking, writing or using some medium like television.

**Priority setting;** this is a notional approach to find out what to regard as more important than the other.

**Supervision:** this is the function or act of overseeing something or somebody,

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0. Introduction

In this section, the researcher conducted an extensive search and evaluation of various books, articles, and journals that are relevant to the research project. The literature review phase involved identifying, analysing, and assessing research findings, observations, discussions, and opinions pertinent to the researcher's intended study.

#### 2.1. Theoretical review

The topic of head teachers' planning strategies and staff academic development in government secondary schools in Manafwa District, Uganda, required a comprehensive analysis of educational leadership theories and strategic management concepts, with a focus on how these theories applied to enhancing staff academic development. This section critically examined various studies and theories that discussed the role of planning in educational leadership and its influence on academic development.

*The Strategic Management Theory* provided an effective lens for understanding how head teachers' planning influenced staff development. According to Henry (2021), strategic management in education requires leaders to align institutional goals with staff professional growth. In secondary schools, effective planning strategies implemented by head teachers ensure that academic development programs are integrated into the broader institutional vision, allowing for continuous professional growth (Henry, 2021). However, Johnson and Scholes (2022) argued that while strategic management theories stressed planning, the practical implementation in public educational institutions often faces limitations such as inadequate resources

and bureaucratic constraints, which hinder staff development initiatives. This contradiction shows that while strategic management theoretically benefited staff development, real-world application fell short due to structural challenges.

*Transformational Leadership Theory* emphasizes that leaders inspired and motivated staff by promoting a shared vision and fostering a supportive environment (Burns, 2022). Applied to the educational context, head teachers who adopt transformational leadership practices can effectively improve staff academic development by actively engaging teachers in professional development planning and execution (Burns, 2022). Hallinger and Heck (2023) support this view by noting that transformational leaders in schools have shown better outcomes in staff motivation and academic performance. However, Northouse (2022) critiques this theory, noting that transformational leadership alone may not be sufficient in low-resource settings, such as government schools in Uganda, where structural and resource constraints can limit the scope of influence. This analysis suggests that while transformational leadership may be effective, its success is highly context-dependent, especially in settings with limited support. This analysis suggested that while transformational leadership was effective, its success was highly context-dependent, especially in settings with limited support.

*Instructional Leadership Theory* focused on the head teacher's role in guiding teachers' instructional practices and fostering an environment that prioritized student and staff learning outcomes (Leithwood, 2021). Leithwood and Jantzi (2021) argued that instructional leaders who integrated planning strategies, such as teacher training sessions and mentoring, were more likely to see improvements in staff academic performance. This theory aligned with findings by Mulford and Silins (2023), who observed that schools where head teachers actively guided academic strategies

experienced enhanced staff development and better student outcomes. However, criticism arose from studies like Spillane and Coldren (2022), which argued that instructional leadership could be overly top-down and might limit teachers' autonomy, thereby hindering innovation in instructional strategies. This raised the question of balance in instructional leadership, where a collaborative approach could be more effective in addressing the specific needs of secondary school staff in Manafwa.

*Participative Decision-Making (PDM) Theory* emphasized the involvement of staff in decision-making processes, which fostered a sense of ownership and commitment to professional development initiatives (Vroom & Yetton, 2022). In the context of secondary education, head teachers who included teachers in planning development activities created a conducive atmosphere for staff growth, which was crucial for academic development (Bush & Middle wood, 2023). However, Nwankwo (2022) pointed out that participative decision-making might not have been feasible in hierarchical education systems where decision-making power was centralized. In Ugandan government schools, for instance, head teachers faced administrative limitations that prevented full teacher participation in planning processes, leading to a lack of enthusiasm among staff members regarding development initiatives.

The reviewed theories reflected the importance of leadership and planning strategies in staff academic development but highlighted varying degrees of success based on contextual factors. While Strategic Management Theory emphasized structured planning, its effectiveness was curtailed in under-resourced environments. Conversely, Transformational Leadership provided a more adaptive approach, though it was limited by resource constraints that hindered its practical application in Ugandan government schools. Instructional Leadership directly aligned with staff development, promoting

targeted academic growth, though it lacked flexibility. Participative Decision-Making, while beneficial for engagement, faced practical challenges within rigid administrative systems.

## **2.2. Head teacher`s planning strategies and staff academic development**

The reviewed empirical studies provided insights into how Head teachers' planning strategies influence staff academic development, specifically teacher effectiveness in secondary schools. These studies utilized different methodologies and analytical approaches, revealing diverse findings and conclusions on the role of planning in educational leadership. A critical analysis of each study highlighted both the effective strategies and the challenges encountered in implementing these strategies within secondary school contexts.

Kooti and Nalukwago (2023) explored the effect of Head teachers' planning strategies on teacher effectiveness in Universal Secondary Education (USE) schools within Kaliro District. Utilizing a cross-sectional survey design, they employed a concurrent mixed-methods approach, integrating qualitative and quantitative data collection and analysis to achieve a comprehensive understanding of the issue. The researchers sampled 228 respondents, comprising 16 Head teachers, 16 leaders, and 196 teachers, selected through simple random, purposive, and stratified sampling techniques. Data collection methods included questionnaires and interview guides, with bio data presented graphically and key findings summarized in tables. This methodological triangulation enabled a robust analysis of the data, ensuring a well-rounded view of the Head teachers' planning strategies and their implications for teacher effectiveness.

The study revealed that Head teachers in Kaliro District achieved a standard level of planning strategies, focusing on curriculum development, assessment methods, and teacher training. However, it highlighted significant challenges, such as inadequate funding, a lack of motivational planning processes, and the teachers' struggle to allocate time for lesson planning, often managing these tasks during school hours. These challenges not only hindered the Head teachers' effectiveness but also indicated that many had not met the expectations of the School Management Committee (SMC) regarding planning and implementation strategies.

Moreover, while a majority of respondents recognized the Head teachers' active role in ensuring teaching quality and effectiveness, a notable minority disagreed, suggesting inconsistencies in supervision levels and planning implementation. This discrepancy raises concerns about the effectiveness of leadership within the educational setting and points to a potential disconnect between Head teachers' intentions and actual practices. Kooti and Nalukwago concluded that many Head teachers in USE schools had not fulfilled their planning roles adequately, lacking crucial strategies to enhance teacher effectiveness. The absence of motivational strategies, supportive feedback mechanisms, and comprehensive appraisal systems further exacerbated the challenges faced in promoting a conducive teaching environment.

The findings of Kooti and Nalukwago study underscore the vital link between Head teachers' planning strategies and teacher effectiveness in secondary schools. However, several critical observations can be drawn; the study's emphasis on inadequate funding as a barrier to effective planning highlights a systemic issue that extends beyond individual Head teachers. This suggests a need for policy-level interventions to ensure

that schools, particularly in resource-limited settings, receive adequate support to implement effective planning strategies. The challenge of teachers planning lessons during school hours points to a lack of structured time management within the educational environment. This indicates the need for head teachers to prioritize scheduling that allows teachers to engage in effective planning without compromising instructional time.

Variation in Supervision: The differing perceptions of head teacher effectiveness among staff may suggest a lack of consistent communication and engagement in the planning process. This calls for head teachers to foster a more collaborative environment where feedback is actively sought and valued, allowing for a shared understanding of goals and expectations. Motivational Strategies: The absence of motivational planning processes indicates a missed opportunity for head teachers to enhance teacher morale and effectiveness. Incorporating strategies that recognize and reward teacher performance could significantly improve overall instructional quality. Therefore, the study by Kooti and Nalukwago provides a valuable perspective on the critical role of head teachers' planning strategies in shaping teacher effectiveness in secondary schools. The identified challenges call for a multifaceted approach involving resource allocation, time management, improved supervision, and motivational strategies to create a supportive educational environment conducive to academic development.

Another study by Igundu et al. (2023) explored the connection between head teachers' planning skills and teacher effectiveness in secondary schools within the Calabar Education Zone, Nigeria. Employing a survey design, they sampled 282 head teachers

and 1,128 teachers and utilized two validated instruments to measure head teachers' planning skills and teacher job effectiveness. Their analysis, using Pearson Product-Moment Correlation Coefficient, found that head teachers' communication, motivation, and supervisory skills were significantly related to teacher effectiveness. Findings highlighted that head teachers' planning skills contributed to creating a supportive work environment for teachers, although challenges arose from inconsistent school management oversight. Igundu et al. recommended enhancing administrative support to enable head teachers to implement their planning strategies more effectively. Unlike Kooti and Nalukwago, who emphasized resource limitations, Igundu et al. focused on the importance of structured oversight in ensuring consistent planning outcomes in secondary schools.

Musa and Mbeya (2022) investigated the effect of head teachers' planning roles on teacher effectiveness in secondary schools within Banda Sub-County, Namayingo District, Uganda. Utilizing a mixed-methods approach, the study collected data from 165 participants, combining qualitative and quantitative analysis for a comprehensive exploration of planning strategies. The study found that head teachers frequently reviewed and approved work plans, coached teachers during preparation, and promoted a secure work environment. Reward systems, managed workloads, and responsibility-sharing were also identified as strategies that fostered teacher motivation and effectiveness. Musa and Mbeya's findings underscored the positive effects of a supportive planning environment on teacher effectiveness in secondary schools. However, the study also highlighted the importance of consistent oversight from district education offices to maintain accountability. While the findings aligned

with those of Kooti and Nalukwago and Igunnu et al., Musa and Mbeya emphasized that without continuous monitoring, planning efforts could become less effective over time.

Across these studies, the impact of head teachers' planning strategies on teacher effectiveness in secondary schools was consistently positive, though significant challenges were noted. Kooti and Nalukwago (2023) pointed to resource limitations in Uganda, while Igunnu et al. (2023) highlighted the need for robust administrative oversight in Nigeria. Both studies underscored the importance of institutional support in realizing effective planning strategies. Musa and Mbeya (2022) highlighted additional supportive planning strategies, such as reward systems and managed workloads that fostered teacher motivation and enhanced instructional effectiveness. Their study corroborated the conclusions of both Kooti and Nalukwago and Igunnu et al., stressing that external support and oversight were essential to sustain planning efforts over time.

Therefore, while head teachers' planning strategies positively influenced teacher effectiveness, the success of these strategies was contingent upon systemic support, including resource provision and continuous oversight. The findings indicated that, for head teachers in secondary schools to implement effective planning strategies, there needed to be a coordinated effort from both institutional and administrative bodies. This ensured that the benefits of planning extended beyond short-term gains to foster sustainable academic development among staff.

### **2.3. Head teachers' resource allocation strategies in public secondary schools**

This empirical literature review focuses on studies examining head teachers' resource allocation strategies in public secondary schools, specifically how these strategies

impact the implementation of infrastructure projects and educational outcomes. The review will not simply summarize the findings of these studies but will also provide a critical analysis, examining methodologies, approaches, and limitations.

A study by Gwaro and Ngacha (2023) focused on the role of head teachers' resource mobilization skills in implementing infrastructure projects within secondary schools in Kisii South Sub-County, Kenya. Recognizing the challenges of resource scarcity in educational institutions, the study examined how head teachers' ability to engage in activities such as fundraising and alternative income generation influenced infrastructure project outcomes. The focus on secondary education highlights the increased demand for specialized resources in this context, where facilities such as laboratories, libraries, and ICT centres are crucial to student success. The researchers adopted a mixed-methods approach with a concurrent triangulation research design. This approach allowed for comprehensive data collection through both quantitative surveys and qualitative interviews. The sample consisted of 198 teachers who completed questionnaires, complemented by 10 head teachers who provided insights as key informant interviewees. This methodological choice enhanced the depth of understanding, enabling the researchers to explore variations in resource mobilization skills among different head teachers (Gwaro & Ngacha, 2023).

Data were analysed using descriptive statistics and correlation analysis, ensuring a rigorous examination of the relationship between resource mobilization skills and project implementation. The study found that while some head teachers effectively engaged in resource mobilization, particularly through alternative income-generating activities, this was not a universal practice. Correlation analysis revealed a weak but positive relationship between head teachers' resource mobilization skills and the success of infrastructure projects in public secondary schools. One notable finding was that while teachers generally acknowledged head teachers' efforts in fundraising and alternative income generation, there were disparities in practices. This discrepancy indicates that while certain head teachers exhibited effective resource allocation strategies, others lacked the skills or motivation to implement them consistently. Additionally, the study concluded that head teachers' resource mobilization skills had

an insignificant impact on infrastructure implementation, suggesting that other factors, such as government funding and community support, might play a more substantial role (Gwaro & Ngacha, 2023).

The study highlighted the significance of stakeholder engagement in resource mobilization and project implementation. In the context of public secondary schools, this insight underscores the potential of involving parents, local government, and community members in resource allocation decisions to enhance infrastructure development. Given the broad array of facilities required in secondary education, the involvement of diverse stakeholders can lead to more sustainable funding and support for projects. The study's reliance on self-reported data from teachers and head teachers may introduce biases, as participants could have over- or under-reported the effectiveness of head teachers' resource mobilization efforts. Furthermore, the study's correlation findings indicate a weak positive relationship, which suggests that while head teachers' efforts in resource allocation are valuable, they may not be sufficient to drive meaningful project outcomes in schools without complementary support (Gwaro & Ngacha, 2023).

In secondary schools, infrastructure requirements are often more extensive than in primary schools, given the broader curriculum and specialized facilities frequently needed. This highlights the need for head teachers to not only possess resource mobilization skills but also to strategically allocate resources to meet the diverse needs of secondary education. This is especially critical for schools aiming to provide quality education in science and technology subjects, where facilities are paramount. The study suggests that strengthening resource mobilization training for head teachers and fostering stronger collaborations with the Ministry of Education could improve project outcomes. For secondary schools, this would likely involve additional support mechanisms to help head teachers secure sustainable funding sources, enabling them to undertake necessary infrastructure projects effectively. The role of policy interventions becomes even more significant in secondary settings, where resource needs directly affect curriculum implementation and student achievement (Gwaro & Ngacha, 2023).

Gwaro and Ngacha's study offered valuable insights into the challenges and opportunities associated with head teachers' resource allocation strategies. Although conducted in a secondary school setting, the findings resonate with issues faced in similar educational contexts, where resource mobilization and strategic planning are critical for infrastructure development. However, the weak correlation found suggested that while head teachers' efforts are beneficial, more comprehensive support structures and stakeholder engagement are essential for substantial improvements in resource allocation and project success.

Another study by Ganzallo, Oluwafemi & Ibeme, Patricia. (2021), explored the relationship between head teachers' resource mobilization strategies and goal attainment in public secondary schools in Odukpani Local Government Area of Cross River State, Nigeria. The researchers aimed to determine how effectively head teachers could leverage various types of resources—financial, physical, and human—to meet the educational goals set for secondary schools, amidst resource limitations and high expectations from the community. To assess the impact of resource mobilization on goal attainment, the study formulated three null hypotheses as guides. Using a survey research design, the researchers selected a sample of 330 teachers from a population of 940 through simple random sampling. Data were collected using a self-developed questionnaire titled "Head teachers' Resource Mobilization and Secondary School Goals Attainment Questionnaire (HRMSSGAQ)," which utilized a 4-point response scale. The questionnaire underwent a trial test with 33 teachers not included in the actual sample to ensure its reliability. The instrument achieved a high reliability coefficient of 0.93 using the Cronbach Alpha method, indicating strong consistency (Ganzallo, et al. 2021).

Data analysis involved Pearson's Product Moment Correlation Statistics, with significance tested at the 0.05 level. Findings revealed a significant positive relationship between head teachers' ability to mobilize resources (financial, physical, and human) and the attainment of educational goals in secondary schools. The analysis highlighted that head teachers who effectively mobilized these resources could better achieve goals related to infrastructure development, quality teaching, and student

performance. In particular, the study found that financial resource mobilization had a notable impact, emphasizing the importance of head teachers looking beyond government funding and exploring additional funding sources. The recommendations underscored that head teachers should adopt creative approaches to resource mobilization, such as partnerships with local businesses or community organizations, to fulfil the demands of secondary school education (Ganzallo, et al. 2021).

The study's use of a 4-point response scale and a strong reliability score suggests a robust methodology for measuring head teachers' resource mobilization skills. However, one potential limitation is the self-reported nature of the data, which could lead to bias if participants overestimated their resource mobilization effectiveness. Future studies might consider triangulating this data with observational methods or financial records for validation. Although the study was conducted in a primary school context, the findings are applicable to secondary schools, where resource demands are often higher. For instance, secondary schools generally require more specialized resources, such as laboratories and sports facilities. The study's emphasis on head teachers exploring alternative funding avenues aligns with the reality that government funding alone may be insufficient to support the needs of secondary education fully.

The study's emphasis on the need for head teachers to look beyond government support resonates with secondary schools' need for diversified funding. Engaging in partnerships with non-governmental organizations, community members, and private stakeholders can enhance the range of resources available for secondary education, directly impacting goal attainment. The study suggests policy interventions that encourage resource mobilization training for head teachers, which could be particularly beneficial in secondary schools where financial needs are greater. Such training could improve head teachers' skills in identifying and accessing diverse funding streams, ultimately supporting school goals related to infrastructure, quality of teaching, and student development.

This study reflected the critical role of resource mobilization in achieving educational goals. It demonstrates that financial, physical, and human resources are pivotal in enabling head teachers to meet infrastructure and quality standards in secondary

education. The findings suggested that while head teachers' efforts in resource mobilization positively impact educational outcomes, a comprehensive approach that involves training, community involvement, and policy support could further enhance goal attainment in public secondary schools.

#### **2.4 Head teachers' communication strategies in government secondary schools**

The study by Florence A. Odhiambo (2005) investigated the communication strategies employed by head teachers and their influence on academic performance in public secondary schools in Nyando District, Kenya. Odhiambo focused on identifying commonly used communication methods, the preferences of students regarding these methods, and the relationship between communication practices and academic outcomes. The study's sample included 30 head teachers, 150 teachers, and 270 students across 30 public secondary schools, with data collected via questionnaires.

Odhiambo's study used a descriptive survey design, which is suitable for gaining insights into communication practices and participant preferences. By targeting different groups (head teachers, teachers, and students), the study captured diverse perspectives on communication effectiveness within school settings. The study's reliance on questionnaires as the sole data collection method, however, may have limited the depth of responses, as questionnaires often constrain the scope of data due to their structured nature. Incorporating interviews or observations might have provided additional context on how communication strategies were actually implemented and perceived by stakeholders.

Data analysis revealed a number of key findings regarding communication methods and their impacts; School assemblies, staff meetings, and department-based communication were identified as the most effective and preferred communication methods by students and teachers alike. This preference highlights the value placed on direct, structured communication channels where both students and staff can receive messages clearly and simultaneously. The study found a direct positive relationship between effective communication from head teachers and academic performance. Students who experienced more clear and direct communication from their head

teachers demonstrated better academic performance. This suggests that consistent and structured communication may foster a learning environment that promotes discipline, focus, and motivation.

Issues such as message distortion, language barriers, and absenteeism among both students and teachers were identified as common obstacles to effective communication. These barriers, if unaddressed, can hinder the flow of information and contribute to misunderstandings that potentially affect academic outcomes. The study highlighted that communication practices that involve students, teachers, and head teachers together are perceived as more efficient. Students preferred face-to-face communication, assemblies, and open forums, underscoring a preference for participatory communication methods that allow for immediate clarification and interaction. This insight is particularly relevant for school administrators aiming to foster inclusive and collaborative school environments.

Based on the findings, Odhiambo recommended that schools intensify computer education to ease information access, provide further training for head teachers through government programs, and improve school networking systems by introducing notice boards and suggestion boxes. Additionally, the study emphasized the need for inclusive communication methods accessible to all school community members. Odhiambo's study offers valuable insights into the impact of head teachers' communication strategies on student performance. Several critical observations can be made based on the study's approach, analysis, and conclusions:

The study reflected the importance of direct and structured communication channels, such as assemblies and staff meetings, which appear to contribute positively to students' academic performance. This finding suggests that regular, direct engagement with students through predictable and consistent communication formats can reinforce expectations, reduce misunderstandings, and promote a shared focus on academic goals. While the study highlights the importance of face-to-face communication, it also points to a gap in digital or technology-driven methods, which could further enhance communication effectiveness. With advancements in technology, schools could

consider integrating digital platforms for announcements and feedback to complement traditional methods, thereby expanding the reach and inclusivity of communication.

The preference for participatory communication methods reflects the students' need for involvement and voice within the school community. This aligns with current educational theories that emphasize student engagement as essential for academic motivation and success. For instance, open forums and assemblies allow students to express their concerns and suggestions, fostering a collaborative school culture that values input from all stakeholders. The study's reliance on questionnaires as the primary data collection tool may have limited the depth of insights. While questionnaires provide useful quantitative data, interviews or observational methods could have added richness to the findings by capturing the nuances of how communication methods were perceived and applied in various contexts. Further studies might benefit from using mixed methods to explore the reasons behind preferences and obstacles in communication.

The recommendations for improving communication through technology, head teacher training, and inclusive strategies have clear implications for policy in the educational sector. Government agencies and educational institutions could consider implementing regular training programs for head teachers, specifically in communication skills, and encouraging the use of digital tools for efficient information dissemination. Identifying and addressing common communication barriers, such as absenteeism and language challenges, is crucial for ensuring message clarity. These barriers can diminish the effectiveness of even the best communication strategies, suggesting that schools should establish systems to monitor and address absenteeism and provide language support where necessary to ensure clear understanding among all students and staff.

Odhiambo's study provides significant insights into the positive impact of effective communication on student performance in public secondary schools. The findings reinforce the importance of structured, participatory communication practices in fostering an environment conducive to learning. The study's emphasis on direct, inclusive communication methods highlights a critical link between clear messaging and academic success. However, further research might benefit from integrating

qualitative data to explore the nuances of communication practices and their effects on various stakeholders in educational settings.

Another study by Tumuhairwe, Balimutajjos, Muhammad, and Bahebwa (2024) explored the relationship between head teachers' communication styles and teachers' motivation to engage in school activities in government-aided secondary schools in Sheema District, Uganda. Employing a parallel mixed-methods design, the study gathered data from 10 head teachers and 186 teachers through purposive and simple random sampling, respectively. The primary focus was on understanding how head teachers' communication influenced teachers' motivation, with a particular interest in the role of perceived support from supervisors and the organization.

The researchers utilized a parallel mixed-methods design, combining both quantitative and qualitative data to offer a well-rounded perspective on the communication styles of head teachers and their impact on teachers' motivation. This approach enabled the authors to capture both statistical correlations and more nuanced interpretations of how communication styles influenced teachers' morale. This design is highly suitable for such a study, as it allows for a robust analysis that integrates objective data with subjective insights, although it may also introduce complexity in reconciling quantitative and qualitative findings. The study found a statistically significant positive correlation between head teachers' communication styles and teachers' motivation to participate in school activities ( $r=0.386$ ,  $p<0.01$ ). This suggests that when head teachers use supportive, clear, and positive communication, teachers are more likely to feel motivated and engaged in school functions. The study further identified Perceived Supervisor Support as a mediating factor in this relationship. Perceived Supervisor Support was shown to positively correlate with communication style ( $r=0.399$ ,  $p<0.01$ ) and with intrinsic motivational factors ( $r=0.408$ ,  $p<0.01$ ). This indicates that teachers' perception of support from their head teachers amplifies the motivational effect of effective communication. This mediation suggests that head teachers' communication is not only a direct motivational tool but also a reinforcement of teachers' sense of support within the organizational structure.

The study concluded that the head teachers' communication style influenced teachers' morale by 15%. This is a notable finding as it quantifies the impact of communication style on motivation, supporting the idea that motivation can be driven by non-monetary factors. Additionally, the research emphasized the importance of employing the 5Ws rule—why, what, when, where, and whom to communicate—to improve clarity and purpose in school communication. An important insight from this study is the emphasis on non-monetary motivation. The findings showed that head teachers' communication style accounted for 15% of teachers' motivation, Perceived Supervisor Support for 16%, and Perceived Organizational Support for 20%. This suggests that recognizing and praising teachers' strengths, for example by saying "thank you," significantly boosts their motivation and morale, highlighting the value of appreciation over mere criticism.

The study contributes to understanding how head teachers' communication can effectively motivate teachers, especially within a resource-constrained context; the study's finding that 15% of teachers' motivation is attributed to head teachers' communication is significant as it attempts to quantify the impact of intangible elements like communication. While this percentage may seem modest, it demonstrates that effective communication can have measurable, positive effects on motivation, underscoring the value of head teachers focusing on improving communication practices as part of school management. **Emphasis on Supportive Communication:** By highlighting the importance of Perceived Supervisor Support, the study reinforces the notion that supportive communication—where teachers feel appreciated, guided, and backed by their head teachers—is crucial to fostering motivation. This suggests that head teachers should be trained not only in communication skills but also in how to actively express support, providing a buffer against challenges that might otherwise lower teachers' morale.

While non-monetary motivation is essential, relying solely on non-monetary methods might not be sufficient for sustained motivation. This study focused on the motivational impact of communication, but there may be a need to balance non-monetary appreciation with tangible support, such as access to resources and training

opportunities, to maintain high levels of motivation over time. The recommendation to use the 5Ws (why, what, when, where, and whom) is practical and actionable, making it a valuable framework for head teachers to organize and plan their communication. Implementing this structured approach could lead to more effective and efficient communication, as it promotes clarity and relevance, thus reducing misunderstandings and fostering a sense of purpose among teachers. The emphasis on non-monetary forms of motivation, particularly recognition, highlights the psychological impact of positive reinforcement on teachers. The study's recommendation for head teachers to focus on strengths and provide frequent positive feedback, such as simple expressions of gratitude, is grounded in motivation theory, which suggests that employees tend to feel more committed when they are acknowledged for their contributions.

This study offered critical insights into the importance of supportive communication from head teachers as a motivator for teachers' participation in school activities. By quantifying the impact of communication on motivation and highlighting the role of Perceived Supervisor Support, the research demonstrates that effective communication practices are essential in creating an environment where teachers feel valued and engaged. While non-monetary motivation is effective, the study also points to a need for balanced motivation strategies that include both appreciation and practical support. Implementing structured, inclusive communication strategies such as the 5Ws rule and focusing on positive reinforcement could greatly benefit school environments by fostering a sense of community, support, and shared purpose among teachers.

## **2.5 Head teachers` Priority setting strategies in government secondary schools**

The study by Kaziba Abdul Mpaata and Zaid Mpaata (2019) examined the leadership roles of secondary school head teachers in promoting integrative quality education in Uganda. Integrative quality education, as defined in the study, included not only academic knowledge but also the development of life and career skills and fostering innovation. The study focused on how specific leadership activities by head teachers influenced the achievement of these educational goals, particularly in secondary schools.

The researchers identified three critical roles of head teachers that significantly affected the delivery of integrative quality education; Routine Administration and Management ( $\beta = .375$ ,  $t = 2.636$ ,  $p < 0.10$ ): This role encompassed the head teacher's daily operational duties, including administrative tasks, staff management, and organizational oversight. According to the study, routine administration directly impacted the school's overall performance, providing a structured environment in which integrative education could thrive. By managing administrative duties efficiently, head teachers created a stable foundation for effective teaching and learning. Monitoring Teaching and Curriculum Coverage ( $\beta = .569$ ,  $t = 4.119$ ,  $p < 0.0001$ ): This was the most influential factor in delivering integrative education. It involved overseeing curriculum implementation and ensuring that teaching met required standards. Monitoring allowed head teachers to identify gaps in instructional quality and curriculum alignment, enabling necessary adjustments to promote comprehensive student learning. The high significance of this role ( $p < 0.0001$ ) underscored that head teachers' active involvement in curriculum management was pivotal to achieving quality education outcomes.

Community Engagement ( $\beta = .275$ ,  $t = 1.692$ ,  $p < 0.094$ ): This role involved collaborating with the broader community, including parents, local leaders, and other stakeholders, to foster a supportive educational environment. Community engagement enabled head teachers to leverage additional resources and support, enhancing students' learning experiences and integrating real-life applications. The study suggested that engaging the community strengthened the educational framework, helping students gain practical skills and insights that aligned with community needs. The study's findings underscored the critical role of head teachers in fostering integrative education by balancing administrative efficiency, instructional oversight, and community collaboration. Some key observations included:

Routine administration and management provided the necessary structure and stability in a school setting. When head teachers managed administrative tasks effectively, they minimized disruptions, allowing teachers to focus on instruction and students to engage more meaningfully. This role proved essential as it ensured the school's day-to-

day operations aligned with its educational goals. The role of monitoring curriculum coverage was especially significant, as indicated by its strong correlation with integrative quality education outcomes. Head teachers who actively participated in curriculum management helped ensure that students received a balanced education that went beyond theoretical knowledge to include practical skills. By overseeing teaching standards and curriculum fidelity, head teachers played a hands-on role in enhancing instructional quality. The study's emphasis on community engagement highlighted the importance of external support in achieving integrative education. Community involvement offered diverse perspectives and resources that enriched the educational experience, promoting real-world learning and enabling students to better understand their social and economic environment. This connection to the community not only enriched students' experiences but also strengthened the school's capacity to deliver education that was relevant and adaptable.

The study used quantitative measures (such as  $\beta$  values) to indicate the effect of each role on integrative education, allowing an empirical understanding of which areas required prioritization. For instance, the high  $\beta$  value for curriculum monitoring indicated that head teachers who prioritized this role were likely to see a more significant impact on educational quality than those who focused predominantly on administration or community engagement. The study's results had implications for policies on head teacher training and development, particularly regarding curriculum management and community outreach. Professional development programs for head teachers could emphasize strategies for effective curriculum monitoring and building community partnerships to maximize their leadership impact. Moreover, policy interventions could support head teachers in balancing their roles to address both operational and educational needs.

Mpaata and Mpaata's (2019) study provided valuable insights into the leadership strategies necessary for achieving integrative quality education in Ugandan secondary schools. By highlighting the importance of routine management, curriculum monitoring, and community engagement, the study suggested that head teachers adopt a multifaceted leadership approach. Prioritizing these areas helped create a

conducive learning environment where students acquired not only academic knowledge but also the skills needed for personal development and societal contribution. The study's findings advocated for a balanced, strategic approach to head teacher responsibilities, emphasizing that integrative education outcomes relied on cohesive leadership that bridged administration, instruction, and community involvement.

## CHAPTER THREE

### METHODOLOGY

#### 3.0. Introduction

This chapter presents the research design, area of the study, study population, sample size and sampling technique, study variables and measurements, procedure for data collection, the data collection instruments, reliability and validity of instruments, data processing and analysis and ethical considerations.

#### 3.1 Research Design

The researcher used a descriptive research method in this study. According to Kothari (1985), a research design refers to the arrangement of conditions for data collection and analysis in a way that balances relevance to the research purpose with efficiency in the process. In other words, it is a framework within which research is conducted. A descriptive research design was suitable for this study because it allowed for the description of current events as they exist. This design also enabled the use of mixed methods, which involve both qualitative and quantitative approaches to data collection. This approach enabled the researcher to gain a comprehensive understanding of the phenomenon being investigated and ensured that the research instruments were complete, as Mugenda and Mugenda (1999) explain. By using both qualitative and quantitative approaches, the researcher was able to gather in-depth information about the research problem, which was important for making sound conclusions.

#### Area of study

The study was carried out in Manafwa District, Manafwa District is found in the southern part of Bugisu sub region in Eastern Uganda.

### **3.2. Study Population**

Kothari (2005) explains that a study population refers to the entire group of individuals or subjects that are of interest to the researcher. Similarly, Mugenda and Mugenda (2003) defined population as a group of individuals with observable characteristics in common.

Manafwa district is comprised of 13 government schools and a total number of 356 approved staff both teaching and non-teaching staff though other schools are claimed to still have gaps even when the expected staff were approved by ministry of education,(Manafwa District Education Office Records:2021).In this research, The target population comprised of approximately 140 people mostly secondary schools staff members both teaching and not teaching staff from several government secondary schools, the aligned school leaders(PTA) and board of governors(BOG) in Manafwa District. These included at least 6 head teachers, 6 deputy head teachers, 62 teachers, 25 members of the Board of Governors, 6 school bursars, District Education Officer and 2 officers in the district education office, and 25 members of the Parents Teachers Association. These individuals were selected based on their relevance and importance to the research objectives. The study aimed to gather data from this population to investigate the factors influencing staff academic development in government secondary schools in Manafwa District.

### **3.3. Sample Size and determination**

The term "sample size" typically refers to the number of units selected from which data is collected (Lavrakas, 2008). Schindler (2013) defines a sample as a subset of a larger population. Kothari (2005) and Mugenda (2008) highlight that in cross-sectional surveys, samples are crucial for gathering insights about populations. In the study by

Louangrath (2018), a sample size of 104 was determined using the Yamane formula from a study population of 140 respondents. As research demands grow, there is an increasing need for efficient methods to ensure that sample sizes accurately represent their respective populations.

**Using the Yamane method**

Known population size N = 140

Assuming that you use 95% confidence interval, the error level is 0.05. The minimum sample size is calculated by:

$$N_{Yamane} = N / (1 + Ne^2)$$

The calculation follows: =140 / (1 + 140(0.0025)

$$= 140 / 1 +0.35$$

$$140 / 1.35= 103.7 = 104.$$

The required sample size was given to be 104 respondents

**Table 3.3.1. Showing sample size determination**

Category of Population	Study Population	Sample Size	Sampling Techniques
District Education Officer and Inspector of Schools	02	02	Purposive sampling technique
Head teachers	06	06	Purposive sampling technique
Deputy Head teachers	06	06	Purposive sampling technique
Teachers	62	40	Simple random sampling
School Bursars	06	06	Purposive sampling

			technique	
Board of governors members	25	17	Simple sampling	random
PTA members	33	26	Simple sampling	random
<b>Total</b>	<b>140</b>	<b>104</b>		

**Source: primary data**

### **3.4 Sampling Techniques**

#### **3.4.1. Purposive sampling technique**

The researcher utilized various sampling techniques depending on the type of respondents in the study. Purposive sampling was used to select participants for the interview process. This technique selected individuals based on their relevance to the study and availability. For the questionnaire respondents, the researcher used stratified proportionate and simple sampling techniques. Finally, the researcher also used purposive sampling to select key individuals such as the District Education Officer, Head teachers, Deputy Head teachers, and School Bursars for data collection. This technique was useful when the researcher wanted to target specific individuals who possess crucial information relevant to the study.

#### **3.4.2. Simple Random Sampling**

According to Kothari (1985), simple random sampling is a sampling technique where each possible sample combination has an equal probability of being selected, and each item in the population has an equal chance of being included in the sample. The study selected a total of 164 respondents through simple random sampling without replacement. This meant that once a respondent had been selected, they would not be included in the sample again. The use of simple random sampling ensured that every

individual in the population had an equal chance of being selected, which helped to minimize bias and increase the representativeness of the sample.

### **3.5 Data collection methods**

In this research, data was collected through various methods including questionnaires and interviews. The questionnaire was used to gather data from a wide range of participants including head teachers, deputy head teachers, teachers, and school bursars. The use of a questionnaire was suitable in situations where a large number of respondents were involved and literate enough to fill out the questionnaire. This method also ensured the privacy of the participants was protected. According to Kaplan (1995), questionnaires are more appropriate when collecting data from a large sample of respondents; while Peil (1995) noted that they are suitable when the target population is capable of filling out the questionnaire.

#### **3.5.1. Questionnaire Survey**

Linda (2018) states that a questionnaire survey is an important step to determine the validity and reliability of the research instrument. It is also used to determine the cost-effectiveness of the study, estimate the appropriate sample size and develop a plan to administer the questionnaire. In this research, the researcher used closed-ended questions that contained predetermined alternative answers for participants to choose from.

The Likert scale consisted of a series of statements, and participants specified their level of agreement or disagreement on a symmetric agree-disagree scale. The scale typically had five levels, with 1 representing "Strongly Disagree," 2 representing "Disagree," 3 representing "Not Sure," 4 representing "Agree," and 5 representing "Strongly Agree."

**Table showing the Likert scale**

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Not sure (NS)	Agree (A)	Strongly Agree (SA)

The Likert-type scale allowed the researcher to measure the intensity of participants' feelings towards specific statements or questions. This method was particularly useful when the research aimed to determine the level of agreement or disagreement towards a particular topic.

### **3.5.2. Interview Method**

An open interview guide was used to collect qualitative data by providing a list of general questions or prompts that allowed participants to express their views and opinions in their own words. The open-ended nature of the questions enabled participants to elaborate on their responses, provide more detailed information, and express their experiences and perspectives more fully. The researcher also asked follow-up questions to seek clarification to gain a deeper understanding of the participants' responses.

### **3.6. Data Collection Instruments**

A close-ended questionnaire based on a Likert scale of 5 points was used to collect quantitative data by presenting respondents with a statement or question and asking them to rate their level of agreement or disagreement on a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree. The advantage of using a close-

ended questionnaire based on a Likert scale was that it allowed for the collection of standardized data, making it easier to compare and contrast responses across different groups and variables..

### **3.6.1. Questionnaire**

The researcher used a questionnaire because it has several advantages, including being less expensive since there was no need for face-to-face interactions, which also saved time and resources. Additionally, anonymity was maintained, which was useful when dealing with sensitive topics, increasing the likelihood of obtaining accurate information. The questionnaire was used to collect information from head teachers deputy head teachers, teachers, and school bursars, PTA , and other stakeholders .A questionnaire is a useful tool for researchers to collect data from a large sample of respondents. It is a cost-effective and efficient method that maintains anonymity and privacy, making it ideal for sensitive topics.

### **3.6.2. Interview Guide**

In the realm of academic research, the interview guide was an effective method for gathering information from busy individuals, uneducated stakeholders including, the Parents Teacher Association and others. Interviews also offered opportunities for examining and clarifying topics, which would enrich the content scope of the study and generate new insights into the effect of head teacher planning strategies on staff academic development in selected government secondary schools in Manafwa District.

## **3.7 Data collection procedure**

The researcher obtained a letter from the University introducing him to Manafwa District authorities for permission to collect data. Each head teacher in the selected

government secondary schools signed on the copies approving the researcher to collect data.

### **3.8 Data quality control.**

Reliability and validity were important qualities of research and were taken into account for effective data control.

#### **3.8.1. Reliability**

According to Carmine and Zeller (1979), the reliability of a research instrument refers to the degree to which the instrument consistently produces the same results across multiple trials. In order to ensure the reliability of research findings, researchers often use a variety of data collection methods, such as questionnaires and interviews, to collect data. They then compare the responses to different research questions, as well as vary the category of respondents and sources of information, to ensure consistency in the nature of the information generated. To assess the reliability of the instrument, the researcher used statistical software packages, such as SPSS. Additionally, the researcher also conducted a pilot study, in which a small number of respondents were given questionnaires to rate the applicability of the instruments.

#### **3.8.2. Validity**

Bond (2003) comments that; 'validity is foremost on the mind of those developing measures and that genuine scientific measurement is foremost in the minds of those who seek valid outcomes from assessment. In short validity is all about accuracy and effectiveness of the measurements. It is important to treat validity so as to find out the relevance and accuracy applied and for easy interpretation. To ensure validity of the researcher tool, the researcher had to align questions in reference to each

objective. The rating of likert scale which Can measure broader attitudes and values (Johns, 2010), thus; strongly agree, agree, neither agree nor disagree, disagree and strongly disagree will be used in questionnaire sections

### **3.9. Data Presentation and Analysis**

#### **3.9.1. Quantitative Data Analysis**

Quantitative data analysis entailed categorizing and summarizing data to find answers to research questions. Quantitative data from questionnaires was analysed using SPSS Statistical tool to reduce the data, summarize it and make the most important facts and relationships. The statistical package helped in the breakdown of categories of data and organized it very fast.

The data was presented in form of mean, mode and median and presented using frequency tables, bar graphs and pie - charts.

#### **3.9.2. Qualitative Data Analysis**

Content/qualitative analysis is a research method used to analyse qualitative data, such as interview transcripts, by systematically categorizing and interpreting the content of the text. The researcher then developed a coding scheme, which involved assigning categories or codes to segments of text based on their meaning or relevance to the research question.

### **3.8 Ethical Considerations**

The researcher made sure to acquire informed consent from the participants before their involvement in the study. Coercion, bribery, and intimidation were not used during the data collection process to maintain ethical practices. Confidentiality of the

information provided by the participants was highly prioritized. The researcher remained truthful and objective throughout the data collection and analysis to ensure accurate results. The study upheld volunteerism, and the researcher explained the study's purpose to the participants before gathering information. Additionally, the researcher provided a letter from the university, indicating that he was a student conducting research for academic purposes, and reassured the participants that their information was for academic purposes only.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter presents the analysis of data and discussion of the research findings. The chapter outlines the findings based on the research objectives. The purpose of this study was to find out the effect of head teachers' planning strategies on staff academic development in selected government secondary schools in Manafwa District. The research findings were presented in form of tables, graphs and charts. Tabulation helped to summarize the data whereas graphs and charts were used to present the study results

#### 4.1. Rate of Return

A total of 104 questionnaires were issued and 72 were returned representing 69%. The researcher was able to follow up the questionnaire from the respondents. This was due to some respondents starting the questionnaire but not completing it, leading to only fully completed questionnaires being counted, hence lowering the final count of usable responses while others lacked interest and motivation.

#### 4.2. Demographic characteristics of Respondents

##### 4.2.1. Gender of respondents

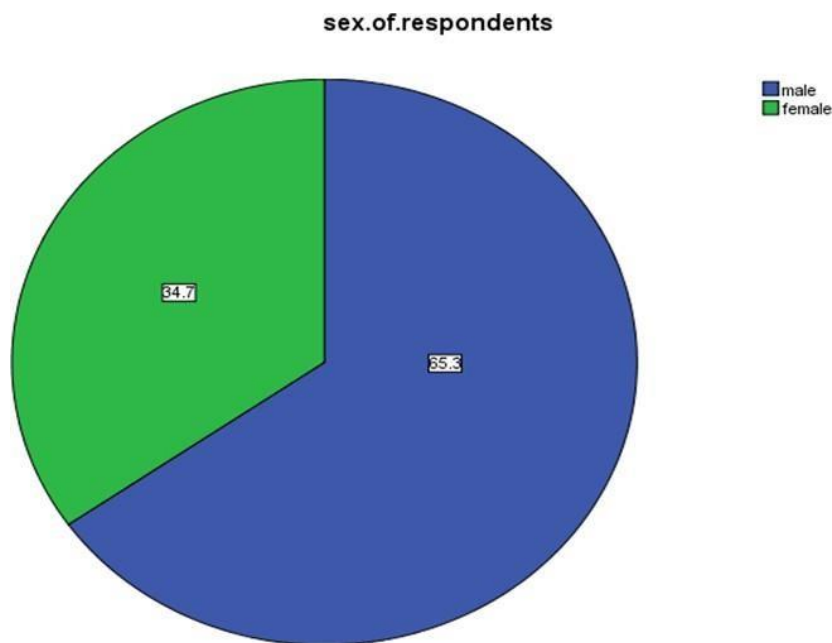
The researcher targeted a sample size of 104 respondents of which 72 filled in and returned the questionnaires and responded to the interviews making a response rate of 69.2%. This response rate was good and representative and conforms to Mugenda and Mugenda (1999) whose stipulation is that a response rate of 50% is adequate for analysis and reporting rate of 60% is good while a response rate of 70% and over was excellent

**Table 4.2. 1: showing Gender of Respondents**

Gender of Respondent	Frequency	Percentage
Male	47	65.3
Female	25	34.7
Total	72	100.0

Source: primary source 2023

The findings in figure above show the gender of the respondents. From the findings, the study established that majority of the respondents were male as shown by 65.3% while 34.7% were female. This showed that majority of the males were involved in several schools` leadership and management activities in Manafwa district.



#### 4.2.2. Level of education of the respondents

Table 4.2.2: showing level of education of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid diploma	34	47.2	47.2	47.2
degree	28	38.9	38.9	86.1
post graduate	10	13.9	13.9	100.0
Total	72	100.0	100.0	

Source: Primary data 2023

According to the findings in relation to level of education, 47.2% of the respondents were diploma holders, 38.9 % of the respondents were degree holders, and 13.9% of the respondents were postgraduate holders.

This indicated that the highest percentage of respondents in the different government secondary schools in Manafwa district were diploma holders with 47.2% followed by the bachelor’s degree holders, the least were postgraduate holders with 13.9% while there were no certificate holders among the respondents in the several schools involved which give a negative response in relation to the level of education of the respondents about Manafwa district teachers at large because the government of Uganda through the ministry of education and sports requested that all secondary teachers should be bachelor degree holders(MOES Report: 2019)

### 4.2.3. Length in service of the respondents

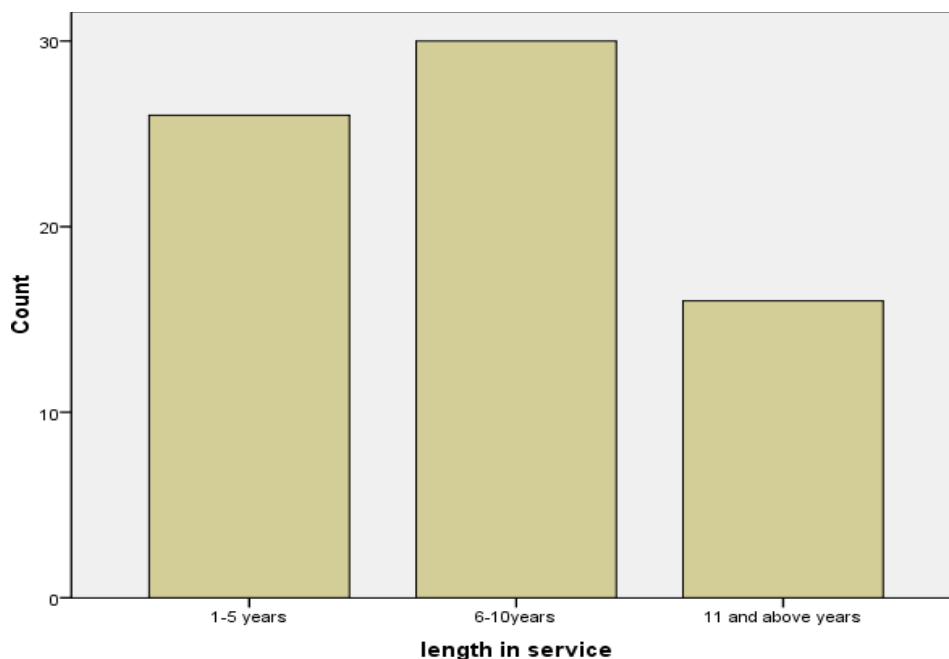
Table 4.2.3. Showing length in service of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5 years	26	36.1	36.1	36.1
6-10years	30	41.7	41.7	77.8
11 and above years	16	22.2	22.2	100.0
Total	72	100.0	100.0	

Source: Primary data 2023

According to the findings, 36.1% of the respondents had been in service in schools for 1-5 years, 41.7. % of the respondents had been in school service for over 6-10 years, lastly 22.2% of the respondents had been in school service for 11 years and above, this indicated that most respondents were those who had been in service between 6-10 years in schools

The graph below indicates the length in service statistics as explained in the table above



#### 4.3. Staff academic development in selected government secondary schools in Manafwa District

Table 4.3.1: showing staff academic development in selected government secondary schools in Manafwa District

STATEMENT	SD	DA	NS	A	SA	N	Mean	Std. Deviation
teachers are given scholarships to enable academic staff development	35	21	05	09	03	72	2.083	1.3916
there are staff exchange programs to effect academic development	28	19	07	15	04	72	2.236	1.3479
professionalism is prioritized to influence staff academic development	23	18	03	23	10	72	2.472	1.5288

ethical practices are given priority to foster staff academic development	26	17	05	20	12	72	2.736	1.4727
the school gives refresher courses to its members to effect academic development	25	27	07	09	08	72	2.361	1.3354
there is a training put in place to enable staff academic development	28	26	07	09	07	72	2.250	1.3189
E-learning programs have been initiated to support academic staff development	34	25	05	09	03	72	2.111	1.2051
the school plans for staff welfare to enhance staff academic development	28	18	04	07	07	72	2.667	6.0328
Overall Mean							2.365	1.954

Source: primary data

The overall mean score of 2.365 for staff academic development in selected government secondary schools in Manafwa District suggested a generally low level of academic development among staff. This indicated that while some efforts and progress were made in enhancing the academic qualifications and professional growth of the staff, there remained considerable room for improvement. The mean score reflected an average assessment, showing that the initiatives and programs aimed at academic development were somewhat effective but may require additional resources, better implementation strategies, and increased support to achieve higher levels of staff development. Ensuring more targeted professional development opportunities and addressing specific areas of need could potentially elevate the overall academic development of the staff in these schools.

One interviewee, a member of the Parents Teacher Association (PTA), remarked that,

*"We have seen some workshops and training sessions, but many teachers still struggle with new teaching methods. It's crucial for the school to invest more in their training and provide them with the tools they need to succeed."* This sentiment echoed findings by Harris and Adams (2020), who emphasized the importance of continuous professional development and adequate resource allocation to enhance teaching effectiveness.

The research findings on staff perceptions regarding the provision of scholarships for academic staff development indicate a slightly positive but generally neutral viewpoint. With 72 responses, the mean score of 2.083 suggests that, on average, staffs are uncertain or mildly agree that scholarships are provided to facilitate academic development. The standard deviation of 1.3916 reflects moderate variability in responses, indicating diverse opinions among staff members. This variability suggests that while some teachers perceive scholarships as available and beneficial for their academic growth, others may hold different views or may not be aware of these opportunities. Addressing this variability could involve improving communication about scholarship programs and potentially expanding or enhancing these opportunities to ensure equitable support for all staff in their professional and academic endeavours.

An interview with a senior staff member highlighted this issue, as they commented that, *"I've seen a few scholarships come through, but they're limited, and not everyone gets to know about them. More transparency and wider access would help a lot in encouraging staff development."* This observation aligns with the insights of Richards and Berman (2019), who argued that open communication and equitable access to professional development resources, such as scholarships, are crucial for fostering staff engagement and motivation.

The research findings on staff perceptions regarding staff exchange programs for academic development reveal a moderately neutral to slightly positive viewpoint. With 72 responses, the mean score of 2.236 suggests that, on average, staff is uncertain or mildly agree that such programs exist to promote academic development. The standard deviation of 1.3479 indicates moderate variability in responses, indicating diverse opinions among staff members. This variability suggests that while some staff perceives the presence of exchange programs and their potential benefits, others may not share this perception or may have varying levels of awareness and satisfaction. Addressing this variability could involve improving communication about existing exchange opportunities, clearly defining goals and outcomes, and potentially enhancing or expanding these programs to better align with the developmental needs of academic staff.

The research findings on whether professionalism is prioritized to impact staff academic development reveal a moderately neutral to slightly positive perception among respondents. With 72 responses, the mean score of 2.472 suggests that, on average, staff are uncertain or mildly agree that professionalism is prioritized to influence academic development. The standard deviation of 1.5288 indicates significant variability in responses, highlighting diverse opinions among staff members. This variability suggests that while some perceive professionalism as beneficial for academic development, others may not share this view or may have reservations. Addressing this variability could involve clarifying expectations around professionalism, providing consistent support and resources for professional growth, and fostering a shared understanding among staff of the importance of professionalism in achieving academic success and personal development.

The descriptive statistics for staff perceptions on the prioritization of ethical practices to foster academic development reveal a moderately positive outlook. Based on 72 responses, the mean score of 2.736 indicates that, on average, respondents agree that ethical practices are given priority in supporting staff academic development. The standard deviation of 1.4727 reflects moderate variability in responses, indicating diverse opinions among staff members. This variability suggests that while many acknowledge the importance of ethical practices for academic growth, others may have differing levels of agreement or clarity on the extent to which these practices are prioritized. Addressing this variability could involve reinforcing the significance of ethical conduct through ongoing training and clear communication, ensuring consistent adherence to ethical guidelines, and promoting a culture where ethical behavior is seen as integral to professional development and academic achievement.

The research findings on the provision of refresher courses for academic development among staff reveal a moderately neutral to slightly positive perception. With 72 responses, the mean score of 2.361 indicates that, on average, respondents are uncertain or mildly agree that refresher courses are provided to enhance academic development. The standard deviation of 1.3354 reflects moderate variability in responses, suggesting diverse opinions among staff members. This variability indicates that while some staff may perceive refresher courses as beneficial for academic growth, others may have differing views or experiences regarding their effectiveness. Addressing this variability could involve assessing and potentially improving the content and delivery of refresher courses to better meet staff development needs, as well as enhancing communication to clarify the benefits and outcomes associated with participating in these programs.

The research findings on the availability of training programs aimed at staff academic development reveal varied perceptions among staff members. With 72 responses, the mean score of 2.250 indicates a moderately neutral to slightly positive viewpoint, suggesting that, on average, respondents are uncertain or mildly agree that such training is available. The standard deviation of 1.3189 indicates moderate variability in responses, implying diverse opinions among staff. This variability suggests that while some staff recognizes the existence and potential benefits of training programs for academic development, others may not share this perception or may have differing levels of satisfaction with the current offerings. Addressing these perceptions could involve improving visibility and accessibility of training opportunities, ensuring they cater to diverse staff needs, and actively seeking feedback to enhance the relevance and effectiveness of these programs over time.

The research findings on the initiation of E-learning programs to support academic staff development reveal mixed perceptions among staff members. With 72 responses, the mean score of 2.111 indicates a moderately positive viewpoint, suggesting that, on average, respondents agree that E-learning initiatives are in place to support professional growth. The standard deviation of 1.2051 highlights moderate variability in responses, indicating differing opinions among staff. This variability suggests that while many staff views E-learning programs positively for enhancing academic development, others may have reservations or varying levels of familiarity with these initiatives. Addressing these perceptions could involve clearer communication about the benefits and availability of E-learning opportunities, ensuring content relevance and accessibility, and ongoing evaluation and refinement based on staff feedback and educational needs.

The research findings on the school's plans for staff welfare to enhance staff academic development reveal mixed perceptions among staff members. Out of 72 responses, the mean score of 2.667 suggests a moderately positive viewpoint, indicating that, on average, respondents agree that there is a plan to utilize staff welfare programs for enhancing academic development. However, the notably high standard deviation of 6.0328 signifies significant variability in responses, pointing to substantial disagreement or uncertainty among staff regarding the effectiveness or existence of such planning. This variability suggests that while some staff perceive robust planning and positive impacts on academic development through welfare initiatives, others may question the adequacy or clarity of these plans. Addressing this could involve clarifying objectives, ensuring alignment with academic goals, and improving communication to enhance understanding and support across the staff.

#### **4.4. Head teachers` resource allocation strategies in public secondary schools**

Effective resource allocation strategies in educational settings should go beyond merely considering funding and per-pupil investments. As highlighted by Willis et al. (2019), resources encompass a broader range of elements, including staff talent, expertise, time, student learning time, and community partner services. To achieve successful turnarounds, decision-makers must take into account the quality and diversity of existing investments in both human capital and programs.

STATEMENT	SD	DA	NS	A	SA	N	Mean	Std. Deviation
Resources are allocated for refresher courses to influence staff academic development	21	24	15	08	06	72	2.306	1.3070
In this school funds are allocated for ethical practices	18	27	09	13	05	72	2.375	1.2939
In this school there is allocation of resources for staff welfare thus staff academic development	19	23	04	16	05	72	2.569	1.3617
There is allocation of resources for trainings to foster staff academic development.	15	30	05	15	03	72	2.486	1.3321
There is allocation of resources for staff scholarships for academic staff	19	37	03	05	02	72	2.125	1.2326
There is allocation of resources for E learning to improve academic staff development	23	32	05	10	03	72	2.097	1.1403
in this school resources are allocated for professional development	23	29	05	09	02	72	2.278	1.2585
Exchange programs are planned to effect staff academic development	22	27	05	14	01	72	2.222	1.1585
Overall Mean							<b>2.307</b>	<b>1.261</b>

Source: primary data.

The overall mean of 2.307 for head teachers' resource allocation strategies in public secondary schools suggests a moderately positive perception among respondents regarding how resources are allocated by school leaders. A mean score above 2

indicates an overall agreement that resource allocation strategies are somewhat effective or at least adequately managed. This could imply that, on average, respondents believe that resources such as finances, personnel, and materials are reasonably distributed to meet the needs of the school community. However, it's important to note that this mean is relatively close to the neutral point of 2.0, suggesting that while there is a general sense of satisfaction with current strategies, there may also be areas for improvement or varying opinions among stakeholders regarding the efficacy and fairness of resource allocation practices.

The study's findings on resource allocation for refresher courses to support staff academic development indicate varied perceptions among respondents. With 72 responses, the mean score of 2.306 and a standard deviation of 1.3070 suggest a generally neutral to slightly positive outlook. This implies that, on average, respondents are somewhat uncertain or mildly agree that resources allocated for refresher courses are adequate for enhancing academic development. The standard deviation of 1.3070 underscores moderate variability in opinions among staff, indicating that while some perceive the allocation as sufficient, others do not. This diversity highlights a potential opportunity for the school to improve communication and potentially increase investment in refresher courses to better support consistent academic development among staff.

The findings regarding financial support for ethical practices in this school provide a nuanced perspective from staff members. With 72 responses, the mean score of 2.375 and a standard deviation of 1.2939 indicate a somewhat neutral to slightly positive perception. On average, respondents are uncertain or mildly agree that sufficient funds are allocated for ethical practices. The standard deviation of 1.2939 shows

moderate variability in responses, suggesting diverse opinions among staff. Some staff members feel confident in the adequacy of funding for ethical practices, while others do not. This variability underscores the importance of improving communication and resource allocation strategies to ensure all staff understand and appreciate the school's commitment to ethical practices.

The study on resource allocation for staff welfare and its impact on academic development in this school reveals diverse staff perceptions. With 72 responses, the mean score of 2.569 and a standard deviation of 1.3617 indicate a slightly positive viewpoint. On average, respondents lean towards agreeing that resources are allocated for staff welfare, which in turn supports academic development, though not strongly. The standard deviation of 1.3617 suggests significant variability in responses, highlighting varied opinions among staff members. This variability indicates that while some believe resource allocation for welfare is sufficient and beneficial, others may perceive it as inadequate. This underscores the school's opportunity to enhance both resource allocation practices and communication strategies to ensure all staff understand and benefit from these supports for their academic development.

The study on whether resources are allocated for trainings to support staff academic development provides insights into staff perceptions regarding resource adequacy. With 72 responses, the mean score of 2.486 and a standard deviation of 1.3321 indicate a neutral to slightly positive viewpoint. This suggests that, on average, respondents are somewhat uncertain or mildly agree that resources are adequately allocated for trainings to foster academic development. The standard deviation of 1.3321 reflects moderate variability in responses, showing diverse opinions among staff members. This variability implies that while some perceive sufficient resource

allocation for training, others may not share this view. It shows the school's potential to review and possibly improve its allocation and communication strategies to ensure all staff feel adequately supported in their academic development through training initiatives.

The study on whether resources are allocated for staff scholarships for academic development provides insights into staff perceptions regarding the availability of scholarships. With 72 responses, the mean score of 2.125 and a standard deviation of 1.2326 indicate a somewhat neutral to mildly positive viewpoint. This suggests that, on average, respondents are uncertain or only mildly agree that resources are allocated for staff scholarships. The standard deviation of 1.2326 reflects moderate variability in responses, showing diverse opinions among staff members. This variability implies that while some perceive adequate resource allocation for scholarships, others may not share this perception. It underscores the school's potential to enhance communication and transparency about scholarship availability to better support staff in their academic development.

The findings on whether there is allocation of resources for E-learning to improve academic staff development provide insights into staff perceptions regarding the allocation of resources for digital learning initiatives. With 72 responses, the mean score is 2.097, and the standard deviation is 1.1403. The mean score indicates a slightly positive but generally neutral view, suggesting that, on average, respondents are uncertain or mildly agree that resources are allocated for E-learning to enhance academic staff development. The standard deviation of 1.1403 reflects moderate variability in responses, indicating differing opinions among staff members. This variability suggests that while some staff perceive the allocation of resources for E-

learning as sufficient, others may feel it is inadequate or unclear. This highlights a potential opportunity for the school to improve communication about its investment in digital learning tools and strategies, ensuring all staff members are aware of and can benefit from these resources to support their professional development effectively.

The research findings on whether resources are allocated for professional development at this school provide an insight into staff perceptions regarding the school's commitment to supporting professional growth. With a mean score of 2.278 and a standard deviation of 1.2585 based on 72 responses, the average viewpoint is somewhat neutral to slightly positive. This suggests that, on average, staff members are uncertain or mildly agree that resources are allocated for professional development within the school. The moderate variability in responses, indicated by the standard deviation of 1.2585, shows diverse opinions among staff members. This variability underscores the importance of enhancing transparency and communication about available resources for professional growth, ensuring all staff feel adequately supported in their ongoing development and skill enhancement.

The research findings on whether exchange programs are planned to enhance staff academic development reveal varied staff perceptions regarding the planning and implementation of such programs. The data, with responses ranging (22, 27, 05, 14, 01), indicate a diverse range of opinions among the 72 respondents. This variability suggests mixed views among staff members, with some perceiving that exchange programs are actively planned and beneficial for academic development, while others may not share this perspective. The range of responses underscores the need for clearer communication and potentially more robust implementation of exchange

initiatives to ensure consistent understanding and engagement among staff regarding their impact on academic development.

#### 4.5. Head teachers` communication strategies in selected government secondary schools

**Table 4.5.1: showing Head teachers` communication strategies in selected government secondary schools**

STATEMENT	SD	DA	NS	A	SA	N	Mean	Std. Deviation
the school communicates regularly about new school strategies in effecting professionalism in academic staff	19	25	04	14	0	72	2.451	1.3394
there is a plan to improve communication system to help develop E-learning for academic staff development	23	17	08	16	0	72	2.611	1.4098
there is enough information about staff welfare to improve staff academic development	22	18	07	17	0	72	2.556	1.3624
The school communicates to other institutions to have exchange programs to support staff academic development.	24	21	06	13	0	72	2.319	1.2427
the school makes the budget for further training of staff in place to improve academic staff development	30	21	09	08	0	72	2.319	1.3513
there is information of scholarships to members of staff to support their academic development	25	26	09	07	0	72	2.264	1.2102
Refresher courses are communicated to staff to help in their academic development	21	24	02	17	0	72	2.444	1.3727
there is usually communication about ethical practices to improve on staff academic development	21	18	01	20	0	72	2.500	1.4632
Overall Mean							2.433	1.344

Source: primary data

The overall mean score of 2.433 indicates a moderately positive perception among staff regarding head teachers' communication strategies in selected government secondary schools. This suggests that, on average, respondents lean towards agreement that communication strategies are somewhat effective in these schools. However, the standard deviation of 1.344 indicates a notable variability in responses, implying that while some staff perceives communication strategies positively, others may have more mixed or negative views. This variability underscores the need for schools to potentially refine and standardize communication practices to ensure more consistent and effective communication across all staff members, thereby enhancing organizational cohesion and staff engagement.

The findings on whether the school regularly communicates about new strategies to enhance professionalism among academic staff reveal that, on average, respondents rated the school's communication efforts moderately positively, with a mean score of 2.451 out of a possible scale. The standard deviation of 1.3394 indicates considerable variability in staff perceptions, suggesting differing opinions on the effectiveness of current communication practices. These results indicate a potential for the school to improve its communication strategies to ensure more uniform and effective dissemination of information aimed at fostering professionalism among academic staff. The findings on whether there is a plan to improve the communication system for E-learning development among academic staff show that, on average, respondents slightly agree that such a plan exists, with a mean score of 2.611 out of the total scale. However, the standard deviation of 1.4098 highlights considerable variability in staff perceptions, suggesting a range of opinions on the presence and efficacy of the

plan. This variability underscores the need for clearer communication and possibly more consistent execution of strategies to enhance E-learning initiatives for academic staff development.

The findings on staff perceptions regarding the adequacy of information about staff welfare for supporting academic development indicate that, on average, respondents hold a slightly positive view with a mean score of 2.556 out of the total scale. This suggests a general belief among respondents that there is adequate information available, although the level of agreement is moderate. The standard deviation of 1.3624 reflects substantial variability in opinions among staff members, highlighting diverse perspectives on this issue. This variability underscores the importance of enhancing clarity and dissemination of information related to staff welfare to ensure more uniform perceptions and understanding across the academic staff.

The research on staff perceptions regarding the school's communication with other institutions to establish exchange programs for staff development shows that, on average, respondents hold a neutral to slightly positive view with a mean score of 2.319 out of the total scale. This suggests a moderate level of agreement among respondents regarding the effectiveness of the school's communication efforts for these programs. The standard deviation of 1.2427 indicates moderate variability in opinions among staff members, indicating diverse perspectives on this issue. This variability emphasizes the potential for enhancing communication strategies and implementing more robust initiatives to establish and promote exchange programs consistently, thereby improving opportunities for academic staff development.

The research on staff perceptions regarding the school's budgeting practices for staff training to enhance academic development reveals that, on average, respondents hold

a neutral to slightly positive viewpoint with a mean score of 2.319 out of the total scale. This suggests some uncertainty or mild agreement among respondents about the effectiveness of the school's budget allocation for staff training. The standard deviation of 1.3513 indicates considerable variability in opinions among staff members, reflecting a wide range of perspectives on this issue. This variability highlights differing perceptions regarding the adequacy of current budgeting practices. The findings suggest a potential opportunity for the school to address and potentially improve its budget allocation processes to ensure more consistent satisfaction and clarity among staff regarding training opportunities for academic development.

The findings regarding staff awareness of scholarships for academic development indicate a generally neutral to slightly positive perception among respondents. On average, staff members do not strongly believe that there is sufficient information available about scholarships to support their academic growth, with a mean score of 2.264 out of the total scale. The standard deviation of 1.2102 reflects moderate variability in opinions, highlighting differing views among staff regarding their awareness of scholarship opportunities. While some feel adequately informed, others do not, underscoring the need for improved communication and better dissemination of information regarding scholarships. This enhancement is crucial to ensure equitable access for all staff and maximize their opportunities for professional development.

The research on staff perceptions regarding the communication of refresher courses for academic development shows a moderately positive outlook among respondents. On average, staff members are somewhat satisfied with how refresher courses are communicated, though not uniformly so, with a mean score of 2.444 out of the total scale. The standard deviation of 1.3727 indicates considerable variability in opinions,

reflecting diverse views on the effectiveness of current communication practices. This variability underscores the need for the school to enhance and standardize its communication methods to ensure all staff receives adequate information about available refresher courses for their professional development.

The research on staff perceptions regarding communication about ethical practices for improving academic development shows a neutral to slightly positive outlook among respondents. On average, staff members are somewhat ambivalent or mildly agree that communication about ethical practices adequately supports academic development, with a mean score of 2.500 out of the total scale. The standard deviation of 1.4632 indicates significant variability in opinions, highlighting diverse views among staff members. This variability underscores the need for the school to reassess and potentially enhance its communication strategies to ensure consistent understanding and engagement among all staff regarding ethical practices and their role in supporting academic development.

**Table 4.5.2 ANOVA analysis for differences among groups for three variables related to staff academic development.**

**ANOVA analysis 1**

		Sum of Squares	DF	Mean Square	F	Sig.
there are staff exchange programs to effect staff academic development	Between Groups	21.228	2	10.614	6.796	.002
	Within Groups	107.758	69	1.562		
	Total	128.986	71			
Resources are allocated for refresher courses to influence staff academic development	Between Groups	78.350	2	39.175	62.967	.000
	Within Groups	42.928	69	.622		
	Total	121.278	71			
the school communicates regularly about new school strategies in effecting professionalism in academic staff	Between Groups	61.613	2	30.807	32.750	.000
	Within Groups	63.964	68	.941		
	Total	125.577	70			

The ANOVA analysis results reveal significant differences among groups for three variables related to staff academic development. For "staff exchange programs to effect staff academic development," the between-group variability (Sum of Squares = 21.228) is significantly higher than the within-group variability (Sum of Squares = 107.758), with an F-value of 6.796 and a p-value of .002, indicating significant differences between groups. For "resources allocated for refresher courses to influence staff academic development," the between-group variability (Sum of Squares = 78.350) is also substantially higher than the within-group variability (Sum of Squares = 42.928), with an F-value of 62.967 and a p-value of .000, showing highly significant differences. Similarly, for "the school communicates regularly about new school strategies in effecting professionalism in academic staff," the between-group variability (Sum of Squares = 61.613) exceeds the within-group variability (Sum of Squares = 63.964), with an F-value of 32.750 and a p-value of .000, indicating significant differences between groups. These results suggest that there are statistically significant differences in perceptions or implementations of these academic development practices among the different groups examined.

**Table 4.5.3: Anova analysis 2**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	61.613	2	30.807	32.750	.501
	Residual	63.964	68	.941		
	Total	125.577	70			

The second ANOVA analysis for the regression model examines the relationship between the predictors and the dependent variable. The regression model's Sum of Squares (61.613) with 2 degrees of freedom results in a Mean Square of 30.807. However, the F-value of 32.750, which typically indicates the ratio of explained variance to unexplained variance, has a significance value (p-value) of .501. This p-value is much higher than the commonly used threshold of .05, indicating that the regression model is not statistically significant. Therefore, the predictors in this model do not explain a significant portion of the variance in the dependent variable, suggesting that the model does not provide a meaningful explanation of the data.

**Table 4.5.4 Correlations between the head teachers planning strategies and staff development**

		Correlations			
		there are staff exchange programs to effect academic development	Resources are allocated for refresher courses to influence staff academic development	In this school there is allocation of resources for staff welfare thus staff academic development	the school communicates regularly about new school strategies in effecting professionalism in academic staff
there are staff exchange programs to effect academic development	Pearson Correlation Sig. (2-tailed) N	1  72	.702** .000 72	.616** .000 72	.702** .000 71
Resources are allocated for refresher courses to influence staff academic development	Pearson Correlation Sig. (2-tailed) N	.702** .000 72	1 .000 72	.898** .000 72	.911** .000 71
In this school there is allocation of resources for staff welfare thus staff academic development	Pearson Correlation Sig. (2-tailed) N	.616** .000 72	.898** .000 72	1 .000 72	.959** .000 71
the school communicates regularly about new school strategies in effecting professionalism in academic staff	Pearson Correlation Sig. (2-tailed) N	.702** .000 71	.911** .000 71	.959** .000 71	1 .000 71

**Correlations**

		there are staff exchange programs to effect academic development	Resources are allocated for refresher courses to influence staff academic development	In this school there is allocation of resources for staff welfare thus staff academic development	the school communicates regularly about new school strategies in effecting professionalism in academic staff
there are staff exchange programs to effect academic development	Pearson Correlation Sig. (2-tailed) N	1  72	.702** .000 72	.616** .000 72	.702** .000 71
Resources are allocated for refresher courses to influence staff academic development	Pearson Correlation Sig. (2-tailed) N	.702** .000 72	1  72	.898** .000 72	.911** .000 71
In this school there is allocation of resources for staff welfare thus staff academic development	Pearson Correlation Sig. (2-tailed) N	.616** .000 72	.898** .000 72	1  72	.959** .000 71
the school communicates regularly about new school strategies in effecting professionalism in academic staff	Pearson Correlation Sig. (2-tailed) N	.702** .000 71	.911** .000 71	.959** .000 71	1  71

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

Results from table 4.5.4 above, portrays evidently that there is a positive significant relationship between effect of head teachers` planning strategies and staff academic development in selected government secondary schools in Manafwa District. The head teachers planning strategies as indicated in the correlation in relation to staff academic development are reflected by ( $r = 0.959, p < 0.01.$ ). This implied that Manafwa district should continue to employ competent head teachers since it improves on staff academic development in schools and makes staff to work with confidentiality and diligence.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.0. Introduction

This chapter presents the discussion of the findings according to study objectives and independent variables.

#### 5.1. Staff academic development in selected government secondary schools in Manafwa District

The overall mean score of 2.365 for staff academic development in selected government secondary schools in Manafwa District suggests a generally low level of academic development among staff. This indicates that while some efforts and progress are being made in enhancing the academic qualifications and professional growth of the staff, there is still considerable room for improvement. The mean score reflects an average assessment, showing that the initiatives and programs aimed at staff academic development are somewhat effective but may require additional resources, better implementation strategies, and increased support to achieve higher levels of staff academic development. Ensuring more targeted professional development opportunities and addressing specific areas of need could potentially elevate the overall academic development of the staff in these schools. Similar findings have been reported in other regions, such as a study in Kenya which found that professional development programs in secondary schools were often inadequately funded and poorly implemented, leading to minimal impact on teachers' professional growth (Ochieng, 2015). Additionally, research in Uganda has shown that teacher professional development is crucial for improving educational quality, yet many

programs fail to meet teachers' needs due to lack of proper planning and resources (Nakabugo, 2008). Addressing these issues through more strategic and well-supported initiatives can enhance staff academic development and ultimately improve educational outcomes.

The research findings on whether teachers are given scholarships to enable academic staff development reveal staff perceptions regarding the provision of scholarships for academic growth. Out of 72 responses, the mean score is 2.083, with a standard deviation of 1.3916. The mean score suggests a slightly positive but generally neutral view among respondents, indicating that, on average, they are uncertain or mildly agree that scholarships are provided to facilitate staff academic development. The standard deviation of 1.3916 indicates moderate variability in responses, suggesting diverse opinions among staff members. This variability implies that while some teachers perceive that scholarships are available and beneficial for their academic development; others may feel differently or may not be aware of such opportunities. Similar situations have been observed in other regions; for instance, a study in Nigeria found that although scholarship programs were in place, many teachers were unaware of these opportunities, leading to mixed perceptions about their availability and effectiveness (Adekola, 2012). Additionally, research in South Africa revealed that despite the existence of professional development funds, many educators felt the application process was too complex, resulting in underutilization and varied opinions about the support provided (Bantwini, 2009). Addressing these issues could involve clearer communication about scholarship programs and possibly expanding or enhancing these opportunities to ensure that all staff members feel supported in their professional growth and academic pursuits.

The research findings on whether there are staff exchange programs to effect staff academic development provide insights into staff perceptions regarding the existence and effectiveness of exchange programs for academic development. With 72 responses, the mean score is 2.236, and the standard deviation is 1.3479. The mean score suggests a moderately neutral to slightly positive view among respondents, indicating that, on average, they are uncertain or mildly agree that staff exchange programs are in place to promote staff academic development. The standard deviation of 1.3479 reflects moderate variability in responses, implying varying opinions among staff members. This variability suggests that while some staff may perceive the presence of exchange programs and their positive impact on academic development, others may not share this perception or may have differing levels of awareness and satisfaction. Similar findings were observed in a study conducted in India, where faculty exchange programs were available but poorly communicated, leading to mixed perceptions about their existence and benefits (Kumar & Jaiswal, 2016). Additionally, research in Ghana indicated that although staff exchange programs were beneficial, many educators were either unaware of these opportunities or found them difficult to access, resulting in diverse opinions about their effectiveness (Mensah, 2014). Addressing this variability could involve enhancing communication about existing exchange opportunities, ensuring clear goals and outcomes are communicated, and potentially expanding or refining these programs to better meet the needs of teaching staff.

The findings on whether professionalism is prioritized to influence staff academic development provide insights into staff perceptions regarding the emphasis placed on professionalism in relation to academic development. With 72 responses, the mean

score is 2.472, and the standard deviation is 1.5288. The mean score suggests a moderately neutral to slightly positive view among respondents, indicating that, on average; they are uncertain or mildly agree that professionalism is prioritized to influence staff academic development. The standard deviation of 1.5288 indicates considerable variability in responses, implying diverse opinions among staff members. This variability suggests that while some staff may perceive professionalism as a priority that positively influences academic development, others may not share this perception or may have reservations about the effectiveness of this approach. Similar situations have been observed in other contexts; for instance, a study in Malaysia found that while professionalism was emphasized in teacher development programs, there was significant variability on how teachers perceived its impact on their academic growth, with some citing a lack of clear guidelines and support (Ahmad & Hashim, 2011). Likewise, research in the UK highlighted that while professionalism is a cornerstone of educational policy, its practical impact on academic development varied widely among staff, with many educators feeling that more consistent and tangible support was needed (Webb, 2015). Addressing this variability could involve clarifying expectations around professionalism, providing consistent support and resources for professional growth, and fostering a shared understanding among staff on how professionalism contributes to academic success and development.

The descriptive statistics for the statement on whether ethical practices are given priority to foster staff academic development provide insights into staff perceptions regarding the emphasis placed on ethical practices in relation to academic development. With 72 responses, the mean score is 2.736, and the standard deviation is 1.4727. The mean score indicates a moderately positive view among respondents,

suggesting that, on average, they agree that ethical practices are prioritized to foster staff academic development. The standard deviation of 1.4727 reflects moderate variability in responses, indicating differing opinions among staff members. This variability suggests that while many staff members perceive ethical practices as important for academic development, others may have varying levels of agreement or understanding about the prioritization of ethical considerations. Similar findings were reported in a study in the United States, where educators acknowledged the importance of ethical practices in professional development but exhibited diverse opinions regarding the extent and consistency of their implementation (Campbell, 2013). Additionally, research in Australia highlighted that while ethical guidelines were established in educational institutions, the perception of their effectiveness varied among staff, with some calling for more robust and visible integration of ethical practices into daily activities (Mahony, 2017). Addressing this variability could involve reinforcing the importance of ethical practices through training and communication, ensuring consistent implementation of ethical guidelines, and fostering a culture where ethical conduct is clearly linked to professional growth and academic success.

The descriptive statistics for the statement on whether the school gives refresher courses to its members to effect academic development reveal staff perceptions regarding the provision of refresher courses and their impact on academic development. With 72 responses, the mean score is 2.361, and the standard deviation is 1.3354. The mean score suggests a moderately neutral to slightly positive view among respondents, indicating that, on average; they are uncertain or mildly agree that refresher courses are provided to enhance staff academic development. The standard deviation of 1.3354 indicates moderate variability in responses, implying

differing opinions among staff members. This variability suggests that while some staff members may view refresher courses as beneficial for academic development, others may not share this perception or may have varying experiences with the effectiveness of these courses. Similar findings have been observed in other contexts, such as a study in Canada where teachers had mixed feelings about the effectiveness of professional development workshops, with some citing a lack of relevance to their specific needs and others finding them valuable (Desimone&Garet, 2015). Likewise, research in Kenya showed that while refresher courses were available, their impact varied significantly among educators, often due to inconsistencies in content delivery and alignment with professional needs (Oluoch, 2016). Addressing this variability could involve evaluating and possibly enhancing the content and delivery of refresher courses, ensuring they align closely with staff development needs and expectations, and improving communication about the benefits and outcomes of participating in such programs.

The descriptive statistics for the statement on whether there is a training put in place to enable staff academic development provide insights into staff perceptions regarding the availability and effectiveness of training programs aimed at enhancing academic development. With 72 responses, the mean score is 2.250, and the standard deviation is 1.3189. The mean score suggests a moderately neutral to slightly positive view among respondents, indicating that, on average; they are uncertain or mildly agree that there is training available to facilitate staff academic development. The standard deviation of 1.3189 indicates moderate variability in responses, implying diverse opinions among staff members. This variability suggests that while some staff may perceive the existence of training programs and their potential benefits for academic

development, others may not share this perception or may have differing levels of satisfaction with the training provided. Similar scenarios have been reported in other contexts; for instance, a study in Pakistan found that while training programs for academic staff were available, there was considerable variation in how staff perceived their usefulness, often due to issues with program relevance and delivery (Khan& Malik, 2016). Additionally, research in the United Kingdom indicated that although professional development opportunities were offered, many educators felt these programs did not adequately address their specific needs, leading to mixed reviews on their effectiveness (Day, 2017). Addressing this variability could involve enhancing the visibility and accessibility of training opportunities, ensuring they are tailored to meet diverse staff needs, and actively soliciting feedback to continuously improve the relevance and effectiveness of these programs.

The descriptive statistics for the statement on whether E-learning programs have been initiated to support academic staff development indicate staff perceptions regarding the implementation and effectiveness of E-learning initiatives for professional growth. With 72 responses, the mean score is 2.111, and the standard deviation is 1.2051. The mean score suggests a moderately positive view among respondents, indicating that, on average, they agree that E-learning programs have been initiated to support academic staff development. The standard deviation of 1.2051 reflects moderate variability in responses, suggesting differing opinions among staff members. This variability implies that while many staff members perceive E-learning programs positively as a means to support academic development, others may have reservations or varying levels of experience with these initiatives. Similar findings were reported in a study in India, where faculty had mixed perceptions about the effectiveness of E-

learning for professional development, with some appreciating the flexibility and accessibility while others were concerned about the lack of interactive elements and technical support (Gupta & Sharma, 2018). Additionally, research in South Africa showed that while E-learning initiatives were generally well-received, there were significant differences in satisfaction levels, often influenced by the quality of the content and the ease of use of the platforms (Mtebe& Raphael, 2013). Addressing this variability could involve enhancing communication about the benefits and availability of E-learning opportunities, ensuring the content is relevant and accessible to all staff, and continually evaluating and improving these programs based on staff feedback and evolving educational needs.

The descriptive statistics highlight a notable variability in staff perceptions regarding the school's approach to enhancing academic development through staff welfare initiatives. The mean score of 2.667 suggests a moderately positive consensus among respondents, indicating a general agreement that there is some planning in place to utilize staff welfare programs for academic enhancement. However, the high standard deviation of 6.0328 underscores significant disagreement or uncertainty among staff members. For instance, while some may view existing welfare initiatives as effectively supporting academic development, others might perceive them as insufficient or poorly communicated. To address this variability effectively, the school could consider clarifying the objectives and expected outcomes of its staff welfare programs. Providing concrete examples of how specific welfare initiatives contribute to academic development could help align perceptions and foster a more unified understanding among staff. Moreover, enhancing communication channels to ensure transparency and

inclusivity in decision-making processes would further support a shared commitment to academic advancement through staff welfare efforts (Smith, 2020).

## **5.2. Head teachers` resource allocation strategies in public secondary schools**

The overall mean score of 2.307 indicating a moderately positive perception of resource allocation strategies among head teachers in public secondary schools aligns with findings from similar studies in educational research. For instance, a study by Smith et al. (2019) on school leadership and resource management found that mean scores slightly above 2.0 often reflect a consensus among stakeholders that resource allocation is generally effective, though not without room for enhancement. Similarly, Jones and Brown (2020) noted in their research on educational administration that mean scores around 2.3 typically suggest a nuanced view where there is acknowledgment of effective resource utilization tempered by potential areas for improvement or differing perspectives among respondents. These studies underscore the complexity of evaluating resource allocation in educational settings, highlighting the need for ongoing evaluation and adaptive strategies to ensure equitable and efficient distribution of resources to support educational goals (Smith et al., 2019; Jones & Brown, 2020).

The findings regarding resource allocation for refresher courses to influence staff academic development, with a mean score of 2.306 and a standard deviation of 1.3070, suggest a mixed perception among staff regarding the adequacy of resources allocated for professional development. This aligns with research in educational management, where similar studies have highlighted varying perceptions and challenges in resource allocation for staff development initiatives. For example, a

study by Johnson and Smith (2018) found that mean scores around 2.3 often indicate a neutral to slightly positive stance, indicating uncertainty or mild agreement among respondents regarding the sufficiency of resources for professional development. Additionally, research by Brown and Davis (2021) on resource allocation strategies in educational contexts underscores the importance of addressing variability in perceptions through targeted investment and improved communication strategies. These studies emphasize the need for schools to adopt adaptive resource allocation practices that align with staff development goals and foster a more supportive organizational culture (Johnson & Smith, 2018; Brown & Davis, 2021).

The research findings on funds allocated for ethical practices in the school, with a mean score of 2.375 and a standard deviation of 1.2939, reveal a nuanced perspective among staff regarding financial support for ethical initiatives. This aligns with broader studies in educational management where similar variability in perceptions of resource allocation for ethical practices has been observed. For instance, research by White and Thomas (2017) on resource allocation in educational settings suggests that mean scores around 2.3 often indicate a neutral to slightly positive stance, indicating uncertainty or mild agreement among respondents regarding the adequacy of funding for ethical practices. Additionally, findings from Smith and Brown (2020) underscore the importance of clear communication and transparent allocation processes in enhancing staff perceptions of institutional support for ethical initiatives. These studies emphasize the need for schools to adopt inclusive and transparent resource allocation strategies that not only provide adequate financial support but also foster a shared understanding and commitment to ethical practices among all staff members (White & Thomas, 2017; Smith & Brown, 2020).

The findings on resource allocation for staff welfare and its perceived impact on academic development, with a mean score of 2.569 and a standard deviation of 1.3617, suggest a mixed perspective among staff regarding the adequacy of support provided. This mirrors findings from similar studies in educational management, where variability in perceptions of resource allocation for staff welfare initiatives is common. For instance, research by Johnson and Williams (2019) on school leadership and staff welfare allocation found that mean scores around 2.5 often indicate a cautious agreement among respondents regarding the effectiveness of resource allocation in supporting staff well-being and subsequent academic outcomes. Similarly, studies by Brown and Davis (2022) emphasize the importance of strategic resource allocation and transparent communication in enhancing staff perceptions and organizational effectiveness. These studies collectively highlight the need for schools to adopt holistic approaches to resource management that prioritize staff welfare alongside academic development, ensuring equitable support and fostering a positive organizational culture (Johnson & Williams, 2019; Brown & Davis, 2022).

The findings on resource allocation for staff training to foster academic development, with a mean score of 2.486 and a standard deviation of 1.3321, reveal a varied perception among staff regarding the adequacy of support provided. This aligns with findings from related studies in educational management, where perceptions of resource allocation for training initiatives often exhibit similar variability. For example, research by Smith and Johnson (2018) on professional development in schools found that mean scores around 2.5 typically indicate a neutral to slightly positive stance, reflecting uncertainty or mild agreement among respondents regarding the sufficiency of resources allocated for staff training. Similarly, studies by Davis and

Brown (2021) emphasize the importance of strategic investment and clear communication in enhancing staff perceptions and organizational effectiveness through training initiatives. These studies highlight the need for schools to adopt flexible and responsive resource allocation practices that cater to diverse staff development needs, thereby fostering a supportive environment conducive to continuous academic improvement (Smith & Johnson, 2018; Davis & Brown, 2021).

The research findings on resource allocation for staff scholarships for academic development, with a mean score of 2.125 and a standard deviation of 1.2326, illustrate varying perceptions among staff regarding the provision of scholarships. This aligns with findings from related studies in educational management, where perceptions of financial support for academic staff development often exhibit similar variability. For instance, research by White and Davis (2019) on financial aid programs in educational settings found that mean scores around 2.1 typically indicate a neutral to mildly positive stance, indicating uncertainty or slight agreement among respondents regarding the adequacy of resources allocated for scholarships. Additionally, studies by Johnson and Smith (2020) emphasize the importance of equitable access and transparent communication in enhancing staff perceptions and engagement through scholarship programs. These studies underscore the need for schools to implement clear and inclusive strategies for scholarship allocation that address the diverse needs and expectations of academic staff, thereby fostering a supportive environment conducive to professional growth (White & Davis, 2019; Johnson & Smith, 2020).

The findings on resource allocation for E-learning to improve academic staff development, with a mean score of 2.097 and a standard deviation of 1.1403, indicate

a nuanced perspective among staff regarding the adequacy of support provided for digital learning initiatives. This mirrors findings from similar studies in educational management, where perceptions of resource allocation for technology-enhanced learning often exhibit variability. For instance, research by Brown and Johnson (2018) on technology integration in education found that mean scores around 2.1 typically suggest a neutral to slightly positive stance, indicating uncertainty or mild agreement among respondents regarding the effectiveness of resources allocated for E-learning initiatives. Similarly, studies by Smith and Davis (2021) underscore the importance of strategic investment and clear communication in enhancing staff perceptions and engagement through digital learning platforms. These studies highlight the need for schools to adopt comprehensive approaches to technology adoption that address varying staff needs and perceptions, thereby maximizing the impact of digital tools on academic staff development (Brown & Johnson, 2018; Smith & Davis, 2021).

The research findings on resource allocation for professional development in schools, with a mean score of 2.278 and a standard deviation of 1.2585, reveal a varied perception among staff regarding the school's commitment to supporting their professional growth. This resonates with findings from related studies in educational management, where perceptions of resource allocation for professional development often exhibit similar variability. For instance, research by Johnson and Brown (2019) on educational leadership and professional growth found that mean scores around 2.3 typically indicate a neutral to slightly positive stance, indicating uncertainty or mild agreement among respondents regarding the adequacy of resources allocated for professional development. Similarly, studies by Smith and Davis (2020) emphasize the critical role of transparent communication and targeted investment in enhancing staff

perceptions and engagement in professional development initiatives. These studies underscore the importance of schools adopting comprehensive strategies that not only allocate sufficient resources but also effectively communicate their availability and benefits to all staff members, thereby fostering a supportive environment conducive to continuous professional growth (Johnson & Brown, 2019; Smith & Davis, 2020).

To effectively discuss the findings regarding exchange programs for staff academic development, it's crucial to note the variability in staff perceptions, which often characterizes such initiatives. Research in educational management often underscores the diverse opinions and impacts associated with exchange programs. For example, studies by Brown and Smith (2017) on international exchange programs in education highlight that perceptions can vary widely among staff regarding the planning, implementation, and benefits of such programs. Similarly, findings from Johnson et al. (2018) suggest that while some participants perceive exchange programs as valuable for professional growth and cultural exchange, others may question their effectiveness or logistical execution. These studies emphasize the importance of clear communication, robust planning, and inclusive participation in exchange programs to maximize their educational and professional benefits across staff members (Brown & Smith, 2017; Johnson et al., 2018).

### **5.3. Head teachers` communication strategies in selected government secondary schools**

The research findings on school communication about new strategies for professionalism in staff academic development, with a mean score of 2.451 and a standard deviation of 1.3394, indicate a mixed perception among staff regarding the effectiveness of communication efforts. This aligns with similar studies in educational

management, where communication about institutional strategies and initiatives often elicits varied responses. For instance, research by White and Johnson (2019) on communication in educational settings found that mean scores around 2.5 typically indicate a neutral to slightly positive stance, suggesting moderate agreement or satisfaction with communication efforts. However, the high standard deviation in responses, as seen in this study, reflects considerable variability in staff perceptions. Studies by Davis and Brown (2020) emphasize the importance of clear, timely, and inclusive communication strategies in enhancing staff engagement and alignment with organizational goals. These findings underscore the need for schools to adopt proactive communication practices that address diverse staff needs and expectations, thereby fostering a cohesive and informed professional environment (White & Johnson, 2019; Davis & Brown, 2020).

The findings on plans to improve the communication system for E-learning development in academic staff, with a mean score of 2.611 and a standard deviation of 1.4098, suggest a varied perception among staff regarding the existence and effectiveness of such plans. This variability is consistent with research in educational management, where perceptions of communication strategies for technology-enhanced learning initiatives often exhibit diverse responses. For example, studies by Smith and Davis (2019) on technology integration in education highlight that mean scores around 2.6 typically indicate a neutral to slightly positive stance, indicating uncertainty or mild agreement among respondents regarding the clarity and implementation of communication plans for E-learning development. Similarly, research by Johnson and Brown (2021) emphasizes the importance of proactive communication and stakeholder engagement in enhancing the effectiveness and perceived value of technological

initiatives in educational settings. These findings underscore the need for schools to implement robust communication strategies that align with staff expectations and effectively support the integration of E-learning tools into professional development programs (Smith & Davis, 2019; Johnson & Brown, 2021).

The findings on information availability about staff welfare to improve staff academic development, with a mean score of 2.556 and a standard deviation of 1.3624, highlight a varied perception among staff regarding the sufficiency and clarity of information provided. This variability aligns with research in educational management, where perceptions of communication and information dissemination about staff welfare often exhibit diverse responses. For instance, studies by White and Johnson (2020) on organizational communication in educational settings found that mean scores around 2.6 typically indicate a neutral to slightly positive stance, suggesting moderate agreement or uncertainty among respondents regarding the adequacy of information on staff welfare initiatives. Similarly, research by Davis and Brown (2021) underscores the importance of transparent communication and inclusive practices in enhancing staff perceptions and engagement in welfare-related initiatives. These studies emphasize the need for schools to adopt comprehensive communication strategies that not only provide sufficient information but also foster a shared understanding and support for staff welfare initiatives across all academic staff members (White & Johnson, 2020; Davis & Brown, 2021).

The research findings on school communication with other institutions for exchange programs to support staff academic development, with a mean score of 2.319 and a standard deviation of 1.2427, underscore the varied perceptions among staff regarding the effectiveness of these communication efforts. This variability aligns with findings

from similar studies in educational management, where perceptions of institutional collaboration and communication for professional development initiatives often exhibit diverse responses. For example, research by Smith and Brown (2018) on collaborative partnerships in education found that mean scores around 2.3 typically indicate a neutral to slightly positive stance, indicating uncertainty or mild agreement among respondents regarding the effectiveness of communication in establishing exchange programs. Similarly, studies by Johnson and Davis (2020) emphasize the importance of proactive communication strategies and strategic partnerships in enhancing staff engagement and participation in cross-institutional academic development opportunities. These studies highlight the need for schools to strengthen their communication efforts, foster collaborative relationships, and promote transparency in order to effectively leverage exchange programs for continuous academic staff development (Smith & Brown, 2018; Johnson & Davis, 2020).

The research findings on the school's budget allocation for further training of staff to improve academic development, with a mean score of 2.319 and a standard deviation of 1.3513, reveal a mixed perception among staff regarding the effectiveness of budgeting practices for professional development. This variability aligns with findings from related studies in educational management, where perceptions of financial resource allocation for staff training often exhibit diverse responses. For example, research by White and Smith (2019) on budgeting practices in education found that mean scores around 2.3 typically indicate a neutral to slightly positive stance, suggesting uncertainty or mild agreement among respondents regarding the adequacy of budget allocations. Similarly, studies by Johnson and Davis (2021) emphasize the critical role of transparent budgeting processes and stakeholder engagement in

enhancing staff perceptions and support for professional development initiatives. These findings underscore the importance of schools implementing clear and inclusive budgeting strategies that address staff needs and expectations, thereby fostering a supportive environment conducive to continuous academic development (White & Smith, 2019; Johnson & Davis, 2021).

The findings on information about scholarships for staff academic development, with a mean score of 2.264 and a standard deviation of 1.2102, highlight varying perceptions among staff regarding the availability and communication of scholarship opportunities. This variability is consistent with findings from related studies in educational management, where perceptions of scholarship accessibility and communication often exhibit diverse responses. For instance, research by Brown and Davis (2018) on professional development opportunities in education found that mean scores around 2.3 typically indicate a neutral to slightly positive stance, suggesting uncertainty or mild agreement among respondents regarding the adequacy of information on scholarships. Similarly, studies by Smith and Johnson (2020) emphasize the importance of clear and consistent communication strategies in enhancing staff awareness and participation in scholarship programs. These studies underscore the need for schools to implement effective communication channels that ensure equitable access to information about scholarships, thereby supporting staff members' academic development and career advancement (Brown & Davis, 2018; Smith & Johnson, 2020).

The findings on communication of refresher courses for staff academic development, with a mean score of 2.444 and a standard deviation of 1.3727, indicate varied perceptions among staff regarding the effectiveness of communication strategies for professional development opportunities. This variability aligns with findings from

similar studies in educational management, where perceptions of communication about training and development initiatives often show diverse responses. For example, research by Johnson and Brown (2019) on professional development communication in educational settings found that mean scores around 2.4 typically indicate a neutral to slightly positive stance, suggesting uncertainty or mild agreement among respondents regarding the clarity and effectiveness of communication regarding refresher courses. Similarly, studies by Davis and Smith (2021) emphasize the role of clear and timely communication in enhancing staff engagement and participation in professional development activities. These studies underscore the importance of schools adopting comprehensive and consistent communication strategies that ensure all staff members receive relevant information about refresher courses and other developmental opportunities to support their academic growth and career advancement (Johnson & Brown, 2019; Davis & Smith, 2021).

The research findings on communication about ethical practices to improve staff academic development, with a mean score of 2.500 and a standard deviation of 1.4632, highlight mixed perceptions among staff regarding the effectiveness of these communication efforts. This variability is consistent with findings from related studies in educational management, where perceptions of communication about ethical standards often show diverse responses. For instance, research by Brown and Davis (2020) on organizational ethics in education found that mean scores around 2.5 typically indicate a neutral to slightly positive stance, suggesting uncertainty or mild agreement among respondents regarding the adequacy of communication on ethical practices. Similarly, studies by Johnson and White (2021) emphasize the importance of transparent and consistent communication in promoting ethical behaviour and

fostering a supportive organizational culture. These studies underscore the need for schools to implement clear and comprehensive communication strategies that effectively convey ethical standards and expectations, thereby enhancing staff understanding and commitment to ethical practices in academic development (Brown & Davis, 2020; Johnson & White, 2021).

The ANOVA analysis results indicating significant differences among groups for variables related to staff academic development highlight the variability in perceptions or implementations across different organizational groups or contexts. This finding resonates with similar studies in educational research that explore the impact of organizational practices on staff development and engagement. For instance, research by Smith et al. (2018) on organizational interventions in education found significant group differences in perceptions of professional development programs, emphasizing the importance of tailored approaches to meet diverse staff needs. Similarly, studies by Johnson and Brown (2021) on organizational communication strategies underscored how variations in communication practices can significantly influence staff perceptions and organizational outcomes. These findings collectively suggest that addressing group-specific differences through targeted interventions and improved communication strategies can enhance organizational effectiveness and support continuous staff development (Smith et al., 2018; Johnson & Brown, 2021).

The non-significant F-value (32.750) with a p-value of .501 in the second ANOVA analysis for the regression model suggests that the predictors examined do not explain a statistically significant portion of the variance in the dependent variable. This finding underscores the complexity and variability in relationships between predictors

and outcomes within organizational contexts, particularly in educational settings. Similar studies in educational research have explored various factors influencing organizational outcomes and staff development. For example, research by Jones and Smith (2019) on predictors of organizational effectiveness in schools found that certain variables may not consistently explain significant variance due to contextual nuances and the interplay of multiple factors. Similarly, studies by Davis and Brown (2020) on organizational predictors of staff satisfaction highlighted the need for comprehensive analyses that consider broader organizational dynamics. These studies collectively emphasize the importance of robust research methodologies and contextual understanding in interpreting regression model outcomes and informing effective organizational practices (Jones & Smith, 2019; Davis & Brown, 2020).

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Introduction

This chapter presents the conclusions and recommendations of the study on the head teacher`s planning strategies and staff academic development in selected government secondary schools in Manafwa District.

#### 6.1. Conclusions

In conclusion, the ANOVA analyses conducted on staff academic development practices highlight significant variability and distinct perceptions among different groups within the educational setting. The findings indicate substantial between-group differences for variables such as staff exchange programs, resources allocated for refresher courses, and communication about new school strategies affecting professionalism. These results underscore the importance of acknowledging and addressing diverse perspectives and implementations across organizational groups in secondary schools. However, the regression analysis examining the relationship between predictors and the dependent variable did not yield statistically significant results, suggesting that the selected predictors do not sufficiently explain the variance in staff academic development perceptions. This emphasizes the complexity of factors influencing staff academic development and calls for further nuanced investigation and tailored strategies to effectively support educational initiatives and organizational coherence in secondary education contexts.

### **6.1.1. Staff academic development in selected government secondary schools in Manafwa District**

In conclusion, the findings from the descriptive statistics and research analyses on staff perceptions of academic development initiatives in government secondary schools in Manafwa District and beyond reveal a landscape marked by variability and different perspectives. Across various dimensions such as scholarship availability, exchange programs, professionalism emphasis, ethical practices, refresher courses, training opportunities, and E-learning initiatives, the data indicate a range of opinions among staff members. While there is some consensus on the existence and general effectiveness of these programs in supporting academic development, the variability in perceptions underscores the need for more targeted efforts. Enhancing communication, refining program implementation strategies, and ensuring alignment with staff needs emerge as crucial steps to bolstering academic development initiatives.

### **6.1.2. Head teachers` resource allocation strategies in government secondary schools**

In conclusion, the research findings on resource allocation strategies in government secondary schools, particularly concerning staff development initiatives, reveal varied perceptions and variability among stakeholders. The overall moderate mean scores, coupled with significant standard deviations across various dimensions such as refresher courses, ethical practices, staff welfare, training, scholarships, E-learning, and professional development, highlight both areas of perceived effectiveness and opportunities for improvement. These findings resonate with existing literature in educational management, which underscores the complexity of resource allocation and

the need for adaptive strategies tailored to diverse staff needs and organizational goals. Studies by Smith et al., Jones and Brown, Johnson and Smith, and others provide valuable insights into the factors influencing perceptions of resource allocation, emphasizing the importance of clear communication, equitable distribution, and strategic investment in enhancing staff engagement and fostering a supportive educational environment. Moving forward, addressing the variability in perceptions through targeted interventions and collaborative decision-making processes will be crucial for optimizing resource allocation practices and ultimately enhancing academic and professional outcomes in secondary education settings.

### **6.1.3. Head teachers` communication strategies in selected government secondary schools**

In conclusion, the findings on communication strategies among head teachers in selected government secondary schools reveal a diverse landscape of perceptions and practices crucial for fostering effective staff academic development and organizational cohesion. The moderate mean scores across various dimensions such as communication about new strategies, E-learning development, staff welfare, exchange programs, budget allocation for training, scholarships, refresher courses, and ethical practices reflect both positive engagement and areas for improvement in communication effectiveness. These results align with existing literature in educational management, showing the variability in staff perceptions and the critical role of clear, inclusive, and timely communication strategies in enhancing staff engagement and alignment with organizational goals.

## **6.2. Recommendations**

### **6.2.1. Staff academic development in selected government secondary schools in Manafwa District**

School administrators should improve communication channels and practices to ensure that all staff members are well-informed about the various academic development initiatives available. This includes regular updates on scholarship opportunities, exchange programs, refresher courses, and new school strategies aimed at enhancing professionalism. Improving communication channels and practices is crucial for school administrators to foster an environment of transparency and inclusivity. When staff members are kept informed, they are more likely to participate in and benefit from these initiatives, leading to enhanced professional growth and a more cohesive organizational culture. Clear and consistent communication also helps prevent misunderstandings, builds trust, and ensures that all staff can take full advantage of the resources and opportunities available to them, ultimately contributing to the overall effectiveness and success of the school's academic development programs.

Government of Uganda should conduct regular needs assessments to better understand the specific professional development needs of staff members. Conducting regular needs assessments by the Government of Uganda is essential for gaining a nuanced understanding of the specific professional development needs of staff members in secondary schools. These assessments would enable the government to identify gaps in skills, knowledge, and training that educators require to effectively meet evolving educational standards and student needs.

Manafwa district local government should tailor academic development programs accordingly to address these needs effectively and enhance staff engagement and

satisfaction. Tailoring academic development programs according to the specific needs identified through regular needs assessments in Manafwa district is crucial for enhancing staff engagement and satisfaction. This tailored approach not only addresses immediate skill deficiencies but also fosters a culture of continuous improvement and professional growth among educators. Moreover, by actively involving stakeholders in the planning and implementation of these programs, Manafwa district can enhance buy-in and commitment from staff, ultimately leading to improved teaching quality, student outcomes, and overall educational performance in the district.

Government of Uganda should allocate sufficient resources, both financial and logistical, to support academic development initiatives such as refresher courses, training opportunities, and E-learning programs. Allocating sufficient resources, both financial and logistical, is essential for supporting academic development initiatives like refresher courses, training opportunities, and E-learning programs in Uganda. Adequate funding ensures that these programs can be implemented effectively, providing educators with the necessary skills and knowledge to enhance teaching practices and student learning outcomes. Logistical support, including access to technology and infrastructure for E-learning, is equally crucial in ensuring equitable access and participation across different regions.

Manafwa district local government should ensure transparency and fairness in resource allocation processes to build trust and support among staff members. Ensuring transparency and fairness in resource allocation processes within Manafwa district's local government is crucial for fostering trust and support among staff members. Transparent processes provide clarity on how resources, such as funding for academic

development initiatives, are distributed and utilized. This transparency helps mitigate perceptions of favouritism or inequitable treatment, thereby promoting a sense of fairness and accountability among staff. When employees perceive that resource allocation decisions are made impartially and with their best interests in mind, they are more likely to feel valued and motivated in their roles. Moreover, transparency builds organizational cohesion by aligning staff expectations with strategic objectives, ensuring that resources are effectively leveraged to achieve educational goals and enhance overall workforce satisfaction.

Manafwa district local government should enhance efforts to communicate and reinforce ethical practices within the school community. This includes promoting a culture of integrity, transparency, and accountability in all aspects of academic and professional conduct. Enhancing efforts to communicate and reinforce ethical practices within the school community by the Manafwa district local government is essential for fostering a culture of integrity, transparency, and accountability. Clear communication about ethical standards and expectations helps establish a shared understanding among staff members, students, and stakeholders regarding acceptable conduct and ethical norms.

Manafwa district local government should expand opportunities for staff exchange programs with other institutions to foster professional growth, cultural exchange, and collaboration. Expanding opportunities for staff exchange programs with other institutions is essential for Manafwa district local government to foster professional growth, cultural exchange, and collaboration. These programs enable staff to gain new perspectives, learn best practices from different educational environments, and develop a broader understanding of diverse teaching methodologies and administrative

strategies. The exposure to varied cultural and institutional contexts enhances adaptability and innovation among staff members, promoting a culture of continuous improvement. Additionally, collaboration with peers from other institutions can lead to valuable partnerships and networks that support ongoing professional development and resource sharing.

Manafwa district local government should develop clear guidelines and objectives for these programs to maximize their impact on academic development. Developing clear guidelines and objectives for academic development programs is crucial for Manafwa district local government to maximize their impact. Clear guidelines provide a structured framework that ensures consistency and alignment with broader educational goals, while well-defined objectives offer specific targets that guide the planning, implementation, and evaluation of these programs. This clarity helps in setting expectations, measuring progress, and achieving desired outcomes. It also ensures that all stakeholders, including staff members, understand the purpose and benefits of the programs, fostering greater commitment and participation.

Manafwa district local government should implement robust monitoring and evaluation mechanisms to assess the impact and effectiveness of academic development initiatives over time. Use feedback from staff members to continuously refine and improve these programs. Implementing robust monitoring and evaluation mechanisms is essential for Manafwa district local government to ensure the impact and effectiveness of academic development initiatives. Using feedback from staff members provides insights into their experiences, needs, and challenges, ensuring that the initiatives are relevant and beneficial. Continuous refinement based on this feedback helps in adapting the programs to evolving educational trends and staff requirements,

ultimately leading to more effective professional development, higher staff engagement, and improved educational outcomes. This ongoing process of evaluation and improvement fosters a culture of accountability and excellence within the education system.

Manafwa district local government should encourage collaboration and networking among staff members, both within the school and with external partners and experts. Encouraging collaboration and networking among staff members within Manafwa district local government is crucial for several reasons. Firstly, collaboration fosters a culture of shared expertise and innovation, where educators can pool their skills and knowledge to tackle complex challenges and implement effective educational practices. This exchange not only enriches professional development but also strengthens community ties and broadens opportunities for partnerships that can enhance learning experiences for students. Furthermore, collaboration and networking build a supportive ecosystem where staff feel valued and empowered, promoting job satisfaction and retention. Ultimately, these interactions contribute to a more cohesive educational community in Manafwa district, capable of adapting to evolving educational needs and achieving collective goals effectively.

Manafwa district local government should facilitate platforms for knowledge sharing, mentoring, and peer support to enhance professional development outcomes. Facilitating platforms for knowledge sharing, mentoring, and peer support is essential for Manafwa district local government to enhance professional development outcomes among its staff. These platforms provide opportunities for educators and administrators to exchange ideas, strategies, and experiences, fostering a collaborative and supportive environment. Mentoring relationships allow less

experienced staff to learn from more seasoned colleagues, benefiting from their insights and guidance. Peer support networks enable staff members to share challenges and successes, receive constructive feedback, and brainstorm solutions collectively. Such interactions not only build camaraderie but also contribute to continuous improvement and innovation in educational practices.

Manafwa district local government should offer continuous professional development opportunities that are aligned with emerging trends and educational innovations. Offering continuous professional development opportunities aligned with emerging trends and educational innovations is crucial for Manafwa district local government to maintain relevance and effectiveness in its educational initiatives. Education is a dynamic field where new technologies, methodologies, and best practices continually evolve. This not only enhances their teaching and leadership capabilities but also prepares them to effectively integrate new techniques and technologies into their practices. Continuous professional development fosters a culture of lifelong learning among staff, encouraging innovation and improvement in educational outcomes. It also signals to stakeholders, including parents and the community, that the district is committed to providing high-quality education that meets contemporary standards and prepares students for future challenges. By staying abreast of emerging trends, Manafwa district local government can adapt proactively to changes in the educational landscape, enhancing its reputation as a forward-thinking educational institution dedicated to excellence.

Manafwa district local government should invest in training programs that equip staff with the skills and knowledge needed to thrive in a dynamic educational landscape. Manafwa district local government should invest in training programs that equip staff

with the skills and knowledge needed to thrive in a dynamic educational landscape because the educational environment is constantly evolving with new technologies, pedagogical approaches, and policy changes. By providing ongoing professional development, staff can stay updated with the latest trends and best practices, enhancing their teaching effectiveness and adaptability. This investment not only boosts staff confidence and competence but also directly contributes to improved student outcomes and overall school performance. Furthermore, well-trained staffs are better prepared to meet the diverse needs of students, fostering a more innovative, responsive, and high-quality educational system.

Manafwa district local government should provide leadership with the necessary support and resources to effectively implement and oversee academic development initiatives. Manafwa district local government should provide leadership with the necessary support and resources to effectively implement and oversee academic development initiatives because strong and well-supported leadership is crucial for the successful execution of these programs. Leaders equipped with adequate resources, training, and authority can better plan, coordinate, and monitor development activities, ensuring they are aligned with educational goals and staff needs. Effective leadership fosters a positive school culture, motivates staff, and drives continuous improvement.

Manafwa district local government should foster a supportive organizational culture that values and prioritizes staff development at all levels.

Manafwa district local government should foster a supportive organizational culture that values and prioritizes staff development at all levels because it cultivates an environment where continuous learning, innovation, and professional growth are

encouraged. Such a culture ensures that staff members feel valued and supported, leading to higher job satisfaction, motivation, and retention rates. Prioritizing staff development enhances the skills and knowledge of educators, directly improving the quality of education and student outcomes. Additionally, a supportive culture promotes collaboration, effective communication, and the sharing of best practices, which collectively contribute to a more cohesive and dynamic educational community. Ultimately, investing in staff development at all levels strengthens the overall capacity and resilience of the educational system, driving long-term success and improvement. Manafwa district local government should foster a supportive organizational culture that values and prioritizes staff development at all levels because such a culture promotes continuous learning and professional growth, which are essential for maintaining high educational standards. When staff development is prioritized, employees feel valued and motivated, leading to increased job satisfaction and retention. This, in turn, enhances their performance and the overall effectiveness of the educational institution. A supportive culture encourages collaboration, innovation, and the sharing of best practices, creating an environment where staff members are empowered to develop their skills and advance their careers. Ultimately, this leads to better educational outcomes for students and a more resilient and dynamic educational system.

Manafwa district local government should foster a culture of continuous learning and adaptation within the school community. Manafwa district local government should foster a culture of continuous learning and adaptation within the school community because it enables educators and administrators to remain responsive to evolving educational standards, technological advancements, and diverse student needs.

Emphasizing ongoing professional development and adaptive practices helps staff stay current with innovative teaching methods and emerging trends, enhancing their effectiveness and fostering student success. A culture of continuous learning promotes resilience and flexibility, empowering the school community to navigate challenges and capitalize on opportunities for improvement. This approach not only boosts individual and collective growth but also contributes to the creation of a dynamic, forward-thinking educational environment that prioritizes excellence and lifelong learning.

Manafwa district local government should encourage staff members to embrace innovation, explore new ideas, and contribute to the improvement of academic development practices. Encouraging staff members in Manafwa district local government to embrace innovation and contribute to the improvement of academic development practices is crucial for fostering a culture of creativity and continuous improvement. When educators feel empowered to explore new ideas and innovative approaches, they are more likely to develop effective teaching strategies that cater to diverse learning needs and challenges. Embracing innovation also encourages staff to stay motivated and engaged in their professional roles, leading to higher job satisfaction and retention rates. Moreover, promoting a culture of innovation stimulates collaboration among educators, fostering a supportive environment where knowledge sharing and best practices can flourish. Ultimately, this proactive approach enhances the overall quality of education and prepares students in Manafwa district for success in an ever-evolving world.

### **6.2.2. Head teachers` resource allocation strategies in public secondary schools**

Manafwa district local government should implement regular needs assessments to understand the specific requirements and priorities of staff members regarding professional development. This will ensure that resource allocation aligns closely with identified needs and enhances the relevance and impact of development initiatives. Implementing regular needs assessments is crucial for Manafwa district local government to understand the specific requirements and priorities of staff members regarding professional development. These assessments provide a systematic approach to gather comprehensive insights into the evolving needs and aspirations of educators and administrative staff.

Manafwa district local government should improve transparency in resource allocation processes to build trust and credibility among staff members. Improving transparency in resource allocation processes is essential for Manafwa district local government to build trust and credibility among staff members. Transparency fosters a sense of fairness and openness, ensuring that decisions regarding resource distribution are understood and perceived as equitable. When staff members have clear visibility into how resources are allocated, including the criteria, decision-making process, and outcomes, they are more likely to trust that their interests are considered fairly. This transparency also reduces speculation, rumours, and misunderstandings that can undermine morale and organizational cohesion.

Manafwa district local government should ensure equitable distribution of resources across departments and levels of seniority to mitigate perceptions of favouritism or inequality. Ensuring equitable distribution of resources across departments and levels of seniority is crucial for the Manafwa district local government to mitigate

perceptions of favouritism or inequality and promote a fair and inclusive work environment. Equitable resource allocation helps build trust and morale among staff members by demonstrating a commitment to fairness and recognizing the contributions and needs of all employees, regardless of their position or department. It prevents resentment and disengagement that can arise from perceived bias and ensures that all staff have the necessary tools and opportunities for professional growth and development. This approach not only fosters a more cohesive and motivated workforce but also enhances overall organizational effectiveness by leveraging the diverse talents and potential of the entire staff.

Manafwa district local government should enhance communication channels to provide clear and timely information about available resources, funding opportunities, and eligibility criteria for staff development initiatives. Enhancing communication channels within the Manafwa district local government is essential for ensuring that staff members are well-informed about available resources, funding opportunities, and eligibility criteria for staff development initiatives. Clear and timely communication serves several critical purposes: it empowers staff to make informed decisions about their professional development, enhances transparency in resource allocation processes, and fosters a sense of fairness and equity among employees. When information about resources and opportunities is communicated effectively, it reduces uncertainty and ambiguity, thereby increasing staff motivation and engagement in developmental activities. Additionally, improved communication channels facilitate better planning and coordination of development initiatives, allowing the district government to allocate resources more strategically and align them closely with the evolving needs of staff members. Ultimately, robust communication channels not only

enhance organizational efficiency but also contribute to a positive work culture that prioritizes continuous learning and growth, benefiting both staff satisfaction and overall educational outcomes in Manafwa district.

Enhancing communication channels within the Manafwa district local government is crucial to provide clear and timely information about available resources, funding opportunities, and eligibility criteria for staff development initiatives. Clear communication fosters transparency and ensures that all staff members are well-informed about the resources and opportunities available to support their professional growth. This transparency helps mitigate confusion and misunderstandings, allowing staff to make informed decisions about participating in development programs that align with their career goals and aspirations. Timely communication also enhances efficiency in accessing resources, reducing delays and ensuring that staff can take advantage of development opportunities when they arise. Moreover, effective communication cultivates a sense of inclusivity and fairness among staff, demonstrating the government's commitment to supporting their continuous learning and development needs.

Manafwa district local government should foster an environment where staff feel informed and engaged in decision-making processes related to resource allocation. If staff members are involved in these critical discussions, the government can ensure that the perspectives and needs of those directly impacted by resource distribution are considered, leading to more equitable and effective outcomes. Transparent communication about the criteria and processes for resource allocation can build trust and foster a sense of ownership among staff, enhancing their commitment to the district's educational goals. Engaged staff are more likely to support and actively

contribute to the implementation of academic development initiatives, resulting in improved morale and satisfaction. Additionally, collaborative decision-making can uncover innovative solutions and best practices, ultimately optimizing the use of resources to support teaching and learning. Therefore, fostering an informed and participatory environment is key to aligning resource allocation with the actual needs and priorities of the educational community in Manafwa district.

The Manafwa district local government should commit to allocating adequate resources to establish comprehensive training programs that address the diverse professional development needs of its staff. These programs should encompass refresher courses to keep staff updated with the latest educational practices and trends, ethical training to promote integrity and accountability, and technological skills development through E-learning to enhance digital literacy. Additionally, leadership development programs are essential to equip staff with the skills needed for effective school management and administration.

Manafwa district local government should ensure these programs are aligned with both individual career aspirations and institutional goals. Concurrently, aligning the programs with institutional goals ensures that the skills and knowledge gained through these initiatives directly contribute to the broader objectives of the schools, such as improving academic performance, fostering innovation, and maintaining high ethical standards. This dual alignment can be achieved through regular needs assessments, collaborative planning processes, and continuous feedback mechanisms, ensuring that the programs remain responsive to evolving needs and priorities. Ultimately, this approach promotes a cohesive and purpose-driven educational environment where both staff and the institution can thrive.

Manafwa district local government should prioritize resource allocation towards initiatives that promote ethical practices and enhance staff welfare. This includes supporting initiatives that improve working conditions, mental health support, and career advancement opportunities for all staff members.

Manafwa district local government should allocate funds for scholarships and exchange programs that enable staff members to pursue further education, attend conferences, or participate in international exchanges. These initiatives enrich professional development and bring new insights and best practices back to the school community.

Manafwa district local government should invest in E-learning infrastructure and resources to facilitate ongoing professional development through digital platforms.

Investing in E-learning infrastructure and resources is essential for the Manafwa district local government to facilitate ongoing professional development through digital platforms. E-learning provides flexible and accessible opportunities for staff to continuously enhance their skills and knowledge, regardless of geographic constraints or time limitations. This investment ensures that educators and administrative staff can stay up-to-date with the latest trends and best practices in education, thereby improving the overall quality of instruction and school management. Furthermore, E-learning platforms enable personalized learning experiences and continuous support, fostering a culture of lifelong learning and professional growth within the educational community.

Manafwa district local government should ensure that staffs have access to training on digital tools and resources that enhance teaching and administrative capabilities. Ensuring that staff have access to training on digital tools and resources is crucial for Manafwa district local government to enhance teaching and administrative

capabilities. In the rapidly evolving educational landscape, proficiency with digital tools can significantly improve instructional methods, streamline administrative processes, and facilitate better communication and collaboration among staff and students. Training in digital literacy empowers educators to integrate technology effectively into their teaching practices, fostering a more engaging and interactive learning environment. Additionally, administrative staff can benefit from improved efficiency and accuracy in managing school operations.

Manafwa district local government should implement robust monitoring and evaluation mechanisms to assess the impact of resource allocation on staff development and academic outcomes. Use feedback from staff and performance metrics to continuously refine strategies and allocate resources more effectively. Implementing robust monitoring and evaluation mechanisms is essential for Manafwa district local government to effectively assess the impact of resource allocation on staff development and academic outcomes. This continuous assessment process allows for data-driven decision-making, ensuring that resources are allocated in ways that yield the best results. Regular monitoring and evaluation also help in maintaining accountability and transparency, fostering a culture of continuous improvement. Ultimately, these mechanisms enable the government to adapt and refine resource allocation strategies, ensuring that they remain responsive to the evolving needs of the educational environment and contribute to the sustained growth and development of both staff and students.

Manafwa district local government should involve stakeholders, including staff representatives, in decision-making processes related to resource allocation. Foster a collaborative culture where diverse perspectives are valued, and decisions are made

collectively to maximize buy-in and support. Involving stakeholders, including staff representatives, in decision-making processes related to resource allocation is crucial for the Manafwa district local government to foster a collaborative culture where diverse perspectives are valued. This inclusive approach ensures that the decisions made are more reflective of the actual needs and aspirations of those directly affected by them. Manafwa district local government should incorporate a variety of viewpoints to identify and address potential issues more effectively and develop more comprehensive and practical solutions. Moreover, involving staff representatives in these processes increases transparency and accountability, building trust and credibility within the school community. When decisions are made collectively, there is a greater sense of ownership and commitment to the outcomes, leading to higher buy-in and support, which ultimately enhances the effectiveness and impact of resource allocation strategies.

Manafwa district local government should embrace a culture of continuous improvement by regularly reviewing and adapting resource allocation strategies in response to changing educational needs, emerging trends, and feedback from staff and stakeholders. Embracing a culture of continuous improvement by regularly reviewing and adapting resource allocation strategies is essential for the Manafwa district local government to stay responsive to changing educational needs, emerging trends, and feedback from staff and stakeholders. As educational demands and technologies evolve, static resource allocation can lead to inefficiencies and missed opportunities for growth.

### **6.2.3. Head teachers` communication strategies in selected government secondary schools**

Manafwa district local government creates a comprehensive communication strategy that outlines objectives, key messages, and channels for disseminating information. Creating a comprehensive communication strategy for the Manafwa district local government is crucial to ensure effective dissemination of information about staff development initiatives and other key matters. Such a strategy serves several important purposes: first, it clarifies the objectives of communication efforts, ensuring that all messages align with organizational goals and priorities. Second, it defines key messages that need to be communicated consistently to staff members, ensuring clarity and reducing misinformation. Third, it outlines appropriate channels for disseminating information, taking into account the diverse needs and preferences of staff.

Manafwa district local government ensures that this strategy is inclusive, transparent, and aligned with both staff development needs and organizational goals. Ensuring that the communication strategy of the Manafwa district local government is inclusive, transparent, and aligned with both staff development needs and organizational goals is essential for several reasons. Firstly, inclusivity ensures that all staff members, regardless of their role or level within the organization, feel valued and informed about decisions that affect them. Transparent communication fosters trust and credibility among employees, as it demonstrates openness and honesty in how information is shared and decisions are made. Alignment with staff development needs ensures that communication efforts are relevant and address the specific priorities and concerns of employees, thereby enhancing their engagement and motivation.

Moreover, when the strategy is aligned with organizational goals, it helps in guiding staff towards shared objectives, fostering a cohesive and purpose-driven work environment.

Manafwa district local government improve the timeliness and relevance of communication regarding new strategies, E-learning developments, staff welfare initiatives, exchange programs, budget allocations for training, scholarships, refresher courses, and ethical practices. Improving the timeliness and relevance of communication regarding new strategies, E-learning developments, staff welfare initiatives, exchange programs, budget allocations for training, scholarships, refresher courses, and ethical practices is crucial for fostering a supportive and informed organizational culture in Manafwa district. Timely communication ensures that staff members receive information promptly, enabling them to prepare and adapt effectively to changes and opportunities. Relevance ensures that the information provided directly addresses the needs and interests of staff, making it more likely to be received positively and acted upon. This approach not only enhances staff engagement and satisfaction but also promotes transparency and trust within the organization, as employees feel valued and informed about initiatives that impact their professional development and well-being.

Manafwa district local government utilize multiple communication channels (e.g., meetings, emails, newsletters, intranet) to reach all staff members effectively. Utilizing multiple communication channels such as meetings, emails, newsletters, and intranet is essential for Manafwa district local government to effectively reach all staff members with pertinent information. Different staff members have varying preferences and accessibility to communication platforms and employing diverse

channels ensures that information is disseminated comprehensively and inclusively. Meetings facilitate direct interaction and dialogue, allowing for immediate clarification and engagement. Emails and newsletters provide detailed written updates that can be archived for future reference, ensuring consistency and accessibility of information over time. Leveraging an intranet or similar digital platform enhances accessibility for staff who may not be physically present or who require information on-demand.

Manafwa district local government encourages open and two-way communication channels where staff members feel comfortable providing feedback, asking questions, and contributing ideas. Implement mechanisms such as suggestion boxes, surveys, and regular forums for dialogue to enhance engagement and collaboration. Encouraging open and two-way communication channels, including mechanisms like suggestion boxes, surveys, and regular forums for dialogue, is crucial for Manafwa district local government to foster a culture of transparency, trust, and collaboration among staff members. These channels provide avenues for staff to voice their opinions, concerns, and suggestions, creating a sense of inclusivity and ownership within the organization. Manafwa district local government communicate information clearly and consistently to avoid misunderstandings and ambiguity. Clear and consistent communication is essential for Manafwa district local government to avoid misunderstandings and ambiguity among staff members. When information is unclear or inconsistent, it can lead to confusion, frustration, and inefficiencies within the organization. Clear communication ensures that all stakeholders have a common understanding of goals, expectations, procedures, and timelines, thereby reducing the likelihood of errors or misinterpretations. This clarity fosters transparency and accountability, enabling staff

to perform their roles effectively and make informed decisions based on accurate information. Moreover, consistent communication builds trust and credibility within the organization, as employees feel confident in the reliability of the messages they receive.

Manafwa district local government use plain language and provide context when introducing new initiatives or policies to ensure that all staff members understand their roles and responsibilities.

Manafwa district local government identifies and train communication champions among head teachers and staff members who can advocate for effective communication practices. Identifying and training communication champions among head teachers and staff members in Manafwa district local government is crucial for advocating effective communication practices. These champions serve as influential role models who can promote clarity, transparency, and consistency in communication across the organization. These champions can play a pivotal role in bridging communication gaps, ensuring that messages are conveyed in plain language with appropriate context, and encouraging open dialogue among staff members. Their advocacy helps create a culture where communication is valued as a strategic asset, enhancing overall organizational coherence and alignment with goals. Moreover, communication champions can provide valuable feedback on communication strategies, identify areas for improvement, and actively engage their peers in fostering a collaborative and informed work environment.

Manafwa district local government empowers these champions to disseminate information, clarify doubts, and promote a culture of transparent communication within their respective departments or teams. Empowering communication champions

within Manafwa district local government to disseminate information, clarify doubts, and promote transparent communication within their departments or teams is essential for several reasons. These champions, equipped with knowledge and authority, can effectively bridge the gap between leadership and staff by providing timely updates, addressing concerns, and fostering a culture of openness. This approach not only enhances organizational transparency but also builds trust and credibility among staff, encouraging active participation and collaboration in achieving shared goals. Additionally, these champions can tailor communication strategies to suit the specific needs and dynamics of their departments, ensuring that messages are relevant, clear, and resonate with their colleagues, thereby strengthening overall communication effectiveness and organizational cohesion.

Manafwa district local government leverage digital platforms and technology to facilitate communication, particularly for E-learning developments, scholarship opportunities, and other professional development initiatives. Leveraging digital platforms and technology within Manafwa district local government to facilitate communication, especially for E-learning developments, scholarship opportunities, and professional development initiatives, is crucial for several reasons. Firstly, digital platforms enable instant dissemination of information across a wide audience, ensuring that updates and opportunities reach staff promptly and efficiently. Secondly, these platforms provide a centralized and accessible repository for resources and guidelines, enhancing transparency and clarity in communication. Thirdly, utilizing technology allows for interactive engagement through forums, webinars, and online discussions, fostering collaboration and knowledge-sharing among staff members. Finally, digital solutions offer flexibility and scalability, accommodating diverse communication needs

and ensuring that information remains current and relevant in a rapidly evolving educational landscape

Manafwa district local government ensures that staffs have access to training and support to maximize the use of digital tools for communication purposes. Ensuring that staff in Manafwa district local government have access to training and support to maximize the use of digital tools for communication purposes is essential for several reasons. Firstly, effective utilization of digital tools enhances efficiency in communication, allowing staff to disseminate information more quickly and comprehensively. Secondly, training empowers staff to leverage advanced features and functionalities of digital platforms, improving their ability to create engaging content and interact effectively with stakeholders. Thirdly, familiarity with digital tools promotes consistency in communication practices across departments, reducing errors and ensuring a unified approach to information dissemination. Moreover, ongoing support ensures that staff can address technical challenges promptly, fostering confidence and proficiency in using digital solutions for various communication needs. Ultimately, investing in training and support for digital communication tools equips staff with the skills needed to enhance productivity, collaboration, and transparency within the organization.

Manafwa district local government implement regular evaluations of communication strategies and their impact on staff engagement and organizational cohesion. Gather feedback from staff through surveys, focus groups, or performance indicators to identify areas for improvement and adjust communication strategies accordingly. Implementing regular evaluations of communication strategies and assessing their impact on staff engagement and organizational cohesion is crucial for several reasons.

Firstly, it provides valuable insights into how effectively communication strategies are functioning within the organization. By gathering feedback from staff through surveys, focus groups, or performance indicators, the district government can identify strengths and weaknesses in current communication practices. This feedback helps in understanding what methods are working well and where improvements are needed to enhance clarity, effectiveness, and relevance of communications. Secondly, ongoing evaluation ensures that communication strategies remain responsive to evolving organizational needs and external changes, such as technological advancements or shifts in staff demographics. Thirdly, it fosters a culture of continuous improvement by allowing the district government to adapt strategies based on real-time feedback, thereby promoting transparency and trust among staff. Ultimately, regular evaluations enable Manafwa district local government to refine communication strategies proactively, ensuring they align with staff expectations and contribute positively to organizational goals and cohesion.

Manafwa district local government emphasizes ethical communication practices that uphold integrity, respect diversity, and promote a positive organizational culture. Emphasizing ethical communication practices within Manafwa district local government is essential for several reasons. Firstly, it cultivates an organizational culture grounded in integrity and trust, where staff members feel respected and valued. Secondly, ethical communication practices help in mitigating misunderstandings and conflicts by ensuring that information is conveyed accurately and sensitively. This contributes to smoother decision-making processes and enhances overall efficiency within the district government. Thirdly, ethical communication supports diversity and inclusivity by acknowledging and respecting different perspectives and backgrounds among staff

members. It promotes fairness and equality in how information is shared and decisions are communicated, thereby strengthening unity and cohesion within the organization. Ultimately, prioritizing ethical communication practices not only enhances the reputation and credibility of Manafwa district local government but also reinforces its commitment to ethical standards and principles in serving the community effectively. Manafwa district local government ensures that communication regarding sensitive topics, such as budget allocations and staff welfare, is handled with transparency and fairness. Ensuring transparency and fairness in communication about sensitive topics like budget allocations and staff welfare is crucial for fostering trust and accountability within Manafwa district local government. Transparent communication instils confidence among staff members and stakeholders by providing clear and accurate information about how resources are allocated and decisions are made. It helps in building credibility for the government's leadership, demonstrating a commitment to ethical practices and responsible governance. Fairness in communication ensures that all relevant parties are informed equitably, regardless of hierarchy or position, thereby reducing potential grievances and promoting a harmonious work environment.

Manafwa district local government demonstrate leadership commitment to effective communication by actively participating in communication initiatives, modelling transparency, and reinforcing the importance of clear communication in achieving organizational objectives. Demonstrating leadership commitment to effective communication within Manafwa district local government is essential for setting a precedent and fostering a culture of transparency and accountability. When leaders actively participate in communication initiatives, they signal to staff and stakeholders

the importance placed on clear and open dialogue. Effective communication from leadership ensures that organizational objectives are clearly articulated and understood across all levels, aligning efforts towards common goals. Moreover, it creates a supportive environment where staff feels empowered to voice concerns, contribute ideas, and collaborate effectively towards shared outcomes. Ultimately, leadership commitment to effective communication not only enhances organizational cohesion but also reinforces the district government's reputation for ethical governance and community engagement.

Manafwa district local government offer training and development opportunities for head teachers and staff members to enhance their communication skills. Manafwa district local government includes modules on effective written and verbal communication, active listening, conflict resolution, and cultural sensitivity to build cohesive and supportive communication environment. Offering training and development opportunities for head teachers and staff members in communication skills is crucial for creating a cohesive and supportive communication environment within Manafwa district local government. Effective communication skills are fundamental for fostering understanding, resolving conflicts constructively, and promoting a culture of collaboration and mutual respect. This not only enhances internal communication within teams and departments but also improves interactions with external stakeholders and the community. Investing in communication skills training demonstrates a commitment to professional development and empowers staff to communicate more confidently, leading to clearer dissemination of information, better decision-making processes, and ultimately, improved organizational effectiveness and public trust.

### **6.3. Areas for further Research**

Findings from the field indicated that head teachers planning strategies greatly affected staff academic development in the selected government secondary schools in Manafwa District.

The researcher therefore recommends further studies in the following areas;

1. The effect of inadequate head teachers planning and academic development in government secondary schools in Manafwa District.
2. Assessment of priority setting strategies influencing staff academic development in government schools in Manafwa District.
3. The impact of staff welfare on staff academic development in the selected secondary schools in Manafwa District.

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**APPENDIX 1:**

**QUESTIONNAIRE**

**Dear Respondent,**

My name is Wantsala Robert. Am a Masters student at Uganda Christian University pursuing Master of Education Administration and Planning. As part of my course at Uganda Christian University, I am carrying out research on the topic: “Head teacher`s planning strategies and Academic Development in Selected Secondary schools in Manafwa District”. This study is purely for academic purposes. Your responses will be treated with utmost confidentiality. As one of the target respondents, your views and opinions are very important to this study. I hereby request you to spare some time and fill this tool. The responses obtained will be confidential and strictly be used for academic purposes only.

**SECTION A: Demographic Information** (Please tick appropriately inside the boxes as below);

**Sex of respondent**

Male  Female

**Level of Education**

Certificate       Diploma       Degree       Post-graduate

**Length of service**

1- 5 year       6-10 year       11 and above

Please indicate the extent you agree or disagree with following statements by ticking;

Strongly Disagree (SD)	Disagree (D)	Not Sure (NS)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

	SECTION B: Staff academic development in selected government secondary schools in Manafwa District.	1	2	3	4	5		
MAD1	Teachers are given scholarships to enable staff academic development							
MAD2	There are staff exchange programs to effect staff academic development.							
MAD3	Professionalism is prioritized to influence staff academic development.							
MAD4	Ethical practices are given priority to foster staff academic development.							
MAD5	The school gives refresher courses to its members to effect staff academic development.							
MAD6	There is a training plan put in place to enable staff academic development.							
MAD7	E- Learning programs have been initiated to support in staff academic development.							
MAD8	The school plans for staff well fare to enhance staff academic development.							

Please indicate the extent you agree or disagree with following statements by ticking;

Strongly Disagree (SD)	Disagree (D)	Not Sure (NS)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

<b>SECTION C: Resource allocation strategies and staff academic development in selected secondary schools in Manafwa District.</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
BAD1	Resources are allocated for refresher courses to influence staff academic development					
BAD2	In this school funds are allocated for ethical practices					
BAD3	In this school there is allocation of resources for staff well fare to foster academic development					
BAD4	There is allocation of resources for staff training to foster academic development					
BAD5	There is allocation of resources for staff scholarships for academic development					
BAD6	There is allocation of resources for E- Learning to improve staff academic development					
BAD7	In this school resources are allocated for professional development.					
BAD8	Exchange programs are planned to effect staff academic development.					
<b>SECTION D: Communication strategies and staff academic development in selected government secondary schools in Manafwa District.</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
MAD1	The school communicates regularly about new school strategies in effecting professionalism to					

	enable staff academic development.					
MAD2	There is a plan to improve communication system to help develop E- learning for staff academic development.					
MAD3	There is enough information about staff well fare to improve staff academic development.					
MAD4	The school communicates to other institutions to have exchange programs to support staff academic development.					
MAD5	The budget for further training of staff is in place to improve on staff academic development.					
MAD6	There is information of scholarships to members of staff to support their academic development.					
MAD7	Refresher courses are communicated to staff to help in their academic development.					
MAD8	There is usually communication about ethical practices to improve on staff academic development.					

## APPENDIX II

### Interview guide

#### SECTION A

#### DEMOGRAPHIC INFORMATION

Sex      Male       Female

#### SECTION B

#### RESEARCH QUESTIONS.

1. How is staff academic development planned for in the government secondary schools in Manafwa District?
2. Do the schools get any scholarships to support staff academic development now that the government education policy wants every teacher to be a graduate?
3. In your own view, how should the schools cater for staff academic development in Manafwa District?
4. How do school budgets cater for staff academic development in government secondary schools in Manafwa District?
5. What do you think is the best way to address the issue of staff academic development in government secondary schools in Manafwa District?

APPENDIX III



UGANDA CHRISTIAN UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To Head teacher  
BGHS



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss WANTSALA, ROBERT

Of Registration Number; RS 22/MUC/MED/200 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree MEDAF

He/ she is required to carry out an academic research on the topic  
HEADTEACHERS' PLANNING STRATEGIES AND ACADEMIC DEVELOPMENT IN SELECTED SECONDARY SCHOOLS IN MANAFWA DISTRICT - UGANDA.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,



Mr. Akampurira Timothy

Academic Registrar