

HEAD TEACHERS' LEVEL OF EDUCATION AND EFFECTIVE LEADERSHIP IN SELECTED PRIMARY SCHOOLS OF KABALE DISTRICT

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DECLARATION

I Mubangizi Gilbert, declare that this is my original work and it has never been submitted to any institution for any academic award.

Signature. 

Date. 14th July 2025

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APPROVAL

This dissertation titled 'Head Teachers' level of education and effective leadership in selected primary schools of Kabale district' has been done under my supervision and it is ready for submission.

Signature



Date 28/07/2025

DR. GEORGE STANLEY KINYATA

SUPERVISOR

DEDICATION

This dissertation is wholeheartedly dedicated to my beloved wife who has been a source of inspiration and gave me strength when I thought of giving up.

ACKNOWLEDGEMENT

This dissertation has been successful due to the contribution of many people who assisted me through its accomplishment. It is impossible to mention all of them by their names, but I feel so much obliged to mention a few.

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ABSTRACT

The study examined Head Teachers' level of education and effective leadership in selected primary schools of Kabale district. The problem of the study was that the ineffective leadership among some of the head teachers has been reported to be the key factor bringing about this state of affair of poor performance in the selected primary schools despite their levels of education (Education department Kabale district report (2019)). The purpose of the study was to assess head teachers' level of education and effective leadership in selected primary schools of Kabale district. The objectives of the study were; to explore the role of head teachers' level of education in enhancing school's success, to examine the effect of head teachers' level of education on communication in selected primary schools and to establish the effect of head teachers' level of education on vision of the selected primary schools. A descriptive study design was used and a sample size of 73 respondents out a population of 90 people was considered for the study. Data was collected using interviews and questionnaires. Quantitative data was analyzed using SPSS to generate descriptive statistics and use of content analysis method on qualitative data. The study findings on role of head teachers' level of education in enhancing school's success, responses were obtained on, building collaborative cultures, connecting school to its environment, monitoring school activities, ensuring school staffing. The study findings on effect of head teachers' level of education on communication in selected primary schools, the responses were obtained on the statements that the head teachers with higher levels of education tend to have more exposure to communication strategies, and conflict resolution and higher education equips head teachers with knowledge of modern communication ways. The study findings on the effect of head teachers' level of education on vision of primary schools, responses were obtained on the statements that head teachers with higher education levels are better equipped to develop a strategic vision for their schools and higher levels of education fosters a head teacher's ability to think innovatively and embrace new ideas that enhance teaching and learning. The study recommended that there should be continuous encouragement among the head teachers to engage in professional development to stay updated with the latest educational research, teaching methods, and leadership practices and the head teachers should pursue higher levels of education since it can equip them with advanced communication skills and techniques that can facilitate more effective interactions with staff, pupils, and parents.

CHAPER ONE

INTRODUCTION

1.0 Introduction

The background of the study, problem statement, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study and conceptual framework are all covered in this chapter.

1.1 Background of the study

Historical perspective

The notion of head teacher leadership originated in the 1980s, and since then, several theories and conceptualizations have been developed (Mitchell et al., 2023). Head teacher leadership frequently rests under the distributed leadership theory, which is arguably one of the most well-known ideas. However, there is still disagreement over what exactly constitutes teacher leadership.

Since the interactions between a child, their family, and the community have a significant impact on their development, head teachers' leadership education involves transforming teaching and learning both within and outside of the classroom to include the wider school and community (Done & Knowler, 2022). Regardless of their official functions in primary schools, head teachers may embrace innovation or change both within and outside of the classroom as part of their professional practice (Calcagni et al., 2023). Effective leadership requires an understanding of the change process, particularly for recently qualified head teachers whose ability to affect change may be limited by social relationships in the school and the level of achievable peer acceptability.

Creech et al. (2022) assert that high achievers who strive for continuous improvement are typically exceptional leaders, and that educational attainment plays a significant role in determining this, their own and their followers' limits on their path of greatness are connected. This knowledge can serve as the foundation for the quest of exceptional leadership in education. Head teachers should concentrate on the moral goal of teaching and learning, as well as the impact they hope to have, in their role as professionals. Head teachers are able to devise more effective strategies to accomplish the moral goals of the school because this moral purpose keeps them in direct contact with the needs of both teachers and pupils.

Theoretical perspective

Fielders' (1964) contingency theory, first proposed in 1967, served as the basis for this investigation. According to Fielder's contingency theory, there is no one ideal manner for leaders to lead; rather, different circumstances may call for a different kind of leadership. Moreover, the variables influencing a situation determine how it should be resolved. According to Zakaria and Mokhtar (2022), the majority of researchers today conclude that no management style is suitable for every circumstance. Instead, they assert that situational and contingency theories were developed to demonstrate that the right style depends on a number of variables, such as the organization, the task, the people, the situation, and other environmental factors. Additionally, this theory states that good leaders assess the circumstances, choose the leadership approach that will work best, and assess their ability to put the necessary approach into practice (Warman et al., 2022).

Conceptual perspective

The term "leadership" describes various forms of direction or motivation for others to carry out tasks as directed by a circular (Whyte et al, 2022). The practice or art of motivating others to voluntarily and joyfully work toward the accomplishment of organizational goals through directive or supporting behavior styles is known as leadership style. A head teacher's ability to lead effectively aids in the development of a vision that supports the greatest ideas in teaching and learning. The educational background of the head teacher aids in developing a leadership style that motivates staff members to meet challenging objectives and enhance classroom performance.

The capacity of a leader to motivate, direct, and sway people or groups toward the accomplishment of shared objectives is known as effective leadership (Zainol et al., 2021). To create a cooperative and inspiring atmosphere, it combines emotional intelligence, communication, vision, and decision-making. Empathic, responsible, and honest leaders empower their colleagues, provide clear expectations, and adjust to changing circumstances. In addition, they foster trust, support creativity, and pay attention to the needs and opinions of people they oversee. In the end, proficient leadership propels advancement and accomplishes intended results while nurturing individual and occupational development inside the team (Kim & Beehr, 2020).

The highest degree of education attained by an individual is referred to as their level of education. The degree of education enables head teachers to assume a pivotal role in fostering an atmosphere that both models and projects the future of a pupil learner, in addition to the school's overall performance (Lavonen & Salmela-Aro, 2022). An effective head teacher should, according to Reynolds and Teddlie (2014), use his personality, attitude, and behavior to promote a development-oriented school culture. A competent head teacher is required to perform a substantial supportive role for the full growth of the pupils. Noddings (2015) remarked that this quality in both learning and administrative processes is what makes a school special and unique. Due to this crucial role, pupils are able to demonstrate achievement in both their final academic performance and their general involvement as contributing members of the community.

In Kenya, the progress of a society is contingent upon the degree to which it has made use of education as a tool for development. Furthermore, in the developing world, education continues to be the most important method for the advancement of civilization (Aikaman & Unterhalter, 2005). However, leaders are absolutely necessary for effective management of an organisation. Achieving corporate objectives is facilitated by effective leaders and subordinates. Without managerial work and dedication, success is unachievable (Sumbal Maqsood et al 2013). Therefore, in order for education to fulfill its potential, it is critical that leaders in the field of education head teachers assist in bringing about the necessary innovations and changes, as well as that they act as a single entity to bring order out of chaos among their staff members, teachers, by leveraging their respective levels of education to improve their performance and ultimately increase pupil achievement.

Contextual perspective

Due to their low educational attainment, the majority of head teachers lack professional leadership. According to the MoES (2015), non-professional educational administrators manage Uganda's education system at all levels and in its entirety, relying solely on their classroom teaching experience and try and error in carrying out their duties. As a result, there are significant shortcomings in educational institution management. Moreover, Galabawa (2001) emphasizes that a well-run school has a sufficient number of staff members and facilities provided by school administrators.

Furthermore, he mentioned that head teachers would give tasks to staff members and offer the resources they need to carry them out efficiently for the efficient operation of the school. Effective leadership also entails the capacity to depart from such compromises without leaving any room for doubt and to incorporate them into the creation and execution of policies.

Unfortunately, the majority of school heads in Uganda, including those in the Kabale district's primary schools, are currently chosen from within the group of teachers with insufficient training. According to MoES (2016), some heads of schools have limited educational backgrounds and are not even oriented to effective administrative skills, making it difficult for them to run schools after they are selected. Numerous public grievances have been raised over the concealment of appointments and the selection of primary school heads throughout Uganda.

Further complaints suggest that school heads' appointments have less responsibility for the growth and enhancement of the educational program in their institutions. Even worse, there is insufficient focus on overseeing their leadership approaches (Galabawa, 2021). The Kabale district report (2019) from the education department also showed that there is a lack of strength in the heads of schools' ability to supervise teachers' activities, as some of them have less education and hesitate to carry out their duties by observing teachers as they prepare lesson plans that they should use successfully in the classroom. This makes it difficult for pupils to study since they have no one to turn for clarification when they run into difficulties because head teachers are unable to carry out their tasks in an efficient manner.

1.2 Problem statement

The Ministry of Education and Sports has made every effort to implement the rules required to guarantee that all educational establishments have qualified leaders with higher educational backgrounds (Stenger, 2013). Despite these efforts however, head teachers levels of education on their leadership has not shown signs of much improvement over time. Education department Kabale district report (2019) indicated that some head teachers with different levels of education in selected primary schools have continuously registered poor performance. It was reported that there is high absenteeism among teachers, late submission of evaluation reports, poor grades of pupils in exams, low morale to perform, failure to finish the syllabus of all the

subjects, failure of pupils to fully interpret text in textbooks and teacher attrition which stands at 4.0% (Ministry of Education and Sports (MoES, 2013). The ineffective leadership among the head teachers has been reported to be the key factor bringing about this state of affairs despite their levels of education (Education department Kabale district report (2019). The continuation of such situation implies that this may result into disastrous consequences in the education sector that may lead to total collapse of the education system in the district. Furthermore, studies have been done like Ahmad, & Hamid, (2021) on An Analysis of Instructional Leadership Practices of Primary School Head-Teachers on Teacher Effectiveness: A Qualitative Study of Teachers' Perceptions and a study by Shen, et al, (2021) on the relationship between growth in principal leadership and growth in school performance. However, none of the studies have been conducted on head teachers' level of education and effective leadership in selected primary schools of Kabale district therefore leaving out a research gap to fill. It is against this background that the researcher wanted to find out why such things are happening and what can be done to rectify the situation by providing recommendations to enhance effective leadership in primary schools.

1.3 Purpose of the study

The purpose of the study was to assess head teachers' level of education and effective leadership in selected primary schools of Kabale district and find out why such situation exists.

1.4 Objectives of the Study

The following goals served as a guide for the study:

- i. To explore the role of head teachers' level of education in enhancing school's success
- ii. To examine the effect of head teachers' level of education on communication in selected primary schools
- iii. To establish the effect of head teachers' level of education on vision of the selected primary schools

1.4.2 Research questions

The following research questions served as a guide for the study:

- i. What are the roles of head teachers' level of education in enhancing school's success?
- ii. What is the effect of head teachers' level of education on communication in selected primary schools
- iii. What is the effect of head teachers' level of education on vision of the selected primary schools?

1.5 Scope of the study

1.5.1 Geographical Scope

The investigation was carried out in a few Kabale district selected primary schools. Kabale District shares borders with Rwanda to the east and south, Rubanda District to the west, Kanungu District to the north-west, Rukungiri District to the north-east, and Rukiga District to the north-east. The Education department Kabale district report (2019), which stated that some head teachers with varying educational levels in particular primary schools had consistently recorded poor performance, served as the basis for this study. It stated that there was high teacher absenteeism, late submission of evaluation reports, poor exam grades, low performance morale, and failure to complete the syllabus of all the subjects that required the study.

1.5.2 Content Scope

The study was limited to head teachers' level of education and effective leadership in selected primary schools of Kabale district.

1.5.3 Time scope

The study was conducted over the course of one year, in 2019, as at that time the primary schools that were chosen had low examination scores from Uganda National Examination results, which suggested that, in spite of their education levels and shown leadership abilities, head teachers were not meeting public expectations.

1.6 Justification of the study

The development and enhancement of education policies can benefit from an understanding of the head teachers' level of education and effective leadership. The level of education of head teachers can have a significant impact on their capacity to make wise decisions about school policies, curriculum development, resource allocation, and pupil welfare. If it is discovered that higher levels of education

influence leadership effectiveness, educational authorities should take this into consideration and continue to support head teachers in pursuing advanced degrees.

1.7 Significance of the study

This study contributed to the understanding of how varying educational levels influence the leadership attitude employed by head teachers, as head teachers' effectiveness directly impacts pupils' academic achievement. Thus, following data analysis, the researcher used the study's findings to formulate the necessary recommendations regarding how head teachers can best leverage their educational backgrounds and leadership abilities to improve teacher performance in schools, thereby raising pupil academic performance and raising district-wide educational standards in Kabale.

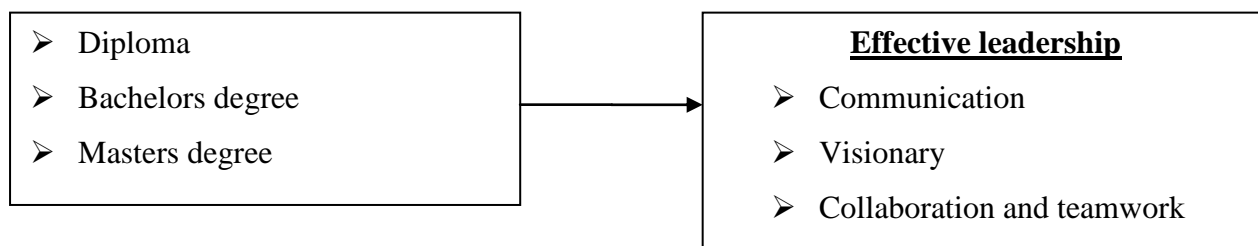
1.8 Conceptual frame work

Independent variable

Head teachers' level of education

Dependent variable

Effective leadership



Source: Adopted from: Kirungi (2015) and Modified by the researcher

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter summarizes and discusses the observations made by other academics regarding the subject matter. The researcher obtained data for this study from a variety of reliable sources, including academics, papers, journals, and websites. These information sources were thought to have private information that enabled the researcher to finish the study.

2.1 Theoretical framework

Contingency theory

Fielders' (1964) contingency theory, first proposed in 1967, served as the basis for this investigation. According to Fielder's contingency theory, there is no one ideal manner for leaders to lead; rather, different circumstances may call for a different kind of leadership. Moreover, the variables influencing a situation determine how it should be resolved. According to Bolden et al. (2013), the majority of researchers today have come to the conclusion that no leadership style is appropriate for every manager in every situation. Rather, they point out that situational and contingency theories were created to show that the appropriate style depends on a variety of factors, including the situation, the people involved, the task at hand, the organization, and other environmental variables. Additionally, this model states that good leaders assess the circumstances, decide the most effective leadership style, and assess their ability to apply the necessary style (Mullins, 2019 and Swanepoel et al., 2010), as described in Hayward (2015).

In order to apply an explicit leadership style that will boost individual performance, the premise puts out the beloved method to management by emphasizing the circumstance before the organizational means (Thomas et al., 2022). Here, it is assumed that in order to influence employees, a leader must exhibit both directive and supportive behaviors. The second premise is that every leadership approach is contingent upon the particular circumstances. This suggests that a leader's behavioral patterns will aid in the acquisition of competencies necessary for effectively utilizing styles in pertinent contexts and, ultimately, for effective performance. The gap in the

given assumption and supposition that has been detected is the failure to recognize and investigate the individual differences among employees and the ways in which they may react to directive and supportive leadership behaviors under different conditions.

2.2 Role of head teachers' level of education in enhancing school's success

Instructional leadership practices

Because of its emphasis on teaching and learning, instructional leadership is frequently employed by the majority of successful schools with higher educational attainment and is widely recognized as a crucial component of success. According to a study of instructional leadership research conducted by Ji and Reiss (2022), principals' mission-building initiatives are the most effective leadership techniques. The following descriptions are used by Saxena et al. (2020) to identify three categories of instructional leadership practices: managing the instructional program, which includes overseeing and evaluating instruction, coordinating the curriculum, and monitoring pupil progress; defining the school's mission, which involves framing and then communicating the school's goals; and promoting a positive school learning climate, which includes safeguarding instructional time, encouraging professional development, keeping a high profile, offering incentives for teachers, and offering incentives for learning. The researcher will address the identified gap, which is the lack of discussion of possible obstacles or restrictions related to the use of instructional leadership practices in schools, despite the practices' beneficial emphasis on teaching and learning.

Hallinger (2013) stated that education level has a role in this set of practices, which include curriculum coordination, resource provision in support of curriculum, instruction, and assessment activities, as well as supervision and evaluation of instruction. (Netolicky, 2020) show that emphasizing teaching and learning is crucial for school administrators operating in difficult environments. This entails regulating conduct, enhancing self-worth, and conversing and paying attention to pupils. It might also entail imploring pupils and teachers to place a high value on pupil accomplishment. Achievement is significantly impacted by such an academic environment. The identified gap is the lack of discussion about how the leader's emphasis on teaching and learning, particularly in difficult contexts, might interact

with particular practices related to curriculum coordination, resource provision, supervision and evaluation of instruction, and so on.

Building collaborative cultures

Since Little's (2012) initial research, a substantial body of evidence has amassed that unequivocally supports the significance of head teachers' educational backgrounds in collaborative school cultures as being essential to school improvement, the growth of professional learning communities, and the enhancement of pupils' learning (Ishimaru, 2019). More data makes it abundantly evident that leaders may foster more collaborative cultures and recommend strategies to attain this end. Developing more positive, achievement-oriented, and collaborative cultures is a critical responsibility for leaders of schools facing difficult situations. The informational gap that has been highlighted is the absence of detailed knowledge regarding the exact tactics or methods that school administrators can use to successfully foster collaborative cultures in their institutions, especially when faced with difficult situations.

People are more prone to trust those with whom they have built positive relationships, and trust is increasingly seen as a crucial component in fostering collaboration among head teachers with varying educational backgrounds (Bulinska et al., 2021). Effective school leaders are adept at bringing people together for fruitful collaboration in their schools. There is a gap in the material since it does not address how school administrators can successfully develop and nurture trust between head teachers of different educational backgrounds and how this process helps to produce fruitful collaborative work.

Head teachers' foster trust and respect for one another among the participants. They guarantee that group procedures and results are decided upon collectively. They facilitate the development of roles and objectives for cooperation. They promote free and fluid communication between partners and a readiness to make concessions. Additionally, they offer dependable and sufficient resources to facilitate teamwork (Choong et al., 2020). The knowledge gap that has been highlighted is the lack of discussion of the possible obstacles or difficulties that head teachers may encounter when attempting to foster mutual respect, trust, and productive collaboration among individuals concerned.

Teacher professional development

Head teachers with a background in education can create and lead valuable professional development programs for educators, encouraging ongoing enhancements to their methods of instruction (Sancar et al., 2021). Teachers who engage in meaningful and ongoing professional development are better equipped to touch the lives of their pupils, become lifelong learners, and adjust to changing educational environments. It makes a major contribution to both the professional development of teachers and the general standard of education. The evidence presented indicates a study need about the exact tactics, approaches, or criteria that head teachers with excellent educational backgrounds use to effectively plan and facilitate relevant professional development programs.

Restructuring

Establishing team and group structures for issue solving as well as standardizing planning times for teachers are practices linked to these projects (Farrall, et al., 2020). This variable is a crucial mediator of the leadership impacts of head teachers on pupils, according to Hallinger and Heck (2018). Increasing teacher participation in decision-making and delegating leadership for specific tasks are other aspects of restructuring. Reeves (2010) asserts that restructuring techniques have been shown to significantly increase achievement in all chosen successful schools. A research vacuum exists in the material presented since there is no discussion of the possible difficulties, restrictions, or subtleties involved in putting the restructuring strategies discussed in the context of school leadership into practice and how they affect pupil outcomes.

Building productive relationships with families and communities

This approach relates to expanding school-based management's public accountability by holding schools more accountable to the communities they serve (Murphy & Beck, 2015). Schools are increasingly required to actively control how the public perceives their validity (Mintrop, 2014). The researcher attempted to look at many ways that the surrounding communities contributed to the success of the schools, guided by this body of knowledge. The gap that has been found is the absence of investigation into the possible difficulties or intricacies that educational institutions may encounter

while attempting to control public opinions of their legitimacy through community involvement and school-based administration.

Connecting school to its environment

One of the most effective strategies used by the majority of accomplished school administrators across all educational levels to get the highest matriculation outcomes is tying the school into the community. School administrators spend a lot of time interacting with people outside of their institutions in order to get guidance and information, according to Leithwood (2016). They should be aware of policy changes and be on the lookout for emerging trends and pressures that could have an impact on their institutions. Meetings, casual talks, phone calls, email exchanges, and online searches can all be used for these goals. Schools involved in major school development programs may find that enlisting outside assistance is another effective tactic (Reynolds, Hopkins, Potter, & Chapman, 2011). The absence of investigation into the particular methods, difficulties, and results of connecting schools to the outside world, particularly in the context of attaining the best matriculation results and school reform projects, has been noted as a research gap in the information supplied.

Additionally, schools must establish and maintain relationships with individuals who can provide them with knowledge and assistance. These relationships can be maintained by regular communication via phone calls, letters, visits, meetings, and social events. These networking strategies are probably going to have a big impact on a school's performance, mostly in areas like drug and substance misuse reduction. Lack of investigation into the precise ways that networking behaviors contribute to a school's success, especially in tackling particular difficulties like lowering drugs and substance misuse, is the noted research gap in the material supplied.

Staffing

The researcher's goals included looking into any connections between personnel levels and a school's performance. Any school's staffing needs are critical, and head teachers are responsible for this task under the direction of their educational backgrounds. One of the most important things in managing schools in difficult conditions is hiring and keeping employees (Gray, 2010). According to Gray's (2010) research, all prosperous institutions employed capable teachers and leaders who were

motivated to further the school's achievements. There is a research gap because the information, while acknowledging the importance of staffing and its relationship to a school's success, does not explore the subtle ways that staffing practices, recruitment tactics, and teacher retention initiatives affect a school's overall performance, particularly in difficult circumstances.

Monitoring school activities

Stenger (2013) discovered in a study conducted in low-income schools that academic achievement is seen not just in high-poverty schools but also in wealthier schools. Key results from these underprivileged schools included teachers who were dedicated to improving the lives of their pupils and seeing their schools flourish, as well as principals with strong, clear visions who encouraged staff to participate in problem solving and decision making. The survey found that all pupils were routinely held to high standards for behavior and academic achievement by principals and teachers alike. Additionally, pupils from low-income schools with less educated head teachers said they felt respected, appreciated, and challenged. Although the data shows how successful high-poverty schools can be, particularly when school administrators have less education, there is a study gap because the data doesn't go into detail about the particular strategies, tactics, or difficulties that make these schools successful. Furthermore, it doesn't examine how school administrators with different educational backgrounds could differ in their approaches to leadership.

Hagelskamp (2013) discovered in a study on the performance of underprivileged schools that while successful schools shared certain traits, it was crucial to avoid focusing too much attention on any one element. She learned that a school's success was not attributed to a single element. She observed dedicated teachers collaborating with visionary leaders of various educational levels to create a welcoming, courteous, upbeat, and goal-oriented environment at the prosperous schools. She came to the conclusion that the schools were approaching school success methodically and methodically, rather than just as a philosophy. She repeatedly heard this from the educators, head teachers, and pupils she encountered (Hagelskamp, 2013). The information provided has a research gap that needs to be filled. Specifically, there isn't enough investigation into the methods, approaches, and concrete actions schools take to adopt a methodical, step-by-step approach to success, particularly when

dealing with dedicated teachers and visionary leaders who have varying degrees of education.

Lynch (2016) identified five characteristics of a successful school: leadership, high expectations, continuous assessment, objective and direction, secure, and organized. Lynch (2016) discovered that when head teachers and school board members demonstrated excellent leadership, pupils fared better. Good leaders are observant, able to effectively communicate the mission and vision of the school, able to work in conjunction with teachers to develop their abilities, and actively involved in issue solving. Thus, in order to guarantee success in terms of matriculation results, the researcher will look into how head teachers' educational levels support school management teams, the school governing body, and teachers' collaboration.

Lynch (2016) notes that research has consistently demonstrated that having high expectations for pupils improves their performance. Due to the fact that they were still developing their sense of self-worth and competence, pupils are partly dependent on the expectations set on them during that time in their lives. According to the survey, most successful schools have teachers who are highly effective and who meet expectations in order to raise the caliber of instruction. Schools should compare their pupils' nationwide using assessment data (Lynch 2016). In order for teachers to come up with solutions to address the issues, this kind of comparison is probably going to help successful schools discover areas of learning that are difficult in the classroom and throughout the school.

Effective head teachers create objectives proactively and then convey them to all parties involved, including pupils, staff, and the community at large. Lynch (2016) asserts that head teachers of schools need to be flexible and eager to integrate new ideas into their plans for procedures and methods. As a result, it's critical to include input from all parties involved while developing school goals and it has been demonstrated that when the entire school community works toward common goals, pupil performance improves. Although the information emphasizes the value of head teachers actively creating and sharing goals, incorporating innovation, and including all stakeholders in the goal-setting process, it skips over the specifics of how these processes are actually put into practice, potential roadblocks, and how they directly affect pupil performance. Shelby, Stephanie, and Angela (2014) investigated the

connection between school success and school leadership. Their research showed that active principal supervision of teachers' actions is necessary, and that effective principal leadership is essential to support teacher leadership. This seems to reaffirm how crucial instructional leadership and shared leadership are to a school's success.

2.3 Effect of head teachers' level of education on communication in selected primary schools

According to Drake (2010), head teachers who hold higher education degrees—such as bachelor's or master's degrees in education administration—tend to have received more formal training in leadership, communication strategies, and conflict resolution. This formal education helps them communicate more effectively, using language that is appropriate, clear, and concise for various audiences, such as parents, teachers, and pupils. Formal education frequently consists of courses and training in interpersonal skills, communication, and leadership. Higher educated head teachers are more likely to have a solid foundation in effective communication, which includes both writing and verbal skills. These abilities are essential for communicating guidelines, directives, and criticism in an orderly and understandable way. Higher educated head teachers are typically more conversant with jargon and professional terms used in the education sector (Hargreaves & Fullan, 2015). This enables them to interact with other instructors in an efficient manner, guaranteeing that important ideas and regulations are communicated accurately. For instance, they can more precisely discuss curriculum modifications, teacher performance reviews, and teaching tactics.

Head teachers who have completed higher education are frequently well-versed in contemporary communication tools, including social media, instructional software, and email (Amhag, et al., 2019). Individuals with less knowledge may not possess these abilities and instead rely more on conventional, possibly less effective means of communicating. Head teachers who receive email usage training are guaranteed to be able to communicate with staff, parents, and the community in a timely and professional manner. Appropriate training teaches them how to prioritize key communications in order to manage email overload and helps them organize emails, keep a professional tone, and utilize email effectively for school announcements, updates, and policy changes. Head teachers can easily facilitate contact between

parents and teachers by receiving training on how to use internet portals (Chen & Rivera, 2023). Head teachers may guarantee that all users efficiently traverse these systems for improved school-parent contact by providing them with the necessary training. These portals frequently contain features like message systems, event scheduling, and access to pupil grades.

Clarity and consistency are essential elements of effective communication, according to Owan et al. (2020). This is especially true for head teachers who oversee a school community made up of employees, pupils, parents, and outside stakeholders. By making sure messages are clear and consistent, they can prevent misunderstandings, foster trust, and foster a productive learning environment. Head teachers with higher levels of education are likely to communicate school policies, objectives, and feedback in a clearer and more consistent manner. Their comprehension of pedagogical theories and leadership principles also helps them better define expectations and offer constructive criticism. On the other hand, head teachers with less education may find it difficult to explain the objectives of the school or deal with complicated problems, which can cause misunderstandings or imprecise instructions for both teachers and pupils (Cooper, 2023).

Conflict resolution and mediation are essential abilities for head teachers to have as they handle conflicts and disagreements in the classroom, claim Chandolia & Anastasiou (2020). These disputes can occur between staff members, pupils, or even between parents and teachers. Head teachers who are skilled at resolving conflicts provide a positive learning environment in which problems are handled in a constructive way, facilitating the flow of instruction and learning. Advanced degree holders are typically better qualified to manage conflicts in the school setting as head instructors. They most likely learned conflict resolution techniques in school, which gives them the ability to effectively arbitrate disputes between teachers, pupils, and parents (Mboh, 2021). They can utilize communication to diffuse conflict and maintain peace in the classroom. People with less formal education may find it more difficult to handle disagreements because they haven't received enough training in these methods, which could result in unresolved problems that could interfere with the operation of the school.

Higher educated head teachers typically have more effective ways to involve parents and guardians in their classrooms. They also recognize the value of community involvement in decision-making processes, which promotes openness and trust (Alhumam, 2021). In order to convey pupil progress and school development strategies, they could also employ data and research. Among the most important duties of head teachers in elementary schools is to interact with parents and guardians. To meet the educational and developmental needs of pupils, it entails fostering strong, cooperative connections with parents. More cohesive school communities, enhanced pupil behavior, and higher academic results are all the results of effective involvement (Wong et al., 2024). Parental participation is vital for kids' development, particularly in primary schools, and could be negatively impacted by a head teacher with less education if they do not prioritize or perform well in involving the community or parents.

Head teachers with advanced degrees are more likely to take on the role of instructional leaders, successfully informing their staff members about new teaching techniques, curriculum objectives, and educational standards (Kanwal, 2021). They can inform their teachers on the most recent developments in pedagogy and education thanks to their education. A head teacher with less education may find it difficult to lead instruction, which could affect how effectively they convey curricular modifications, standards for instruction, or requirements for professional growth.

The degree of education a head teacher has a significant influence on how they communicate with other teachers. Educated head teachers are better able to communicate in a way that is clear, consistent, and encouraging, which promotes collaboration, teacher growth, and a positive school climate (Kartini, et al, 2020). They have the ability to settle disputes amicably, offer tailored criticism, encourage professional growth, and motivate educators to give their all. In the end, the communication style of the head teacher affects not just the other instructors but the entire classroom, which helps the school as a whole succeed.

Higher educated head teachers are more likely to be able to explain policies that are mandated by government or educational authorities in an efficient manner, claim Ogunode & Musa (2020). They are skilled at deciphering these guidelines and converting them into manageable tasks for the faculty and staff. Head teachers with

low levels of education could find it difficult to comprehend or communicate changes to the policies, which could lead to confusion or noncompliance in the school. Effectively communicating school policies is a crucial responsibility of head teachers, since it affects the comprehension and adherence of these regulations by staff, pupils, and parents. Higher educated head teachers frequently possess superior tools and communication techniques for policies, guaranteeing that the school community accepts and understands them.

Higher educated head teachers typically encourage more open, honest, and inclusive communication in order to boost collaboration within elementary schools (Neves, et al., 2023). Improving problem-solving skills, academic achievement, and the general school culture all depend heavily on the cooperation of educators, support personnel, parents, and pupils. The degree to which cooperation is promoted and maintained in the classroom can be directly impacted by the head teacher's communication skills. Higher educated head teachers tend to participate more in professional networks where they can exchange best practices and pick up tips from other educators.

2.4 Effect of head teachers' level of education on vision of primary schools

Higher educated head teachers are better suited to create a comprehensive and strategic vision for their schools, especially if they have received specialized training in educational leadership (Brauckmann, et al., 2023). They comprehend pupil learning objectives, curriculum design, and the socioeconomic variables affecting education on a deeper level. Most head teachers with advanced degrees have a solid understanding of developmental psychology, pedagogical frameworks, and educational philosophies. With this knowledge, they may develop a vision that supports productive learning settings and is based on tried-and-true teaching methods. Head teachers with higher education typically concentrate on long-term objectives, such as pupils' academic and social development, teachers' professional development, and the enhancement of school facilities. Their vision frequently incorporates plans for the following five to ten years, exhibiting strategic planning and foresight (Sund & Gericke, 2020).

Higher education frequently promotes a head teacher's capacity for original thought and acceptance of novel concepts that improve teaching and learning, according to Kilag et al. (2023). Advanced-qualified head teachers are more likely to implement new teaching strategies and technologies into their classrooms and to support

creative activities. To enhance learning results, an informed head teacher will be willing to try out new curriculum, instructional strategies, or evaluation methods. They would inspire educators to experiment with novel concepts and disseminate effective methods (Jeanes, 2021). Furthermore, well-educated head teachers frequently serve as role models for a growth mindset by exhibiting a dedication to lifelong learning and professional development. This mindset inspires both teachers and pupils to take on challenges and see setbacks as chances for improvement.

Higher education-level head teachers frequently have excellent communication skills, which are essential for explaining the school's mission to staff, pupils, parents, and the community (Khanal et al, 2020). A well-educated head teacher has the ability to inspire and motivate others by skillfully communicating the school's mission, beliefs, and goals. Skilled head teachers are able to communicate the school's vision, mission, and goals in a clear and concise manner. This clarity makes it possible for all parties involved—teachers, pupils, and parents—to comprehend the school's direction. Head teachers with formal education are adept at fostering agreement on the school's mission. They make sure that everyone who has a stake in the project—teachers, pupils, parents, and community members—feels invested in and active in the vision-setting process.

Head teachers with postgraduate degrees are more likely to be up to date on the newest developments and research in education, per Seufert et al. (2021). With this understanding, they can make sure the school stays competitive and forward-thinking by coordinating their goals with international standards and best practices in education. Skilled head teachers frequently place a high priority on continuing their professional growth by attending conferences, workshops, and training sessions. Their dedication aids in keeping them up to date on the newest leadership techniques, instructional technologies, and pedagogical approaches. A vision that equips pupils for success in a global setting is a common goal of educated head teachers in an increasingly globalized world. Examples of such initiatives include language learning programs, cultural awareness campaigns, and collaborations with international schools (Annan, 2020).

Theoharis (2024) asserts that head teachers are more likely to create an inclusive curriculum if they have a strong grasp of educational philosophy and social justice.

They understand how crucial it is to guarantee that every pupil, irrespective of their circumstances or aptitudes, has equitable access to high-quality education. Head teachers with formal educations are usually familiar with the concepts of social justice and educational equity. They understand how critical it is to give every pupil, including those with impairments, learning challenges, and varied cultural backgrounds, equal chances (Trujillo, et al, 2021). Head teachers with higher levels of education are more likely to be aware of the difficulties faced by kids from underprivileged homes and to include solutions into the school's mission statement, such as extra academic support, counseling services, and community outreach initiatives.

As part of the school's mission, head teachers with advanced degrees frequently place a significant priority on their instructors' professional development (Pham, 2021). Since they are aware that having a capable faculty is essential to the school's success, they make an effort to offer opportunities for further professional growth. Head instructors who have higher education tend to embrace and encourage lifelong learning among their team members. They know that in order for teachers to advance their careers, stay up to date on developments in the field, and increase pupil learning, they must engage in continuous professional development. Head teachers with higher levels of education are more likely to start mentorship programs that help both new and seasoned educators. By encouraging a collaborative learning environment where teachers continuously enhance their skills, these activities are in line with the school's vision (Kelkay, 2020).

Head teachers with a good history in education frequently have a vision for their pupils' holistic development that extends beyond academics and emphasizes their emotional, physical, and social well-being (Markowitz & Bouffard, 2022). Head teachers with education know how important it is to establish a secure, encouraging environment where children feel important and engaged. They support educational initiatives that attend to the social and emotional needs of pupils.

Head teachers with postgraduate degrees are more likely to incorporate sustainability and future preparation into their school's vision, claim Wong & Ng (2020). They put a lot of emphasis on giving pupils the information and abilities needed to prosper in a world that is always changing, such as environmental stewardship, problem-solving,

and critical thinking. Head teachers with more education have a greater awareness of environmental issues and the value of sustainability in the classroom. They are more likely to include environmentally friendly activities into the classroom.

2.5 Research gap

A significant research gap exists in understanding the specific impact of head teachers' levels of education on their leadership effectiveness, particularly in primary schools. While much of the existing literature explores general leadership qualities, there is limited research on how varying educational qualifications (certificate, diploma, degree) affect specific leadership skills such as decision-making, instructional leadership, and school management. Furthermore, few studies have compared the influence of formal academic qualifications versus practical leadership experience and ongoing professional development in enhancing leadership effectiveness. Understanding these nuances remains underexplored, particularly in localized contexts like Kabale District. This study intended to fill this gap by assess head teachers' level of education and effective leadership in selected primary schools of Kabale district so that recommendations could be made to improve the effectiveness of leadership in primary schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The research design, target population, sample size, sampling processes, data collection methods, data collection instruments, data quality control, data analysis, ethical issues, study limitations, and how they were addressed were all covered in this chapter.

3.1 Research Design

The researcher employed a descriptive study design, which is defined as a detailed analysis of an item, event, or system that is studied independently or in combination to produce detailed information about them. Descriptive design is important because it provides a comprehensive analysis of the issue, which may produce important information for decision-making (Thomas, 2011). In this case, a combination of qualitative and quantitative methods was used to collect information about the problem under study. This method produces a more comprehensive understanding of the research problem than either quantitative or qualitative methods by themselves.

3.2 Study population

Six primary schools were chosen, and a population of 150 people was taken into consideration. To acquire the information required for the research, the head teacher, the director of studies, and the teachers from each of the six primary schools that were chosen were the study's main targets. These included the following primary schools both government and private schools: Nyabushabi Primary School, Birambo Primary School, Kavu Primary School, Kigata Primary School, Kamuronko Primary School and Kabanyonyi Primary School. Since head teachers, teachers, and directors of studies were thought to have sufficient knowledge of the study, the researcher will be interested in hearing their opinions.

3.3 Sample Size

In establishing the sample size, the researcher used Krejcie and Morgan's 1970 table. For the study, a sample size of 108 respondents was taken into consideration. These were one (01) director of studies, one (01) head teachers, and sixteen (16) teachers from each of the selected primary school.

Table 1: Sample Size Distribution

Population Category	Target population	Sample size	Sampling techniques
Head teachers	06	6	Purposive sampling
Directors of studies	06	6	Purposive sampling
Teachers	138	96	Simple random sampling
Total	150	108	

Source: (Kabale district Education department, 2022)

3.4 Sampling Procedures

Selecting a subset of the population to take part in a study is known as sampling (Ogula, 2015). Both random and non-random sampling was employed in the investigation.

3.4.1 Random sampling techniques

In order to classify respondents from various schools, cluster sampling was one of the random strategies employed in this study. Using stratified sampling, the respondents were categorized according to attributes like age, gender, and educational background. Teachers who were available for the survey during data collection were also chosen using simple random sampling. Inclusion in the study was restricted to those with informed permission.

3.4.2 Purposive sampling techniques

Purposive sampling was employed in the study to choose participants who had important study-related information. Since they were the ones targeted, head teachers and directors of studies were the subjects of purposive sampling.

3.5 Data collection Procedures

The researcher requested an introductory letter from the dean of Bishop Barham University's postgraduate research department in order to begin a study. A copy of this letter was distributed to respondents who were contacted for data collection; questionnaires were distributed to the selected respondents; and interviews were carried out in order to record events that were essential for the interpretation and analysis of the results.

3.6 Data collection methods

The researcher utilized a pair of techniques for gathering data: interviews and questionnaires.

3.6.1 Interview

During the in-person interview process, the researcher was able to establish a rapport with the participants and had the opportunity to ask follow-up questions of any of them while they were discussing. The material for this study came from head teachers and directors of studies since they were involved in the school's leadership process, which reduced bias and consistency in the collection of qualitative data.

3.6.2. Questionnaire

The researcher used a questionnaire survey, which consisted of printed and typed sheets with questions on them, to fill in the blanks in the provided questionnaires. By using questionnaires, the researcher hoped to rapidly collect a significant amount of data that could be readily examined. Both closed-ended and open-ended questions were included in the questionnaire survey that was distributed to the teachers who responded. However, the researcher gave individuals plenty of time to respond. This approach was suitable considering the population's size and literacy level.

3.7 Data collection instruments

In order to gather data for this study, self-administered structured questionnaires and interview guides were employed.

3.7.1 Interview guide

An interview guide was used to interview the head teachers who answered the researcher's in-person questions. The researcher was able to gather historical information and manage the kind of questions she asked thanks to the interview guide.

3.7.2 Self-administered structured questionnaires

The researcher used structured questionnaires that participants self-administered to gather data. Structured questionnaires containing both closed-ended and open-ended questions were distributed to study directors and teachers. The capacity of questionnaires to collect information from a variety of subjects and provide a clear and concise written explanation of the findings supported their selection as tools.

3.8 Data quality control

3.8.1 Validity

To establish the validity of quantitative data collection tools, researchers typically use content validity, which involves expert evaluation to ensure that each item on the instrument accurately represents the construct being measured. According to Kombo and Tromp (2016), validity assesses how well an instrument reflects the subject matter it intends to measure. In this process, experts in the field review the instrument to identify items that are relevant, clear, and representative. The Content Validity Index (CVI) is then computed using the formula: $CVI = \text{Number of relevant items} / \text{Total number of items}$, with a recommended threshold of 0.70 or above for acceptability, as suggested by Amin (2015). In this study, after expert review, the CVI was found to be 0.91, indicating that the tool was highly valid. This allowed the researcher to receive approval from the supervisor and the head of the postgraduate research department at Bishop Barham University to proceed with data collection confidently.

3.8.2 Reliability

According to Ryan (2012), a data gathering technology is considered reliable if it consistently and dependably yields comparable results under the same circumstances. Reliability is created for qualitative data gathering tools using techniques including audit trails, peer debriefing, and triangulation. To ensure that results are consistent, triangulation entails gathering information from several sources or employing various techniques. Peer debriefing increases credibility by enabling colleagues to examine and contest the researcher's interpretations. To guarantee openness and reproducibility, an audit trail records every stage of the study procedure. Furthermore, by verifying that the results accurately represent participants' experiences, member checking in which participants examine and validate the quality of data or interpretations further enhances the dependability of qualitative tools. Through the use of several data sources and techniques to verify consistency in findings, the researcher achieved reliability through triangulation. To verify interpretations and lessen prejudice, peer debriefing was done with academic colleagues. For transparency, an audit trail was kept to record every stage of the research. By allowing participants to examine the results, member checking was utilized to guarantee the accuracy of the data.

3.9 Data analysis

The researcher categorized the questionnaires once they were gathered from the study area to assess the accuracy of the responses. Only accurately filled questionnaires were taken into account for analysis. Following collection, data was processed and examined in preparation for presentation. The researcher used SPSS to create tables and coded the quantitative data that had been gathered in form of frequencies and percentages. As a result, tables were employed in the study as statistic tables. The content analysis method was used to examine qualitative data. Every interviewee's information was gathered by recording, then the responses were transcribed onto paper for analysis in accordance with the objectives of the study.

3.10 Ethical Considerations

Informed Consent: Prior to enrolling study participants, the researcher will obtain their voluntary, signed, and informed consent. Participants will be fully informed about the study's objectives, procedures, and benefits. They will also be given the

freedom to stop participating at any moment without incurring any fees. Privacy and Confidentiality: The researcher took care to protect the participant's privacy. This meant ensuring that private information was protected and that specific responses or data were not connected to specific individuals.

3.11 Limitations of the study and how they were handled

The lack of funding put the researcher under pressure to make adjustments for some costs, such as transportation, lunch, stationery, and secretarial services, which in turn caused him more stress. Nonetheless, the researcher ensured that the allocated funds were not exceeded throughout the study.

Rigidity of those who did not respond to the inquiries. This was the outcome of the respondents' viewpoints on the topic. The researcher explained to the respondents the purpose of the study and that the information collected would only be used for academic research to gather relevant data.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter provides a thorough data analysis, presentation, and interpretation of the results based on the study's goals, which are as follows: to explore the role of head teachers' level of education in enhancing school's success, to examine the effect of head teachers' level of education on communication in selected primary schools and to establish the effect of head teachers' level of education on vision of the selected primary schools.

4.1 Response rate

The data analysis and report writing for this study were conducted using the answers to the questionnaires and interviews. A total of 85 respondents with 89% of the sample returned all 96 questionnaires that the researcher had given to the teachers of the chosen primary schools in Kabale District. Eleven (11) respondents with 11% of the sample never returned their questionnaires. According to Morton et al. (2012), reporting should aim for a survey response rate of at least 50%. As a result, 89% was a satisfactory response rate for the study, indicating that the survey's findings were typical of the participants.

4.1.1 Demographic characteristics of respondents

The gender, age, and education level of the respondents who took part in the study are shown in this section. This can be seen in Table 1 down below.

Table 1; Survey respondents

The researcher took into account the respondents' age, gender, and education level. The researcher and the study needed this demographic information in order to characterize the most pertinent respondents who were chosen for the investigation, as shown in table 1 below.

Gender	Frequency(f)	Percentage (%)
Male	41	48
Female	44	52
Age		
25-30	17	20
31-35	42	50
36-40	23	27
41 and above	3	3
Education		
Diploma	37	43
Degree	39	46
Masters	9	11

Source: Primary Data, 2023

According to the study's findings regarding respondents' gender, 52% (44) of respondents were female, while 48% (41) of respondents were male. Both sexes provided information to the researcher.

According to the study's age distribution of respondents, 50%(42) of respondents were between the ages of 31 and 35, 3%(3) of the respondents were 41 years of age and above, 27% (23) were between the ages of 36 and 40, and 20% (17) were between the ages of 25 and 30. The age of the respondents was taken into consideration by the researcher in order to obtain accurate information regarding the respondents' understanding of the researched study problem and their varied years of existence.

According to the study's findings about respondents' education levels, the highest percentage of respondents 46%, (39) had degrees, while the lowest percentage 11%, (9) had master's degrees. 43% (37) of the remaining responders were at the diploma level. In order to gather accurate information on the respondents' reading and comprehension levels, the researcher took into account their educational backgrounds.

4.2 Role of head teachers' level of education in enhancing school's success

In Table 2 below, where %= percentage and F= frequency, shows the researcher's further consideration of the respondents' thoughts regarding the role of head teachers' level of education in enhancing school's success. SA- Strongly agree, A- Agree, N- Not sure, D- Disagree and SD- Strongly disagree.

Table 2: Role of head teachers' level of education in enhancing school's success

Role of head teachers' level of education in enhancing school's success	SA		A		N		D		SD		Total	
	%	F	%	F	%	F	%	F	%	F	%	F
Building collaborative cultures	25	21	37	31	16	14	12	10	10	9	100	85
Connecting school to its environment	38	32	32	27	23	20	7	6	-	-	100	85
Monitoring school activities	41	35	30	26	18	15	8	7	3	2	100	85
Ensuring school staffing	38	32	19	16	26	22	17	15	-	-	100	85
Ensuring teacher involvement in decision making	29	25	41	35	30	25	-	-	-	-	100	85
Teacher professional development	46	39	37	31	10	9	7	6	-	-	100	85

Source: Primary Data, 2023

The study findings on role of head teachers' level of education in enhancing school's success, it was revealed that respondents (21)25% strongly agreed with building collaborative cultures, (31)37% of the respondents agreed with the statement, (14) 16% were not sure, 10(12% disagreed and 9(10%) strongly disagreed with building collaborative cultures. The results conclude that most respondents with building collaborative cultures since higher level of education often lead to improved

communication skills which is essential for promoting collaboration among teachers, staff, pupils, and parents. as tabulated in table 2 above.

The field findings on connecting school to its environment revealed that (32)38% of the respondents strongly agreed with the statement, (27)32% agreed, (20)23% were not sure and (6)7% disagreed. The results conclude that most of the respondents agreed with connecting school to its environment which includes the local community, other educational institutions, and the broader societal context as tabulated in table 2 above.

The study findings on the statement of monitoring school activities revealed that (35)41% of the respondents strongly agreed, (26)30% agreed (15)18% were not sure, (7)8% disagreed and (2) 3% strongly disagreed with the statement. The results conclude that as a head teacher with a higher level of education may have a stronger background in data analysis and research methodologies. This skill can be invaluable when it comes to collecting and analyzing data on various school activities, including academic performance, attendance, and behavior, to make informed decisions.

The field findings on the statement of ensuring school staffing, the respondents (32) 38% strongly agreed with the statement, (16)19% agreed, (22) 26% were not sure and (15)17% disagreed with the statement. The results conclude that ensuring school staffing as head teachers with a higher level of education often have a deeper understanding of educational needs, curriculum requirements, and teaching methodologies. This understanding enables them to make informed decisions about staffing requirements, such as the number of teachers needed, subject specialties, and support staff.

From the study findings, the results on the statement of ensuring teacher involvement in decision making, the results revealed that (25)29% of the respondents strongly agreed with the statement, (35) 41% agreed and (25)30% of the respondents were not sure. The results conclude that head teachers level of education helps in ensuring teacher involvement in decision making of the school activities.

The study findings on the statement of teacher professional development, it was revealed that (39)46% of the respondents strongly agreed with the statement, (31)

37% agreed, (9)10% were not sure and (6)7% disagreed with the statement. The study results conclude that teacher professional development since advanced education can provide head teachers with expertise in curriculum development. They can use this knowledge to create professional development opportunities that directly support the school's curriculum goals and instructional strategies.

4.4 Effect of head teachers' level of education on communication in selected primary schools

The researcher considered the effect of head teachers' level of education on communication in selected primary schools and the results were presented in table 3 below.

Table 3: Effect of head teachers' level of education on communication in selected primary schools

Effect of head teachers' level of education on communication in selected primary schools	SA		A		N		D		SD		Total	
	%	F	%	F	%	F	%	F	%	F	%	F
The head teachers with higher levels of education tend to have more exposure to communication strategies, and conflict resolution	33	28	26	22	36	31	5	4	-	-	100	85
Higher education equips head teachers with knowledge of modern communication ways	16	14	21	18	30	25	19	16	14	12	100	85
More educated head	41	35	26	22	18	15	15	13	-	-	100	85

teachers convey school policies, goals, and feedback more clearly and consistently												
Head teachers with advanced educational qualifications are better equipped to handle conflicts within the school environment	23	20	18	15	35	30	17	14	7	6	100	85
Higher education enables head teachers to have better ways of engaging parents in decision-making fostering Trust	45	38	28	24	27	23	-	-	-	-	100	85
Head teachers with higher levels of education tend to have better strategies for policy communication, ensuring that policies are clear and accepted across the school community	36	31	31	26	20	17	7	6	6	5	100	85

Source: Primary Data, 2023

The researcher investigated on the effect of head teachers' level of education on communication in selected primary schools and the results revealed that the responses were obtained on the statement that the head teachers with higher levels

of education tend to have more exposure to communication strategies, and conflict resolution were (28)33% strongly agreed with the statement, (22)26% agreed, (31)36% were not sure and (4)5% disagreed. The findings indicate that head teachers with greater educational backgrounds typically have better experience with conflict resolution and communication techniques. This is true because obtaining a higher education generally offers chances to advance one's career in management, leadership, and interpersonal communication.

The study findings on the statement that higher education equips head teachers with knowledge of modern communication ways, the responses stated that (14)16% of the respondents strongly agreed with the statement, (18)21% agreed, (25)30% were not sure, (16)19% disagreed and (12)14% strongly disagreed with the statement. The findings showed that head teachers are better able to lead and manage schools because higher education gives them access to contemporary communication methods.

The findings from the study on the statement that more educated head teachers convey school policies, goals, and feedback more clearly and consistently, it was revealed that (35)41% of the respondents strongly agreed with the statement, (22)26% agreed, (15)18% were not sure and (13) 15% disagreed with the statement. The findings indicate that head teachers with greater education communicate school regulations, objectives, and comments in a clearer and more consistent manner. As a result, the school's mission and policies are communicated more clearly.

From the field findings on the statement that head teachers with advanced educational qualifications are better equipped to handle conflicts within the school environment, (20)23% of the respondents strongly agreed with the statement, (15)18% agreed, (30)35% were not sure, (14)17% disagreed and (6)7% strongly disagreed with the statement. Based on the findings, head teachers who possess advanced educational degrees are more capable of managing conflicts in the classroom. This enables them to create solutions that are more focused.

The study findings on the statement that higher education enables head teachers to have better ways of engaging parents in decision-making fostering trust, the respondents that strongly agreed were 38 with 45%, those that agreed were 71 with

44%, those that were not sure were (24)28%, (23)27% disagreed with the statement. The findings show that head teachers can create trust by including parents in decision-making more effectively thanks to their higher education. By doing this, the school and the community may develop trust by making sure that parents feel heard and respected.

From the study findings on the statement that head teachers with higher levels of education tend to have better strategies for policy communication, ensuring that policies are clear and accepted across the school community, (31) 36% of the respondents strongly agreed, (26)31% agreed, (17)20% were not sure, (6)7% disagreed and (5)6% strongly disagreed with the statement. According to the findings, head teachers with more education typically possess superior communication tactics for policies, making sure that they are understood and embraced by the entire school community. This makes sure that all personnel, pupils, and parents understand the specifics and reasoning behind all school policies.

4.5 Effect of head teachers’ level of education on vision of primary schools

The researcher considered the effect of head teachers’ level of education on vision of primary schools and the results were presented in table 4 below.

Table 4: Effect of head teachers’ level of education on vision of primary schools

Effect of head teachers’ level of education on vision of primary schools	SA		A		N		D		SD		Total	
	%	F	%	F	%	F	%	F	%	F	%	F
Head teachers with higher education levels are better equipped to develop a strategic vision for their schools	31	26	38	32	30	26	1	1	-	-	100	85
Higher levels of education fosters a head teacher’s ability to think innovatively and embrace new ideas that enhance	11	9	21	18	35	30	20	17	13	11	100	85

teaching												
Head teachers with higher education often possess superior communication skills, which are crucial for articulating the school's vision to school community	28	24	36	30	15	13	15	13	6	5	100	85
Head teachers with advanced education tend to stay informed and align their schools vision ensuring that their schools remains progressive and competitive	38	32	33	28	10	9	19	16	-	-	100	85
Head teachers with advanced education focus on equipping pupils with the skills and knowledge necessary to thrive in an ever-changing world	21	18	35	30	16	14	28	23	-	-	100	85

Source: Primary Data, 2023

The researcher investigated on the effect of head teachers' level of education on vision of primary schools and the results revealed that the respondents that strongly agreed on the statement that head teachers with higher education levels are better equipped to develop a strategic vision for their schools were (26) 31%, (32)38% agreed, (26)30% were not sure and (1)1% disagreed with the statement. According to the findings, head teachers who have completed more schooling are more qualified to create a strategic vision for their institutions. When developing the strategic vision for their schools, this gives them a wider perspective and facilitates the implementation of creative solutions.

The study findings on the statement that higher levels of education foster a head teacher's ability to think innovatively and embrace new ideas that enhance teaching and learning, it was revealed that (9)11% strongly agreed, (18)21% agreed, (30)35% were not sure, (17)20% disagreed and (11)13% strongly disagreed with the statement. The findings indicate that a head teacher's capacity for creative thought and acceptance of novel concepts that improve instruction and learning is fostered by higher education levels. They can use fresh concepts that improve learning outcomes and keep ahead of educational trends thanks to this expertise.

From the study findings on the statement that head teachers with higher education often possess superior communication skills, which are crucial for articulating the school's vision to school community, those that strongly agreed were (24)28%, (30)36% agreed, (13)15% were not sure, (13)15% disagreed and (5)6% strongly disagreed with the statement. According to the findings, head teachers with more education frequently have better communication skills, which are essential for clearly communicating the school's mission to the pupil body. This is because head teachers with more education are more adept at communicating consistently, which is crucial for fostering trust and making sure that all parties involved are in agreement with the school's aims and objectives.

The study findings on the statement that head teachers with advanced education tend to stay informed and align their schools vision ensuring that their schools remain progressive and competitive, the responses revealed that (32)38% strongly agreed, (28)33% agreed, (9)10% were not sure, (16)19% disagreed with the statement. The findings show that head teachers with postgraduate degrees have a tendency to keep up to date and integrate their school's vision with their own, which keeps their institutions competitive and forward-thinking. This is due to their ability to modify the mission statement of their institution to include cutting-edge instructional strategies, educational technologies, and practices that improve pupil learning and engagement.

The study finding on the statement that head teachers with advanced education focus on equipping pupils with the skills and knowledge necessary to thrive in an ever-changing world, the responses revealed that (18)21% of the respondents strongly agreed with the statement, (30) 35% agreed, (14)16% were not sure, (23)28%

disagreed with the statement. The findings indicate that head teachers with advanced degrees concentrate on giving pupils the abilities and information need to prosper in a world that is changing constantly. This aids in giving pupils the chance to work on problems from the actual world.

From the interviews the researcher held with the respondents from the field on the roles of head teachers' level of education in enhancing school's success, it was revealed that a head teacher with a higher level of education often has a broader and deeper understanding of educational theories, best practices, and emerging trends, this knowledge can help them develop a clear and forward-thinking educational vision for the school, which is essential for long-term success. Education at an advanced level can enhance critical thinking and analytical skills. Head teachers with these skills are better equipped to make informed decisions about curriculum, instructional methods, resource allocation, and school policies, all of which influence a school's success. A well-educated head teacher can contribute to the development of a robust and relevant curriculum that aligns with educational standards and meets the needs of pupils. This ensures that pupils receive a high-quality education and head teachers with advanced education may have a deeper understanding of the importance of ongoing teacher professional development. They can support and facilitate opportunities for their staff to improve their teaching skills and stay updated with the latest pedagogical advancements.

Furthermore, the respondents were asked on how does the level of education attained by head teachers influence their leadership effectiveness and overall school performance, and one of the respondents stated that *“my education with advanced degrees often has helped me in having a deeper understanding of educational theories, pedagogical practices, and research-based approaches to teaching and learning. This knowledge has helped me in making informed decision-making and leadership strategies, this has helped me in promoting effective educational practices within the school”*. Some of the other respondents also stated that educated head teachers often have a strong commitment to pupil success. They can advocate for high academic standards, create a positive school culture, and develop programs that support the holistic development of pupils. Education can foster an open-minded and innovative mindset therefore head teachers with higher education

levels may be more willing to embrace new teaching methodologies and technologies, leading to innovation and adaptability within the school.

The researcher also asked the respondents on the effect of head teachers' level of education on communication in selected primary schools, it was revealed that head teachers with advanced education often excelled in conflict resolution and stakeholder engagement. Their training equipped them with the skills necessary to navigate challenging conversations, mediate disputes, and fostered a culture of open communication within the school. This not only enhanced relationships among staff but also built trust with parents and the wider community.

Moreover, educated head teachers tended to stay informed about current educational trends and methodologies. This knowledge enabled them to communicate more effectively about changes in curriculum, teaching strategies, and pupil assessment. As a result, teachers felt more confident in their ability to implement new practices, leading to improved teaching and learning outcomes.

Furthermore, these head teachers embraced technology and modern communication tools, allowing for timely and effective dissemination of information. Whether it is through newsletters, social media, or school websites, they kept all stakeholders informed and engaged, fostering a sense of belonging and involvement in the school community.

The study findings on the effect of head teachers' level of education on vision of the selected primary schools, it was revealed that respondent "A" stated that;

"due to advanced education, I have found that my knowledge allows me to craft a more comprehensive vision for our school. I can analyze data effectively, identify areas for improvement, and set ambitious yet achievable goals. The educational background I possess enables me to inspire staff and engage parents, ensuring everyone is aligned with our vision for excellence in education."

Additionally respondent "B" stated that;

"I have worked under head teachers with varying levels of education, and I can definitely say that those with higher qualifications tend to have clearer visions for our school. They communicate their goals effectively, which helps us

understand our roles in achieving those objectives. It creates a more motivated environment where we feel connected to a larger purpose."

Furthermore respondent "C" stated that;

In my experience, the level of education of a head teacher greatly impacts the school's vision. Educated leaders are more strategic in their thinking and can anticipate future trends in education. They align the school's goals with national standards and create innovative programs that enhance the learning experience for pupils."

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter contains the discussion of findings in the order according to the objectives of the study.

5.1 Role of head teachers' level of education in enhancing school's success

The study findings on role of head teachers' level of education in enhancing school's success, it was revealed that respondents (21)25% strongly agreed with building collaborative cultures, (31)37% of the respondents agreed with the statement as Little's (2012) indicates that one of the most crucial things for leaders of schools facing challenging circumstances is developing more positive, achievement-oriented, and collaborative cultures. It is clear from this that leaders can promote more collaborative cultures and provide tools for doing so, (14) 16% were not sure, 10(12% disagreed and 9(10%) strongly disagreed with building collaborative cultures. According to the findings, the majority of respondents have experience creating collaborative cultures since obtaining a higher education frequently results in better communication skills, which are necessary for encouraging cooperation among educators, staff members, pupils, and parents.

The field findings on connecting school to its environment revealed that (32)38% of the respondents strongly agreed with the statement, (27)32% agreed as according to Leithwood (2016), it is important for school administrators to stay up to date on legislative changes and to be ready for emerging trends and pressures that may affect their institutions. In order to get knowledge and guidance, they should also engage with people outside of their institutions for a significant amount of time, (20)23% were not sure and (6)7% disagreed. According to the findings, the majority of respondents supported tying schools into their surrounding communities, other educational institutions, and the larger social context.

The study findings on the statement of monitoring school activities revealed that (35)41% of the respondents strongly agreed, (26)30% agreed as in a study in poor schools, Stenger (2013) discovered that both wealthy and high poverty schools show

evidence of intellectual achievement. Among the significant discoveries at these disadvantaged schools were principals with clear, strong ideas who encouraged staff members to engage in problem-solving and decision-making, as well as teachers who were committed to enhancing the lives of their pupils and seeing their schools succeed (15)18% were not sure, (7)8% disagreed and (2) 3% strongly disagreed with the statement. According to the findings, a head teacher with a higher degree of education might have more experience with research methods and data processing. This ability can come in very handy when gathering and evaluating information on a range of school-related matters, such as behavior, attendance, and academic achievement, in order to make wise judgments.

The field findings on the statement of ensuring school staffing, the respondents (32) 38% strongly agreed with the statement, (16)19% agreed as according to Gray's (2010) research, every prosperous school hired competent educators and administrators who were driven to increase the institution's success, (22) 26% were not sure and (15)17% disagreed with the statement. The findings indicate that it is important to ensure that head teachers have a higher degree of education since they typically have a greater awareness of curricular requirements, instructional strategies, and educational demands. With this knowledge, they are able to decide on staffing needs, including the quantity of teachers, topic specializations, and support personnel.

From the study findings, the results on the statement of ensuring teacher involvement in decision making, the results revealed that (25)29% of the respondents strongly agreed with the statement, (35) 41% agreed as Lynch (2016) found that pupils did better under the direction of head teachers and school board members. Aside from being perceptive, good leaders may also successfully convey the school's objectives and ambitions, assist teachers in developing their craft, and engage in problem-solving and (25)30% of the respondents were not sure. Findings indicate that head teachers' educational background plays a role in guaranteeing that instructors participate in the decision-making process regarding school operations.

The study findings on the statement of teacher professional development, it was revealed that (39)46% of the respondents strongly agreed with the statement, (31) 37% agreed as according to Sancar et al. (2021), head teachers with an educational

background can design and oversee professional development initiatives that benefit educators and promote continuous improvement of their pedagogical approaches, (9)10% were not sure and (6)7% disagreed with the statement. According to the study's findings, head teachers can acquire curriculum creation skills through advanced education, which supports the need for teacher professional development. With this information, they may design opportunities for professional development that directly align with the curriculum objectives and instructional practices of the school.

5.2 Effect of head teachers' level of education on communication in selected primary schools

The researcher investigated on the effect of head teachers' level of education on communication in selected primary schools and the results revealed that the responses were obtained on the statement that the head teachers with higher levels of education tend to have more exposure to communication strategies, and conflict resolution were (28)33% strongly agreed with the statement, (22)26% agreed as Drake, (2010) argued that the higher educated head teachers—those holding bachelor's or master's degrees in education administration, for example—tend to have received more formal training in conflict resolution, leadership, and communication techniques., (31)36% were not sure and (4)5% disagreed. The findings indicate that head teachers with greater educational backgrounds typically have better experience with conflict resolution and communication techniques. This is true because obtaining a higher education generally offers chances to advance one's career in management, leadership, and interpersonal communication.

The study findings on the statement that higher education equips head teachers with knowledge of modern communication ways, the responses stated that (14)16% of the respondents strongly agreed with the statement, (18)21% agreed as Amhag, et al, (2019) stated that head teachers in higher education are frequently well-versed in contemporary communication methods, including social media, instructional software, and email, (25)30% were not sure, (16)19% disagreed and (12)14% strongly disagreed with the statement. The findings showed that head teachers are better able to lead and manage schools because higher education gives them access to contemporary communication methods.

The findings from the study on the statement that more educated head teachers convey school policies, goals, and feedback more clearly and consistently, it was revealed that (35)41% of the respondents strongly agreed with the statement, (22)26% agreed as Owan, et al, (2020) stated that head teachers with higher levels of education are likely to communicate school policies, objectives, and feedback in a clearer and more consistent manner. Their comprehension of pedagogical theories and leadership principles also helps them better define expectations and offer constructive criticism, (15)18% were not sure and (13) 15% disagreed with the statement. The findings indicate that head teachers with greater education communicate school regulations, objectives, and comments in a clearer and more consistent manner. As a result, the school's mission and policies are communicated more clearly.

From the field findings on the statement that head teachers with advanced educational qualifications are better equipped to handle conflicts within the school environment, (20)23% of the respondents strongly agreed with the statement, (15)18% agreed as Chandolia, & Anastasiou, (2020) argued that head teachers need to be proficient in mediation and conflict resolution in order to handle conflicts and disagreements in the classroom, (30)35% were not sure, (14)17% disagreed and (6)7% strongly disagreed with the statement. Based on the findings, head teachers who possess advanced educational degrees are more capable of managing conflicts in the classroom. This enables them to create solutions that are more focused.

The study findings on the statement that higher education enables head teachers to have better ways of engaging parents in decision-making fostering trust, the respondents that strongly agreed were 38 with 45%, those that agreed were 71 with 44% as Alhumam, (2021) state that the higher educated head teachers typically have more effective ways to interact with parents and guardians. They also recognize the value of community involvement in decision-making processes, which promotes openness and trust, those that were not sure were (24)28%, (23)27% disagreed with the statement. The findings show that head teachers can create trust by including parents in decision-making more effectively thanks to their higher education. By doing this, the school and the community may develop trust by making sure that parents feel heard and respected.

From the study findings on the statement that head teachers with higher levels of education tend to have better strategies for policy communication, ensuring that policies are clear and accepted across the school community, (31) 36% of the respondents strongly agreed, (26)31% agreed as Alhumam, (2021) stated that the higher educated head teachers typically know how to better involve parents and guardians in their classrooms. They also recognize the value of community involvement in decision-making processes, which promotes openness and confidence, (17)20% were not sure, (6)7% disagreed and (5)6% strongly disagreed with the statement. According to the findings, head teachers with more education typically possess superior communication tactics for policies, making sure that they are understood and embraced by the entire school community. This guarantees that faculty, pupils, and parents understand the specifics and reasoning behind the policies of the school.

5.3 Effect of head teachers' level of education on vision of primary schools

The researcher investigated on the effect of head teachers' level of education on vision of primary schools and the results revealed that the respondents that strongly agreed on the statement that head teachers with higher education levels are better equipped to develop a strategic vision for their schools were (26) 31%, (32)38% agreed as Brauckmann, et al, (2023) stated that Higher educated head teachers—especially those with specific training in educational leadership—are better suited to create a thorough and well-thought-out plan of action for their schools, (26)30% were not sure and (1)1% disagreed with the statement. According to the findings, head teachers who have completed more schooling are more qualified to create a strategic vision for their institutions. When developing the strategic vision for their schools, this gives them a wider perspective and facilitates the implementation of creative solutions.

The study findings on the statement that higher levels of education fosters a head teacher's ability to think innovatively and embrace new ideas that enhance teaching and learning, it was revealed that (9)11% strongly agreed, (18)21% agreed as Kilag, et al, (2023) argued that higher education frequently develops a head teacher's capacity for creative thought and acceptance of novel concepts that improve instruction and learning, (30)35% were not sure, (17)20% disagreed and (11)13% strongly disagreed with the statement. The findings indicate that a head teacher's capacity for creative

thought and acceptance of novel concepts that improve instruction and learning is fostered by higher education levels. They can use fresh concepts that improve learning outcomes and keep ahead of educational trends thanks to this expertise.

From the study findings on the statement that head teachers with higher education often possess superior communication skills, which are crucial for articulating the school's vision to school community, those that strongly agreed were (24)28%, (30)36% agreed as Khanal et al, (2020) stated that higher educated head teachers frequently have excellent communication skills, which are essential for explaining the school's mission to staff, pupils, parents, and the community., (13)15% were not sure, (13)15% disagreed and (5)6% strongly disagreed with the statement. According to the findings, head teachers with more education frequently have better communication skills, which are essential for clearly communicating the school's mission to the pupil body. This is because head teachers with more education are more adept at communicating consistently, which is crucial for fostering trust and making sure that all parties involved are in agreement with the school's aims and objectives.

The study findings on the statement that head teachers with advanced education tend to stay informed and align their schools vision ensuring that their schools remains progressive and competitive, the responses revealed that (32)38% strongly agreed, (28)33% agreed as Seufert, et al, (2021) argued that advanced educated head teachers are more likely to be up to date on the newest developments in the field of education. With the use of this information, they are able to ensure that the school stays innovative and competitive by coordinating their goals with international standards and best practices in education, (9)10% were not sure, (16)19% disagreed with the statement. According to the findings, head teachers with more education frequently have better communication skills, which are essential for clearly communicating the school's mission to the pupil body. This is because head teachers with more education are more adept at communicating consistently, which is crucial for fostering trust and making sure that all parties involved are in agreement with the school's aims and objectives.

The study finding on the statement that head teachers with advanced education focus on equipping pupils with the skills and knowledge necessary to thrive in an ever-changing world, the responses revealed that (18)21% of the respondents strongly

agreed with the statement, (30) 35% agreed as Kelkay, (2020) stated that higher educated head teachers are more likely to design mentoring programs that support novice and experienced teachers alike. Through the promotion of a collaborative learning environment where teachers are always honing their craft, these efforts further the school's objective, (14)16% were not sure, (23)28% disagreed with the statement. The findings indicate that head teachers with advanced degrees concentrate on giving pupils the abilities and information need to prosper in a world that is changing constantly. This aids in giving pupils the chance to work on problems from the actual world.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

Based on an examination of the findings and in the same sequence as the study's objectives, this chapter includes a summary, conclusions, and recommendations: to explore the role of head teachers' level of education in enhancing school's success, to examine the effect of head teachers' level of education on communication in selected primary schools and to establish the effect of head teachers' level of education on vision of the selected primary schools.

6.1 Summary of findings

6.1.1 Role of head teachers' level of education in enhancing school's success

The study findings on the role of head teachers' level of education in enhancing school's success, responses were obtained on, building collaborative cultures, connecting school to its environment, monitoring school activities, ensuring school staffing, ensuring teacher involvement in decision making and teacher professional development.

6.1.2 Effect of head teachers' level of education on communication in selected primary schools

The study findings on the effect of head teachers' level of education on communication in selected primary schools, the responses were obtained on the statements that the head teachers with higher levels of education tend to have more exposure to communication strategies, and conflict resolution, higher education equips head teachers with knowledge of modern communication ways, more educated head teachers convey school policies, goals, and feedback more clearly and consistently, head teachers with advanced educational qualifications are better equipped to handle conflicts within the school environment, higher education enables head teachers to have better ways of engaging parents in decision-making fostering trust and head teachers with higher levels of education tend to have better strategies for policy communication, ensuring that policies are clear and accepted across the school community.

6.1.3 Effect of head teachers' level of education on vision of primary schools

The study findings on the effect of head teachers' level of education on vision of primary schools, responses were obtained on the statements that head teachers with higher education levels are better equipped to develop a strategic vision for their schools, higher levels of education fosters a head teacher's ability to think innovatively and embrace new ideas that enhance teaching and learning, head teachers with higher education often possess superior communication skills, which are crucial for articulating the school's vision to school community, head teachers with advanced education tend to stay informed and align their schools vision ensuring that their schools remains progressive and competitive and the head teachers with advanced education focus on equipping pupils with the skills and knowledge necessary to thrive in an ever-changing world.

6.2 Conclusion

Basing on the findings of the study, the following conclusions were made in the same line with the study objectives.

6.2.1 Role of head teachers' level of education in enhancing school's success

The study findings on role of head teachers' level of education in enhancing school's success, it was revealed that while the educational qualifications of a head teacher can have an impact on a school's performance, it is important to recognize that success in education is influenced by a many factors, including leadership skills, experience, communication abilities, and the overall school environment.

6.2.2 Effect of head teachers' level of education on communication in selected primary schools

The study findings on the effect of head teachers' level of education on communication in selected primary schools, it was revealed that higher education enables head teachers to have better ways of engaging parents in decision-making fostering trust and this was due to their ability to communicate complex ideas clearly and sensitively, fostering open and transparent dialogues with parents. The levels of education further helped them to understand and navigate the cultural backgrounds of parents, which improved engagement and built trust.

6.2.3 Effect of head teachers' level of education on vision of primary schools

The study findings on the effect of head teachers' level of education on vision of primary schools, it was revealed that head teachers with advanced education tend to stay informed and align their schools vision ensuring that their schools remains progressive and competitive and this allowed them to continuously update their approach and incorporate innovations in teaching, learning, and school management.

6.3 Recommendations

In respect of the above conclusions, the following recommendations were made:

6.3.1 Role of head teachers' level of education in enhancing school's success

There should be a continuous encouragement of head teachers to engage in professional development to stay updated with the latest educational research, teaching methods, and leadership practices.

All head teachers should continue to pursue advanced degrees in educational leadership, such as a Master's or even a Doctorate, to deepen their knowledge and expertise in the field of leadership.

6.3.2 Effect of head teachers' level of education on communication in selected primary schools

Head teachers should pursue higher levels of education since it can equip them with advanced communication skills and techniques that can facilitate more effective interactions with staff, pupils, and parents.

The government through the Ministry of Education and Sports should ensure that leadership programs for head teachers incorporate training on effective communication, including digital communication and public speaking because a solid foundation in communication, developed through formal education, helps head teachers articulate school goals, engage communities, and foster collaborative environments.

6.3.3 Effect of head teachers' level of education on vision of primary schools

The head teachers should be encouraged to pursue advanced degrees in educational leadership, management, and vision-building strategies as this can help them to have theoretical and practical frameworks to effectively formulate, communicate, and

implement a compelling school vision that fosters academic excellence and holistic development.

The leadership training programs for head teachers should include specific modules on crafting and sustaining a school vision as these programs can provide them with the tools to create strategic, long-term visions for their schools that align with both local and national education goals, enhancing the school's direction and purpose.

6.4 Areas of further study

- i. Role of schools' boards in supervising teaching and learning in primary schools.
- ii. Effect of head teacher's effectiveness on school performance at primary school level
- iii. The effect of head teachers leadership styles on teacher performance in Uganda

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APPENDIX I: QUESTIONNAIRE

I am Mubangizi Gilbert, a student of Uganda Christian University offering Masters of Education Administration and Planning. I am carrying out my research on 'Head Teachers' level of education and effective leadership in selected primary schools of Kabale district'. Kindly I request you to provide the necessary information having chosen you to be among other respondents to enable me complete my research successfully. This questionnaire is for academic purposes only and will be kept confidential.

SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

You are kindly requested to tick your most appropriate option

1. Gender

(a). Male

(b). Female

2. Age

(a) 25-30

(b). 31-35

(c) 36-40

(d) 41 and above

3. Education level

(a) Diploma

(b) Degree

(c) Masters

SECTION B

Please respond to the following statements provided Tick appropriately using SA- Strongly agree, A- Agree, N- Not sure, D- Disagree and SD- Strongly disagree the boxes that most closely fit your opinion

Role of head teachers' level of education in enhancing school's success

	Role of head teachers' level of education in enhancing school's success	SA	A	N	D	SD
1	Building collaborative cultures					
2	Connecting school to its environment					
3	Monitoring school activities					
4	Ensuring school staffing					
5	Ensuring teacher involvement in decision making					
6	Teacher professional development					

Do you think there are other roles of head teachers' level of education in enhancing school's success?

a) Yes

b) No

If yes mention them?

.....

	Effect of head teachers' level of education on communication in selected primary schools	SA	A	N	D	SD
1	The head teachers with higher levels of education tend to have more exposure to communication strategies, and conflict resolution					
2	Higher education equips head teachers with knowledge of modern communication ways					
3	More educated head teachers convey school policies, goals, and feedback more clearly and consistently					
4	Head teachers with advanced educational qualifications are better equipped to handle conflicts within the school environment					
5	Higher education enables head teachers to have better ways of engaging parents in decision-making fostering trust					
6	Head teachers with higher levels of education tend to have					

better strategies for policy communication, ensuring that policies are clear and accepted across the school community					
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Do you think there are other effects of head teachers' level of education on communication in selected primary schools?

- a) Yes
- b) No

If yes mention them?

.....

	Effect of head teachers' level of education on vision of primary schools	SA	A	N	D	SD
1	Head teachers with higher education levels are better equipped to develop a strategic vision for their schools					
2	Higher levels of education fosters a head teacher's ability to think innovatively and embrace new ideas that enhance teaching and learning					
3	Head teachers with higher education often possess superior communication skills, which are crucial for articulating the school's vision to school community					
4	Head teachers with advanced education tend to stay informed and align their schools vision ensuring that their schools remains progressive and competitive					
5	Head teachers with advanced education focus on equipping pupils with the skills and knowledge necessary to thrive in an ever-changing world					

Do you think there are other effects of head teachers' level of education on vision of primary schools?

- a) Yes
- b) No

If yes mention them?

.....
.....

Thank you for your cooperation, good luck

APPENDIX II: INTERVIEW GUIDE

1. What are the roles of head teachers' level of education in enhancing school's success?
2. How does the level of education attained by head teachers influence their leadership effectiveness and overall school performance?
3. What is the effect of head teachers' level of education on communication in selected primary schools
4. What is the effect of head teachers' level of education on vision of the selected primary schools?

Appendix III: Sample Size Determination Using Krejcie and Morgan Table.

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

Note; "N" is population size and "S" is sample size.

Source: Krejcie and Morgan, 1970.

APPENDIX IV: CVI RESULT BEING PRESENTED HERE (PAGE. 22)

Item No.	No. of Experts rating 3 or 4	Item CVI
1	11	1.00
2	10	0.91
3	10	0.91
4	11	1.00
5	10	0.91
6	9	0.82
7	10	0.91
8	11	1.00
9	10	0.91
10	9	0.82

Average CVI (S-CVI/Ave) = (1.00 + 0.91 + 0.91 + 1.00 + 0.91 + 0.82 + 0.91 + 1.00 + 0.91 + 0.82) ÷ 10

S-CVI/Ave = 0.91