

**HEAD TEACHERS' HUMAN RELATION COMPETENCE AND PERFORMANCE  
OF TEACHERS IN SELECTED PUBLIC PRIMARY SCHOOLS IN SOUTHERN  
DIVISION, JINJA CITY**

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**UGANDA CHRISTIAN  
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## DECLARATION

I MUTESI AGNES, hereby solemnly declare that this Dissertation titled, **“Head Teachers’ Human Relation Competence and Performance of Teachers in Selected Public Primary Schools in Southern Division, Jinja City”** is my original work and has never been produced by any other person for the award of a Master’s Degree in Education.

Sign -----

A rectangular box containing a handwritten signature in blue ink. The signature appears to be 'Mutesi Agnes' written in a cursive style.

**MUTESI AGNES**

Date ----19/11/2024-----

**APPROVAL**

I, the undersigned supervisor approve the submission of Mutesi Agnes’s Dissertation titled “**Head Teachers’ Human Relation Competence and Performance of Teachers in Selected Public Primary Schools in Southern Division, Jinja City**” for examination and in partial fulfilment for the award of the degree of Master of Education in Planning and Administration of Uganda Christian University.



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**REV. DR. HENRY MAJWALA**  
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Date: 2/10/2025-----

## **DEDICATION**

I would like to dedicate this research to my beloved husband, Eng. Isabirye Joel Fredrick and entire family members for their endless support and prayers in every walk of life.

## ACKNOWLEDGEMENT

First of all, I am very thankful to the almighty God, the most merciful, beneficent and gracious who bestowed upon me the chance to study at Uganda Christian University and gave me skills to do this research work successfully.

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## ACROYNMS

CVI	Content Validity Index
DV	Dependent Variable
DEO	District Education Office
FDGs	Focus Group Discussions
IV	Independent Variable
KCPE	Kenya Certificate of Primary Education
MoES	Ministry of Education and Sports
NEP	National Education Policy
SPSS	Statistical Package for Social Sciences
PTA	Parents/Teachers Association
UK	United Kingdom
UCUREC	Uganda Christian University Research Ethics Committee

## **ABSTRACT**

This study looked at how head teachers' people skills affect the work of teachers in public primary schools in Jinja City's Southern Division, Uganda. A head teacher's ability to build good relationships strongly influences how well teachers perform. Teacher performance in Uganda is often seen through student results in national exams, lesson preparation and delivery, regular attendance, and completing the syllabus on time.

The research aimed to find out which interpersonal skills matter most, how they improve teacher performance, and what challenges head teachers face when trying to motivate their staff. A total of 108 participants were involved, including head teachers, their deputies, directors of studies, and classroom teachers. Data was collected using interviews and group discussions, then carefully analyzed.

The results showed that when head teachers are good at managing, motivating, and supporting their teachers, performance improves. Teachers were able to cover the syllabus on time when resources were provided, and encouragement made them more committed, leading to better student results. Good communication also built teamwork, which helped schools achieve curriculum goals.

However, the study also found challenges such as lack of funds, weak management systems, poor cooperation with stakeholders, and limited decision-making power for head teachers. These issues made it hard for them to fully support and motivate their staff.

The study concluded that strong interpersonal skills among head teachers play a key role in improving teacher performance. It recommended that the Ministry of Education and Sports introduce training programs to strengthen head teachers' management and relationship-building skills. The study also suggested more research to look at other factors that may affect teacher motivation and school success.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

In Uganda, the performance of teachers is often questioned, and several indicators show gaps in their effectiveness. Reports from Jinja City highlight that many teachers fail to complete the syllabus on time, arrive late, and sometimes miss classes altogether. Some teachers do not prepare lesson plans or follow the official timetable, which affects the flow of teaching. In addition, curriculum coverage remains incomplete, leaving pupils underprepared. These challenges show that teacher performance is weak in key areas such as punctuality, commitment, and effective lesson delivery. This study, therefore, focuses on how head teachers' interpersonal skills may improve these specific aspects of teacher performance in public primary schools.

The Ministry of Education and Sports (2018) emphasizes teachers' critical role in student learning, noting that improving teacher quality significantly enhances school outcomes. However, qualifications and experience alone cannot fully measure teacher effectiveness. Teacher performance involves subject mastery and lesson planning (Day, Sammons & Gorgen, 2020). Key indicators include syllabus completion, learner literacy/numeracy, attendance, and curriculum coverage (Poro et al., 2019), all influenced by head teachers' interpersonal skills. Subject expertise remains vital for teaching effectiveness.

This research aimed at investigating the influence of head-teachers' human relation competence on performance of teachers in selected public primary schools in Southern Division, Jinja City.

### **1.1 Background to the Study**

This research covered the head-teachers' human relation competence as an independent variable, while, performance of teachers as a dependent variable. There is an intricate relationship between effective head-teachers' human relation competence and performance of teachers. The proper teachers' performance in Uganda can be observed by the performance of an individual teacher directly corresponds to the performance of pupils in National Examinations, lessons delivered on time, teachers' regularity and punctuality, and content syllabus coverage (Annah, Kisilu & Kyalo, 2021). The background is divided into four perspectives, historical, theoretical, conceptual and contextual backgrounds.

### **1.1.1 Historical Background**

Globally, the role of head teachers has evolved to encompass not only administrative duties but also the cultivation of positive relationships with teachers to enhance educational outcomes. Studies have shown that effective leadership, characterized by strong human relation competencies, is linked to improved teacher performance and student achievement. Some developed countries have been encouraged head-teachers' human relation competence. Merrit (2020) argue that teachers' completion of assigned tasks has been good in Bangladesh in schools where head-teachers' human relation competence is encouraged.

In developing countries, assessing the efficiency, effectiveness and pedagogical knowledge of teachers across Sub-Saharan Africa in 21st century, Santoro, Demetris & Alkis (2022) found that 65% of teacher's complete curriculum/content coverage in time, and scheme of work, lessons plan and timetable compliance at 42%, teachers' attendance (69%) and punctuality on duty (57%), as well as only 4% have minimum pedagogical knowledge. Similarly, Mwanza and Mbohwa (2018) identified several factors influencing teachers' performance in Zambia, Ghana and

Nigeria, head-teachers' human relation competence being the major factors. It is the role of the head teachers to create a pupil-centered learning climate, enhance stakeholder participation, proper school management and enhance instructional leadership targeting to boost the performance of classroom teachers.

Head-teachers' human relation competence have been encouraged and adopted by several States to enhance the teachers' commitment in the teaching process (Annah et al., 2021). Similarly, Nazirul (2017) opines that head-teachers must take the lead in promoting sound leadership and good governance of public schools. Nazirul (2017) asserts that children deserve quality service delivery and that educational resources should be managed in an efficient and effective manner to meet this goal. The Kenya Education Management Institute (KEMI) exists to continually upgrade the core competencies of education managers (Annah et al., 2021). This would have helped school managers be enriched with managerial competences through work-based learning, hence improving the performance of teachers, though this is not evident in primary schools as expected (Annah et al., 2021).

The Uganda Teachers and School Effectiveness Project (UTSEP) under the Ministry of Education and Sports (Amber et al., 2017) have carried out capacity building in regards to head-teachers' managerial competences and teacher's performance. School managers have been trained in technical, communication, and infrastructure managerial competences (Ahmad., Anisha & Rushdina, 2021). However, when it comes to the performance of teachers, head-teachers' human relation competence has not been helpful in areas like thematic curriculum, early grade reading, content syllabus coverage, and the learning improvement cycle (Ahmad et al., 2021). The National Education Policy (2018) attempted to address the challenges to head-teachers' human relation competence in primary schools to improve the performance of teachers but these efforts

appear to have failed to yield to positive results in Southern Division in Jinja City. The next sub-heading covered the theoretical underpinning this research.

### **1.1.2 Theoretical Underpinning**

This research employed Evans and House's (1970) Path-Goal Leadership Theory to analyze how school leaders influence teacher performance. The theory posits that employees become motivated when they possess self-confidence in their abilities, believe their efforts yield valuable outcomes, and find those outcomes personally rewarding (Alistair, 2018). Within educational settings, head teachers play a crucial role in fostering this motivation by recognizing achievements and clearly linking teachers' work to institutional goals. The framework identifies four adaptable leadership approaches: directive (providing clear guidance), supportive (showing empathy), and participative (encouraging collaborative decision-making), and achievement-oriented (setting challenging targets). While this theory effectively demonstrates how leadership styles can enhance performance, it overlooks the critical dimension of interpersonal skills in educational leadership. The current study addresses this gap by specifically examining how head teachers' human relations competencies - including communication, conflict resolution, and team-building abilities - impact teacher effectiveness in Jinja City's primary schools. This focus becomes particularly relevant given existing concerns about leadership deficiencies in these educational institutions, making the research findings valuable for developing more comprehensive school management strategies that combine both task-oriented and relational leadership components.

### **1.1.3 Conceptual Background**

In this study, the research focused mainly on two major study variables; that is, head-teachers' human relation competence as the independent variable and teachers' performance as the dependent variable as explained hereunder:

Head-teachers' human relation competence, according to Annah et al. (2021) refers to the competencies and abilities necessary for effective and efficient planning, staffing, organizing, coordinating, controlling, and decision-making in schools. Competences are individual characteristics used to affect the organizations management (Mwanza & Mbohwa, 2018). Therefore, the capability, knowledge, and experience required for managing tasks and accomplishing organizational goals and objectives, which in turn affects teachers' effectiveness and efficacy in the classroom (Annah et al., 2021). In this sense, the term "head-teachers' human relation competence" refers to the capacity to competently and magnificently plan, supervise, organize, coordinate, and control, as well as to decide on and take the necessary actions to assist and motivate teachers to realize the goals and objectives set by the school. The dimensions of head-teachers' human relation competence in this study included, managerial competencies, conceptual skills, human relation skills and technical abilities.

Merrit (2020) defined performance of teachers as the level of output and services given to the beneficiaries. Performance of teachers is teachers demonstrated impact on pupils learning through pupils' achievement tests scores, observed pedagogical practices or employer or pupil surveys. The approach of commitment performance sees teachers rather as assets and resources, with a value for their voice. Actually, it performs a very good role in the performance of a school. It is seen as basically as the performance or otherwise of teachers. Mwanza and Mbohwa (2018) identified the performance of teachers to basically include: output quantity, output quality, promptness of output, diligence to work, cooperativeness, in his part. In this research,

performance of teachers implied the level of output and services given to the pupils who are the beneficiaries. The performance of teachers at school was measured in terms of timely completion of syllabus, delivery of lessons, levels of literacy and numeracy for learners, learners' academic grade, teachers' attendance and punctuality on duty; curriculum/content coverage, and scheme of work, lessons plan and timetable compliance.

#### **1.1.4 Contextual Background**

A good and competent head teacher must make efficient and effective use of his abilities to manage the school planned activities. Thus, head-teachers' abilities and competences are an important input to teachers towards enhancing their effectiveness and job commitment. It is universally recognized that the teacher is the key person in an education system. The teacher was found to be a major limiting factor in the classroom; therefore, there's need to work in collaboration with school managers to achieve their goals (Nsubuga, 2023).

However, what is happening on the ground contradicts the above recommendations, such as inadequate coverage of the scheme of work and teachers being consistently late, which is out of the manager's control (Nsubuga, 2023). Besides, the level of part-timing among teachers is rampant, and the teamwork spirit is also lacking in Jinja City. This in turn has resulted in an increase to poor performance of pupils in Jinja City and across Uganda (MoES, 2023). No meaningful organizational change can take place without effective management of resources. The New Vision (2023, Pg 4), added that thousands of pupils in Jinja City fail to progress to senior one after being unable to attain the divisional grades at the Primary Leaving Examinations (PLE), in the 2022 PLE results. Teachers have failed to comply with the scheme of work, lessons plan and timetable, leading to untimely completion of syllabus. Teachers report to school late and they are always irregular for classes (Jinja City Education Report, 2023). Yet, empirical studies into

the head-teachers' human relation competence and performance of teachers in selected public primary schools in Ugandan context, Southern Division in Jinja City particularly remain scanty. This study contributed to filling this gap by investigating the influence of head-teachers' human relation competence on performance of teachers in selected public primary schools in Southern Division, Jinja City.

### **1.3 Statement of the Problem**

There is an intricate relationship between effective head-teachers' human relation competence and performance of teachers. The proper teachers' performance in Uganda can be observed by the performance of an individual teacher directly corresponds to the performance of pupils in National Examinations, lessons delivered on time, teachers' regularity and punctuality, and content syllabus coverage (Annah et al., 2021). The MoES (2023) recommends all managers in primary schools perform their managerial competencies by emphasizing the following: that is, to be in charge of the overall administration and management of the school; to plan for the physical development of the school and the professional development of the staff; to coordinate and account for the functions of the management committee; to prepare schemes of work, lesson plans, and teach to set timetables, and others.

Despite these interventions in place, the performance of teachers in secondary schools in Jinja City has remained low. School managers today have not followed the above directives by the MoES, and this is affecting the performance of teachers. For instance, there was less supervision and implementation of the timetable, and lesson planning, poor conduct at regular meetings for staff, school management committees, and the PTA, a failure to display and make accountability reports to the relevant authorities, and many others. Subsequently, teachers have failed to timely completion the syllabus, and learners' academic grade remains low. There is low teachers'

attendance and punctuality on duty; and scheme of work, lessons plan and timetable compliance not been attained (Jinja City Education Report, 2023). Yet, empirical studies into the influence of head-teachers' human relation competence on performance of teachers in selected public primary schools in Jinja City and Southern Division in particular remain scanty. Therefore, this study sought to fill the gap of knowledge on the influence of head-teachers' human relation competence on performance of teachers in selected five upper public primary schools in Southern Division, Jinja City.

### **1.3 Purpose and Objectives of the Study**

#### **1.3.1 Purpose**

The study investigated the effects of head teachers' human relation competence on performance of teachers in selected public primary schools in Southern Division, Jinja City.

#### **1.3.2 Objectives**

The study was based on the following research objectives:

1. To find out head-teachers' human resource abilities that influence the performance of teachers in selected public primary schools.
2. To determine the effect of head teachers' interpersonal relationships on teacher collaboration and classroom effectiveness in selected public primary schools.
3. To ascertain the challenges head-teachers faces in motivating teachers to perform better in the school assignments.

### **1.4 Research Questions**

The study based itself on the following research questions;

1. What are the head-teachers' human resource abilities that influence the performance of teachers in selected public primary schools?
2. What are the effects of head teachers' interpersonal relationships on teacher collaboration and classroom effectiveness in selected public primary schools?
3. What are the challenges head-teachers faces in motivating teachers to perform better in the school assignments?

## **1.5 Scope of the Study**

This section covers the boundary of research, geographical location of the case study in question, content of the study and the period of time the study intends to cover.

### **1.5.1 Content Scope**

The study focused on the head-teachers' human relation competence and performance of teachers in selected public primary schools. Specifically, this study was based on finding out head-teachers' human resource abilities that influence the performance of teachers in selected public primary schools, determining ways in which head-teachers' human relation competence influence performance of teachers in selected public primary schools, and ascertaining the challenges head-teachers faces in motivating teachers to perform better in the school assignments. The study considered head teachers' human relation competence as an independent variable indicated by the following parameters; managerial competencies, conceptual skills, human relation skills and technical abilities. Performance of teachers was the dependent variable and reflected on the following dimensions; timely completion of syllabus, teachers' attendance and punctuality on

duty; levels of literacy and numeracy for learners, learners' academic grade, curriculum/content coverage, and scheme of work, lessons plan and timetable compliance.

### **1.5.2 Geographical Scope**

This study focused on five selected public primary schools in Southern Division, Jinja City. Southern Division is a division in the eastern region of Uganda, located on the north shore of Lake Victoria. Jinja is in Jinja District, Busoga sub-region, approximately 81 kilometers (50 miles) east of Kampala, the capital and largest city of Uganda. Jinja City tried to emphasized head-teachers' human relation competence through professional development and refresher training; however, teachers' performance still lacking; with increasing decline in teachers' accomplishing of assigned responsibilities (Jinja City Education Report, 2023).

### **1.5.3 Time Scope**

The study focused on secondary sources of information from the years 2015 to 2024. During this period, there has been a strong push by the Ministry of Education and other education stakeholders in Uganda to strengthen the human relation skills of head teachers. This includes improving communication, teamwork, and conflict resolution to help schools run more smoothly. Several training programs and leadership workshops were introduced to build these skills among school leaders. Even though there have been efforts to improve school leadership, teachers are still facing challenges in their work. A report by UNEB in 2023 showed that many teachers were not using the new O-Level curriculum as expected. Instead of helping learners think for themselves and apply what they learn, many teachers still used old methods that focus on cramming facts. In the 2024 UCE exams, many students had a hard time with questions that needed them to think on their own or solve real-life problems. This shows that some teachers

are still struggling to teach in a way that matches the new curriculum, and there is still a need for better training and support for them.

Despite these efforts, reports from the Uganda National Examinations Board (UNEB) and other education monitoring bodies show that teacher performance in upper classes of public primary schools has not improved as expected. Many teachers continue to struggle with motivation, lesson delivery, and classroom management. This suggests that even though head teachers are being trained to relate better with staff, the impact on actual teacher performance remains limited.

### **1.6 Justification of the Study**

In Uganda, the performance of teachers in public primary schools has been a persistent concern, despite various interventions aimed at improving educational outcomes. One critical factor influencing teacher performance is the leadership style and human relation competence of head teachers. Effective leadership that fosters positive relationships, open communication, and supportive supervision can significantly enhance teacher motivation and performance.

Research conducted in Kaabong District revealed that while head teachers employed various leadership styles, teacher performance remained suboptimal. The study emphasized the need for head teachers to adopt leadership approaches that effectively motivate and support teachers to improve performance (Akullo & Kamanyire, 2023).

In Kumi District, research indicated that instructional leadership by head teachers had a significant influence on teacher motivation. The study recommended that head teachers articulate

clear and inspiring visions, aligning them with teachers' goals to enhance motivation and performance (Imurang, 2024).

Focusing on Jinja City, a study highlighted that leadership styles adopted by head teachers significantly affect pupils' academic performance. The research emphasized the importance of flexible leadership approaches, open communication, and equitable treatment to boost academic outcomes (Ketraah, Musa, & Abdu, 2023).

Despite these insights, there remains a gap in understanding how head teachers' human relation competencies specifically impact teacher performance in the Southern Division of Jinja City. This study aims to fill that gap by examining the relationship between head teachers' interpersonal skills and teacher performance in this specific context.

By identifying effective human relation competencies among head teachers that enhance teacher performance, the study will provide valuable recommendations for policy makers, educational administrators, and training institutions. These insights can inform targeted professional development programs and leadership training aimed at improving teacher performance and, consequently, pupil learning outcomes in public primary schools.

### **1.7 Significance of the Study**

This study's outcomes hold substantial value for various educational stakeholders by providing evidence-based insights into how head-teachers' interpersonal skills affect teacher performance in Ugandan primary schools. For government bodies including the Ministry of Education and policymakers, the findings present concrete data to inform policy development regarding school leadership competencies. The results enable a shift from assumption-based to research-driven

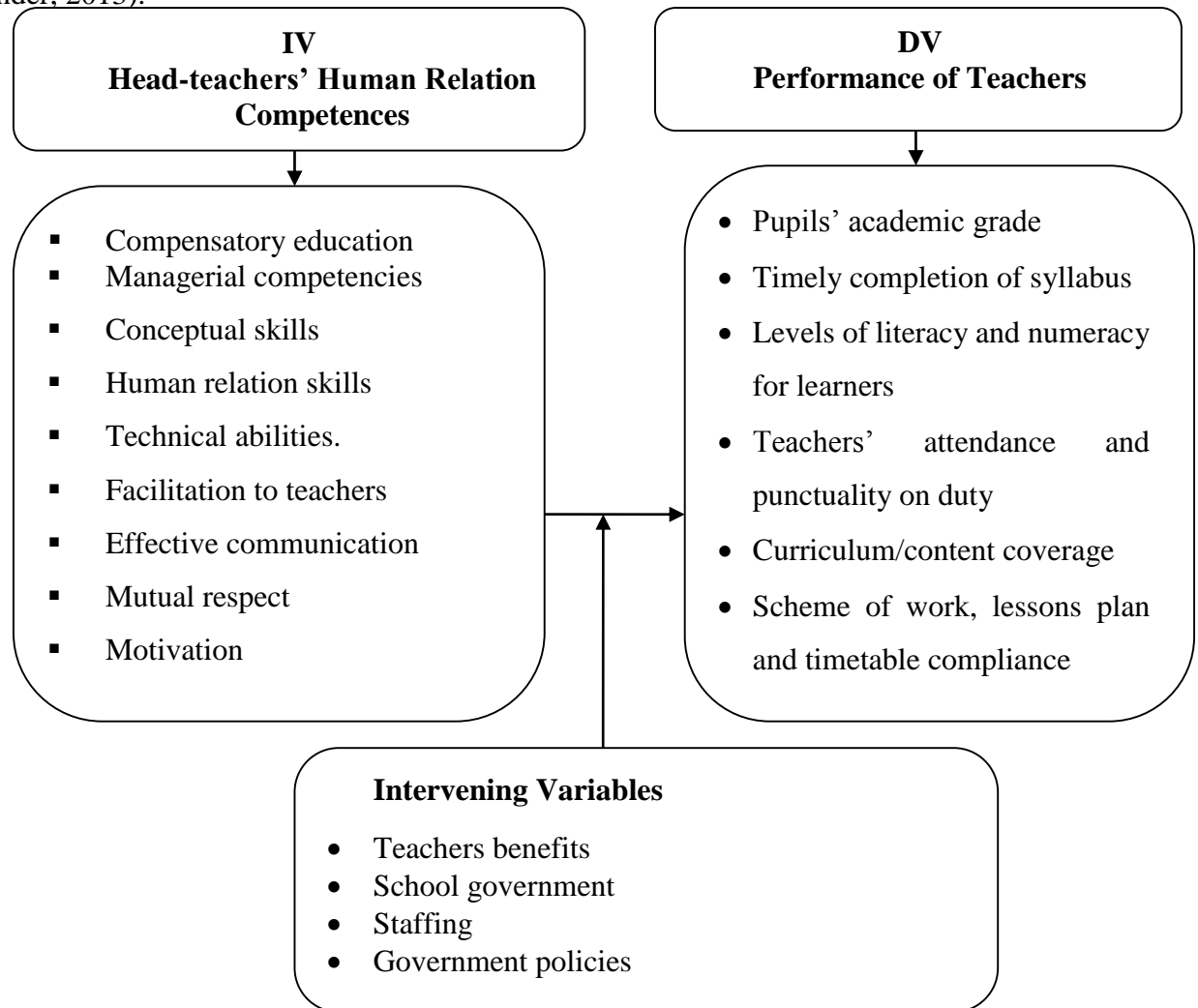
strategies for enhancing head-teachers' relationship management skills, potentially transforming administrative approaches within the education sector.

At the district level, education offices can utilize these findings to design targeted training programs that help school leaders develop crucial interpersonal competencies. The research offers head-teachers practical frameworks for improving staff relations, while giving teachers clearer expectations about professional collaboration. Classroom educators may use these insights for self-assessment, identifying strengths and areas needing improvement in their instructional practices and workplace interactions.

Academically, this study makes three key contributions: it expands theoretical understanding of educational leadership in developing environments, provides a reference point for identifying research gaps, and establishes a foundation for future studies on school management practices. The findings particularly benefit researchers investigating methods to enhance teacher performance through improved administrative relations in primary education systems across similar socioeconomic contexts.

## 1.8 Conceptual Framework

A conceptual framework is an analytical tool with several variations and context. It is a research tool that assists a researcher to have and develop awareness, knowledge and understanding (Colander, 2013).



**Figure 1.1: Conceptual Framework**

*Source: Developed by the Researcher Herself with insights from Day, Sammons, & Gorgen (2020)*

In the conceptual frame work (Figure 1.1), the independent variable is head-teachers' human relation competence and the dependent variable is performance of teachers. Human relation competences are the skills head teachers use to work well with people. These include good communication, motivating teachers, solving conflicts, showing respect, and encouraging

teamwork. When head teachers use these skills, teachers feel supported and valued, which helps them perform better in class.

The head-teachers' human relation competence were operationalized as compensatory education, managerial competencies, conceptual skills, human relation skills, technical abilities, facilitation to teachers, effective communication, mutual respect and motivation; while, performance of teachers were conceptualized as the pupils' academic grade, timely completion of syllabus, teachers' attendance and punctuality on duty, scheme of work, lesson plan and timetable compliance, as well as levels of literacy and numeracy for pupils. It's anticipated that when primary schools appropriately implement head-teachers' human relation competence, the performance of teachers in schools shall improve and this leads to sustainability academic outcome and school progress. This is supported by Amber et al. (2017) who asserts that head-teachers' human relation competence plays a pivotal role in ensuring various aspects of educational effectiveness, including lesson planning, timeliness, completion of the syllabus, and fostering a sense of belonging within the educational community, although other factors may also be causers such as absenteeism of teachers and pupils, attitude and so forth. Other factors influencing performance of teachers remained constant. These intervening variables included majorly teachers' benefits, school government, adequate textbooks, staffing and government policies.

### **1.9 Summary Chapter One**

The chapter one covered the background to the study, the statement of the problem, purpose and objectives of the study, and research questions. It also highlights the scope of the study, the justification and significance of the study, as well as conceptual framework. The next chapter covered reviewed literature.

## **CHAPTER TWO**

### **2.0 Literature Review**

Chapter two examines existing research on how head-teachers' interpersonal skills affect teacher performance in public primary schools. It analyzes theoretical frameworks and empirical studies from various scholars, synthesizing relevant perspectives on this topic.

### **2.1 Theoretical Review**

#### **2.1.1 The Path-Goal Leadership Theory**

Introduced by Robert House in 1971, this theory posits that good leadership empowers respective teams to achieve their goals through clear guidelines and eradication of potential threats or problems (Wikipedia, 2009). The theory suggests that leaders should choose their leadership style based on the needs of their team and the situation at hand. It describes four main leadership styles: directive, supportive, participative, and achievement-oriented (Ricardo, 2024).

Directive leadership means the leader gives clear instructions and tells the team exactly what to do. This works well when the task is confusing or new (CIO Women Magazine).

Supportive leadership is when the leader cares about the well-being of the team and creates a friendly, comfortable work environment. This helps when the job is stressful or team members feel unmotivated.

Participative leadership involves the leader working with the team when making decisions. This style helps people feel included and more committed to their work (CIO Women Magazine).

Achievement-oriented leadership is when the leader sets high standards and expects the team to do their best. This style works well when the team needs to be pushed to perform at a higher level (Ricardo, 2024).

Researchers have used this theory to look at leadership in schools. One study done in public secondary schools in San Pablo City found that teachers noticed their school leaders used all four styles of leadership. The study also showed that these leadership approaches had a direct effect on how motivated and productive the teachers were in their work (Pacia & Guevarra, 2023).

Even though the theory is useful, it isn't perfect. Some people say it can be difficult to use in real-life situations because it has many parts to think about. Also, not many studies have tested the theory in different types of workplaces or cultures, so it's not always clear if it works everywhere (Das, 2024).

In Uganda, the education system still faces many challenges, including how to improve the performance of teachers. By using the Path-Goal Theory, schools in Uganda—especially in areas like Jinja can learn more about how different leadership styles from head teachers affect how teachers perform in class. This knowledge can help school leaders and education officials make better decisions about training and supporting teachers so that the quality of education improves.

## **2.2 Empirical Review**

This review examines three key themes aligned with study objectives. It synthesizes scholarly perspectives and identifies research gaps in existing literature.

### **2.2.1 Head-Teachers' Human Resource Abilities that Influence the Performance of Teachers**

Human resource abilities are the skills head teachers use to manage teachers' work. These include planning school activities, assigning duties, supervising lessons, checking attendance, and helping teachers improve through training. When these skills are applied well, teachers are more organized, cover the syllabus on time, and become more effective. One of the core roles of head

teachers is recruiting rightful teaching staff members. When schools use fair and open hiring methods, they are more likely to employ skilled and committed teachers. According to Tibihika (2017), schools that choose teachers based on merit tend to see better performance from their staff. When the teachers' values and abilities match the goals of the school, it creates a strong base for success. This match also helps teachers feel comfortable and supported in their work, which leads to greater job satisfaction and better performance.

Helping teachers grow in their careers is also very important. Mchomvu (2017) found that head teachers who provide regular training opportunities help their teachers improve how they teach. These trainings keep teachers up to date with new methods and ideas. As a result, teachers become more confident and effective in the classroom. This not only helps students learn better but also makes teachers feel motivated and appreciated.

Rewarding and recognizing teachers for their efforts also makes a big difference. Migwi (2018) explains that when head teachers praise teachers or give them rewards for their hard work, it boosts morale and makes them more engaged. This creates a positive work environment where teachers feel motivated to do their best. When teachers feel valued, they are more likely to stay in the school and remain dedicated to their work.

The way a head teacher leads also affects how teachers perform. Akullo & Kamanyire (2023) found that head teachers who use a supportive and inspiring style, known as transformational leadership, help teachers stay motivated and perform better. On the other hand, strict and controlling leadership may stop teachers from being creative or taking initiative. Leaders who encourage teamwork and allow teachers to take part in decision-making build stronger and more confident teams.

Good communication between head teachers and teachers is also very important. Kausar (2024) notes that when school leaders talk openly with their staff and show good people skills, it helps teachers feel respected and supported. Clear and honest communication makes sure that everyone understands what is expected, which reduces confusion and builds trust in the school.

Letting teachers take on extra roles and responsibilities can also help them grow. Mabwai (2008) observed that head teachers who trust their staff with decision-making tasks often see better performance. Giving teachers more responsibility shows that their opinions matter and builds their confidence. When teachers feel like they are part of running the school, they are more likely to be committed and creative in their work.

Handling conflicts well is also key to running a good school. Muia (2017) says that head teachers who are good at solving problems quickly and fairly can stop small issues from becoming big disruptions. Listening carefully, showing empathy, and working towards solutions all help keep the school environment peaceful and focused on learning.

Managing school resources well is another way head teachers can support teachers. Igiri, Effiong, & Achigbe, 2019 (2019) explain that when schools have enough teaching materials and well-maintained facilities, teachers can do their jobs better. Having the right tools helps teachers teach more effectively and saves them from having to come up with workarounds due to a lack of supplies.

Finally, head teachers need to make sure that school policies are being followed. Atoni, Lutomia, & Munyua (2021) found that when school leaders enforce rules properly and support their staff in doing so, the whole school runs more smoothly. Clear rules and expectations give teachers a strong structure to work within, which leads to better teaching and more consistent results.

### **2.2.2 The Effect of Head Teachers' Interpersonal Relationships on Teacher Collaboration and Classroom Effectiveness**

Many studies have shown that when head teachers are supportive and allow teachers to be part of decision-making processes, it helps build strong teamwork among the teaching staff. In primary schools in the Netherlands, for example, teachers who felt listened to and supported by their head teachers were more likely to work closely with their fellow teachers. These teachers often shared ideas, helped each other solve problems, and worked together to improve their teaching. This kind of teamwork makes the school environment more productive and supportive for both teachers and students (Honinigh & Hooge, 2013).

Trust is also a key part of good teamwork in schools. When teachers trust their head teacher, they are more open to working together and sharing ideas. Trust helps create a school climate where teachers feel safe, respected, and motivated. In this kind of setting, teachers are more likely to share classroom materials, teaching methods, and support one another in improving their teaching. As a result, students benefit from better classroom experiences and improved learning outcomes (Çoban, Özdemir, & Belliba, 2020).

Relationships at work serve as a source of employee motivation, which is critical for sustaining output. Workers who care about their job and the welfare of their coworkers are typically more productive than those who don't. Because it can complete more tasks in less time and at a lower cost, this productivity clearly benefits the business financially. Relationships are frequently cultivated by acknowledging an employee's importance to the business and showing concern for their needs (Kokemuller, 2019). Despite the fact that this was addressed in the study, motivation tends to improve interpersonal skills and good job records.

Finally, research has shown that the way head teachers lead their schools directly affects how well teachers work together. When leaders provide opportunities for training, teamwork, and open discussion, teachers are more likely to collaborate, share new teaching strategies, and improve their instruction. Strong leadership creates a culture where teachers feel part of a team, and this teamwork improves teaching quality and student learning (Meyer, Richter, & Hartung-Beck, 2020).

Sharing leadership tasks with teachers can also improve collaboration. When head teachers give teachers responsibility in school matters, it makes teachers feel more involved and respected (Baharuddin, Amiruddin, & Idkhan, 2023). This shared leadership helps teachers take initiative, feel ownership of their work, and actively participate in improving the school. Teachers become more motivated to share ideas and support one another, which improves how classrooms are run and how well students learn.

How a head teacher manages conflict also plays an important role in teacher cooperation and satisfaction. In Kenyan primary schools, research showed that when head teachers handled disagreements by involving teachers and finding fair solutions, the teachers were more satisfied with their jobs (Wachira, 2011). This made them more willing to work with others and help build a strong teaching team. A peaceful and respectful working environment helps teachers focus on their work and build strong relationships with colleagues.

The capacity to comprehend and communicate successfully with teachers, students, and other stakeholders at the school is referred to as human resource competency. Since human skills are necessary at all levels to deal with teachers and students as individuals and groups, managers employed them for communication, motivation, and facilitation as well as for managing

conflict among teachers, students, and school stakeholders. Effective managerial human relations allow managers to unlock employees' potential and help them reach their highest performance levels, claims Lunenburg (2010). However, there is no literature review to explain whether interpersonal relationships improve teachers' performance in the context of public primary schools in Jinja South Division, where primary school teachers consistently skip lessons and fail to prepare lesson plans. This study is necessary to close the gap. This is most likely to have an impact on the school's teacher conflict resolution, good work records, and fairness and honesty.

The behavior of head teachers also influences how teachers interact with students. When head teachers treat others with respect, patience, and kindness, it sets a good example for teachers (Reid, 2007). Teachers who see this are more likely to act the same way with their students. This leads to more respectful and engaging classroom environments, where students are more motivated and eager to learn.

One of the main factors that makes a firm successful is interpersonal interactions at work. In order to complete tasks, employees must regularly collaborate on projects, share ideas, and inspire one another. The logistics of managing personnel and the bottom line may face challenging obstacles in the absence of a stable and welcoming workplace culture. Companies that have a well-trained workforce and an engaging work environment are more likely to draw in and keep talented workers, cultivate client loyalty, and quickly adjust to the demands of a shifting market (Sean, 2020). Nonetheless, commercial projects are explained by the findings of this literature. Even if the research shows that employee relations improve the ability to find solutions to problems at work, it is not immediately clear that this information applies to educational institutions. In order to improve work records and promote justice, integrity, and

honesty among teachers, it is necessary to determine how interpersonal interactions affect their performance in certain primary schools.

Some head teachers use a mix of leadership styles like guiding instruction and also inspiring teachers through vision and support. This approach has been found to boost teacher satisfaction. Teachers who feel encouraged and supported by their leaders are more likely to work well with others and stay committed to doing their best in the classroom (Baharuddin, Amiruddin, & Idkhan, 2023). They are also more likely to attend training sessions and grow professionally.

It is easier to emphasize the significance of interpersonal relationships when one is aware of some of the ways they might affect a company's expenses, competitiveness, and long-term financial viability (Parvaneh, 2016). Nonetheless, the following explanations pertain to economic transactions, which entail expenses. There is a dearth of comparable literature in the field of education, particularly when it comes to determining how management human relations competencies affect the performance of teachers in particular Jinja South Division elementary schools.

### **2.2.3 The Challenges Head-Teachers Faces in Motivating Teachers to Perform Better in the School Assignments**

The way head teachers lead has a strong effect on how motivated teachers feel at work. In Ghana, one study found that when head teachers used a participative style like involving teachers in setting goals (Management by Objectives) and regularly visiting classrooms to interact with staff

(Management by Walking About)—teachers felt more involved and energized. They were more likely to take their roles seriously and do their best. On the other hand, when head teachers used an autocratic style, where decisions were made without teacher input, many teachers felt ignored or undervalued. This lack of involvement often caused low morale and poor performance (Brown & Owusu, 2014).

Working conditions also play a big role in teacher motivation. In some schools, teachers have to work in overcrowded classrooms or use outdated or limited teaching materials. Research in Ghana stressed that having proper classrooms, enough textbooks, and basic teaching tools helps teachers feel more equipped and focused. When these resources are lacking, teachers may feel frustrated and less motivated to teach effectively (Forson, Ofosu-Dwamena, Opoku, & Adjavon, 2021).

Another key issue is recognition. When teachers work hard and their efforts go unnoticed, they may feel unappreciated. In Kenya, research showed that when head teachers failed to acknowledge teachers' achievements or didn't offer rewards or praise, it led to low motivation and job dissatisfaction. On the flip side, schools that had regular reward systems like verbal praise, certificates, or small incentives saw higher teacher morale. Even simple recognition can go a long way in helping teachers feel valued and inspired to work harder.

Teachers are also burdened by too much paperwork and administrative work. These duties often go beyond their teaching responsibilities and are usually done without extra pay. A recent report showed that many teachers spend long hours on these tasks after school, which can lead to stress and burnout. When head teachers don't step in to reduce these workloads or offer help, teachers can lose motivation and enthusiasm for their main job teaching (Guardian, 2024).

Professional development is another area where support from head teachers is critical. Teachers want to keep learning and improving their skills, but many are not given enough opportunities to attend training or workshops. Studies have found that when head teachers encourage continuous learning, offer training sessions, or support teachers in attending external programs, teachers feel respected and motivated. They see these chances as an investment in their careers, which boosts their dedication and performance (Ocham & Okoth, 2015).

Policies that limit a teacher's freedom in the classroom can also harm motivation. When head teachers control every aspect of teaching, teachers may feel powerless and unable to use their creativity. However, when teachers are trusted to make decisions about their lessons and classroom routines, they feel more ownership of their work. This sense of control makes them more committed and enthusiastic about teaching.

### **2.3 Summary of Literature Review**

Chapter Two reviews existing theories and studies related to the impact of head teachers' human relation skills on teacher performance in public primary schools. The chapter is divided into a theoretical review and an empirical review, drawing on the work of various scholars to build a strong foundation for the current study.

The main theory discussed is the Path-Goal Leadership Theory, introduced by Robert House in 1971 and later refined. This theory explains that effective leaders help their teams achieve goals by choosing the most suitable leadership style based on the needs of their staff and the situation. The four leadership styles in the theory are directive, supportive, participative, and achievement-oriented.

Studies have shown that these leadership styles can influence how motivated and productive teachers are. However, the theory is sometimes seen as complex to apply in practice. In educational settings like those in Uganda, applying this theory may help improve how head teachers support teachers and manage schools more effectively.

Recruiting qualified and committed teachers is essential. Research shows that when head teachers use transparent hiring practices based on merit, teacher performance improves. A good match between a teacher's values and the school's mission also contributes to better job satisfaction and work quality.

Proper resource management also matters. Ensuring that schools are equipped with teaching materials and facilities allows teachers to carry out their duties more effectively. Finally, implementing and enforcing school policies consistently creates a structured environment that supports both teachers and students.

Good interpersonal relationships between head teachers and teachers promote teamwork. Research from countries like the Netherlands has shown that when teachers feel supported and involved in decisions, they are more likely to collaborate with colleagues and share ideas.

Head teachers often face challenges in keeping teachers motivated. One issue is leadership style. Involving teachers in school decisions helps them feel valued and increases motivation. However, when leaders make decisions alone, teachers often feel excluded and unmotivated.

Lack of recognition is another problem. Teachers who work hard without receiving praise or rewards may lose motivation. In contrast, schools that celebrate achievements—even in small ways tend to have more motivated and committed staff.

Work overload, especially from administrative tasks, also affects motivation. Many teachers spend long hours on paperwork, often without extra pay. This leads to stress and burnout, reducing their ability to focus on teaching.

Limited access to professional development is another issue. Teachers want to improve their skills, but many don't get the chance to attend training or workshops. When head teachers support continuous learning, teachers feel more valued and are more committed to their roles.

Working conditions also influence motivation. In many schools, teachers work in overcrowded classrooms with limited teaching materials. Improving facilities and providing enough resources can help teachers feel better prepared and more motivated.

Lastly, when teachers are not given freedom to make decisions in their classrooms, their motivation suffers. Giving teachers more autonomy helps them take ownership of their work and increases their enthusiasm and commitment.

## **CHAPTER THREE**

### **3.0 Methodology**

This chapter details the study's methodology examining head-teachers' interpersonal skills and teacher performance in Jinja City's public primary schools. It covers research design, sampling, data collection, analysis approaches, ethical considerations, and study limitations

### **3.1 Research Design**

Lee and Ling (2014) describe research design as the framework guiding study implementation and data analysis. This investigation employed a case study approach to examine diverse respondent groups through qualitative methods including in-depth interviews and focus group discussions (Creswell, 2018). These techniques enabled detailed situational analysis, pattern identification, and variable relationship examination. The study utilized methodological triangulation (interviews, focus groups, document reviews, and observations) to ensure data authenticity and minimize reliance on secondary sources (Creswell, 2018). This comprehensive approach enhanced findings reliability while maintaining firsthand data collection.

### **3.2 Area of the Study**

This research examined five public primary schools in Jinja City's Southern Division, located along Lake Victoria in eastern Uganda (Jinja City Education Report, 2023). Despite professional training initiatives for head-teachers, teacher performance continues declining in fulfilling their duties (Jinja City Education Report, 2023).

The study was carried out in Southern Division, Jinja City, because reports from the Jinja City Education Office (2023) show persistent challenges in teacher performance, such as irregular lesson delivery, low syllabus coverage, and poor learner outcomes. For example, the Jinja City

Education Report (2023) highlighted that many teachers in this Division consistently report late, miss classes, and fail to complete lesson plans. The Uganda National Examinations Board (UNEB, 2022) also indicated that pupils in Jinja City, especially in Southern Division, perform poorly compared to other divisions, with a high number failing to progress to secondary education. These concerns make Southern Division an appropriate and relevant area for studying the effect of head teachers' human relation competence on teacher performance.

### **3.3 Sources of Information**

This study used both primary and secondary sources of information. Primary data was gathered through interviews and focus group discussions with participants from selected upper public primary schools in the Southern Division of Jinja City. In addition, secondary data was used, including school performance records, school rules, journals, textbooks, magazines, reports from the Ministry of Education and Sports (MoES), newsletters, research papers, and other online sources.

### **3.4 Selection Criteria**

#### **3.4.1 Inclusion Criteria**

Only teachers who teach in upper primary of the selected schools as well as the head teachers, deputy head-teachers and directors of studies were included. Respondents who willingly accepted to participate in the study, filled the informed consent.

#### **3.4.2 Exclusion Criteria**

Teachers who teach in lower primary of the selected schools were excluded from participating in the study as well as the School Management Committee.

### **3.5 Population and Sampling Techniques**

#### **3.5.1 Population**

Thomas (2020) defines a target population as a complete group sharing specific characteristics. This study examined 150 participants from five Jinja City primary schools, comprising administrators (head-teachers, deputies, directors) and teachers (Jinja City Education Report, 2023). Researchers conducted individual interviews with school leaders and focus group discussions with teachers to collect diverse, credible data about head-teachers' interpersonal competencies and their impact on school performance.

#### **3.5.2 Sample Size Determination**

In this study, it was important to choose the right number of participants to get accurate and meaningful results. Katamba and Nsubuga (2014) explain that a sample size is a small part of the total group being studied. For the key informants such as 5 head teachers, 10 deputy head teachers, and 5 directors of studies, the researcher used purposive sampling, meaning they were selected based on their roles and knowledge.

For the teachers, the sample size was determined using the Krejcie and Morgan (1970) table. From a total of 130 teachers, a sample of 88 was selected. This helped the researcher gather different opinions and honest responses, making the study more reliable. Both male and female teachers were included in the study.

**Table 3.1: Sample size**

<b>Population</b>	<b>Target</b>	<b>Sample size</b>	<b>Selection</b>	<b>Tools</b>
<b>Head teachers</b>	5	5	Purposive	Interviews
<b>D/head teachers</b>	10	10	Purposive	Interviews
<b>Directors of Studies</b>	5	5	Purposive	Interviews
<b>Teachers</b>	130	88	Simple Random	Questionnaire/Interview
<b>Total</b>	<b>150</b>	<b>108</b>		

*Source: Jinja City Education Report (2023) and Self Constructed by Researcher Basing on Krejcie & Morgan (1970) table*

### **3.5.3 Sampling Selection**

The study was purposively and simple randomly selected.

#### **3.5.3.1 Purposive Sampling**

The researcher used the purposive technique to identify the head-teachers, deputy head teachers and directors of studies. Purposive sampling is a non-random sampling technique where respondents were selected because of some characteristic. Similarly, purposive sampling is popular in qualitative research, and those respondents were chosen purposively and interviewed to provide qualitative data (Katamba & Nsubuga, 2014).

#### **3.5.2 Simple Randomly Sampling**

The study employed simple random sampling to select teacher participants (Thomas, 2020). Researchers prepared 88 "Yes" and corresponding "No" slips (small pieces of paper) for each school, allowing equal selection probability. Teachers drawing "Yes" slips (small pieces of paper) completed questionnaires. Schools in Jinja City's Southern Division were randomly chosen after obtaining administrative permission to ensure unbiased representation in the study.

### **3.6 Variables and Indicators**

Creswell (2018) states that, “a variable is a measurable characteristic that assumes different values among the subjects”. There are different classifications of variables for example; there may be a dependent variable (DV) or an independent variable (IV). The study used head-teachers’ human resource competence as an independent and performance of teachers as a dependent variable. The head-teachers’ human relation competence was operationalized as compensatory education, managerial competencies, conceptual skills, human relation skills, technical abilities, facilitation to teachers, effective communication, group dynamics, mutual respect and motivation; while, performance of teachers were conceptualized as the pupils’ academic grade, timely completion of syllabus, teachers’ attendance and punctuality on duty, scheme of work, lesson plan and timetable compliance, as well as levels of literacy and numeracy for pupils.

### **3.7 Procedures for Data Collection**

To ensure ethical compliance, the researcher secured official approval letters from both the School of Education and Uganda Christian University Research Ethics Committee (UCUREC). These documents facilitated access to study sites and introduced the researcher to school administrators. After obtaining permission from each primary school's management, focus group discussions (FGDs) were organized with willing teachers, while individual interviews were scheduled with head-teachers, deputies, and directors of studies. All participants received confidentiality assurances regarding their responses, with emphasis on the academic nature of the study. Data collection employed two distinct methods: FGDs for teachers and structured interviews for school administrators, ensuring voluntary participation throughout the process.

### **3.8 Data Collection Methods**

#### **3.8.1 Questionnaire Survey Method**

A questionnaire is a type of research tool used to collect data from respondents. It consists of a set of questions. (Mcleod, 2023). Because there were too many teachers for the researcher to interview them all, the questionnaires were given to the teachers. Since the factors, such as the respondents' views, opinions, perceptions, and feelings, cannot be observed, certain questions were employed (Sekaran, 2003). Because the respondents in this study have the knowledge necessary to answer the questions honestly, the questionnaires were presented to them by hand. Additionally, employing the questionnaire to collect data is less expensive. Respondents recorded their responses using this manner within precisely defined alternatives.

Creswell (2018) asserts that no one method or tool was seen to be sufficient on its own for gathering accurate and trustworthy data. The following explains how the study's foundation was interviews:

#### **3.8.2 Interviews**

Kothari (2013) describes interviews as structured verbal exchanges designed to gather information through direct interaction. This study conducted face-to-face interviews with 108 participants (88 teachers, 5 head teachers, 10 deputies, and 5 directors) from five primary schools. Researchers scheduled sessions in advance, establishing rapport and agreeing on timeframes with participants. The semi-structured format allowed for probing questions, enabling deeper exploration of respondents' views and experiences regarding the research topic (Kothari, 2013). This approach provided comprehensive insights while maintaining methodological rigor.

### **3.9 Data Collection Instruments**

The following data collection instruments were used.

#### **3.9.1 Questionnaire**

A questionnaire is a document that asks a series of questions of multiple subjects in order to collect data (Schroder & Carey, 2003). In addition to basic structured questions with a "yes" or "no" option, the study created a closed-ended questionnaire with a 4-point Likert scale (4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree) to gather data from the chosen respondents. This approach was employed in the study to gather information from educators. Therefore, a structured questionnaire was employed in this study to gather numerical data from participants in order to address the research issues. In a short amount of time, the questionnaire was able to gather a large amount of data, and the information was considered reliable.

#### **3.9.2 Interview Guide**

This study utilized structured interview guides to collect data from school administrators (head-teachers, deputies, and directors) as key informants (Katamba & Nsubuga, 2014). This approach proved effective due to its high response rate, quality data collection, and ability to leverage interviewer presence. Researchers employed probing techniques to elicit detailed explanations, helping respondents expand their answers for richer insights. The open-ended question format aligned with research objectives while allowing interviewers to maintain control over discussion flow, ensuring efficient use of time. Collected interview data complemented questionnaire responses, providing comprehensive qualitative depth to the study findings (Katamba & Nsubuga, 2014).

### **3.9.3 Focus Group Discussion Guide**

This study employed Focus Group Discussions (FGDs) with teachers across five schools to examine how head-teachers' interpersonal skills affect teacher performance (Creswell, 2018). Each FGD involved 15-20 participants, creating an open, interactive environment for sharing perspectives. The discussions used flexible guides that allowed question rephrasing and unrestricted responses, enabling comprehensive data collection about workplace relationships in primary schools. This approach proved valuable for gathering diverse viewpoints while maintaining participant comfort (Creswell, 2018).

### **3.10 Quality/Error Control**

The researcher ensured credibility by using triangulation. Data was gathered through different methods including interviews, focus group discussions, and questionnaires. This combination provided different perspectives on the same issue and helped reduce bias. Direct quotations from participants were also included in the findings to reflect their true voices.

Dependability was achieved by clearly documenting the research process. This included explaining how participants were selected, how data was collected, and how the analysis was carried out. Keeping detailed records makes it possible for another researcher to repeat the same process in a similar setting.

To make sure the results came from the data and not from personal bias, the researcher strictly relied on participants' views. Efforts were made to remain neutral, and findings were supported with evidence from participants' responses and field notes.

Transferability was achieved by giving clear descriptions of the study setting, participants, and procedures. This allows other researchers or practitioners to decide whether the findings are relevant and can be applied in similar contexts.

Validity and reliability of the research instruments were measured as follows:

### **3.10.1 Validity of Instruments**

To make sure the research tools were accurate, the researcher tested the same questionnaires on the same group of people two weeks apart. This method, known as test-retest, helped check how reliable the questions were. According to Sekaran (2003), a higher reliability score means the tool is more dependable.

The pretest was done with 6 people who were not part of the main study. This helped identify and fix any mistakes in the questions before the actual data collection. Pre-testing also helped the researcher see how much time the interviews would take, whether the questions were relevant, and whether they clearly measured what the study was about.

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of Item}}{\text{Total Number of Item}}$$

The investigator first enumerated the number of items that were relevant for the study and these items were divided by the number of those items in the designed tools. Thus, only ten questionnaires were pilot-tested in public secondary schools, outside the sample primary schools in Southern Division, Jinja City that did not participate in the research. Each of this questionnaire comprised of 23 items.

$$\text{Total items} = 23 \times 6 = 138$$

$$\text{Invalid items} = 28$$

$$\text{Relevant items} = 138 - 18 = 120$$

$$CVI = 120/138 = 0.87$$

The tool was valid since the CVI was 0.87, which was far above 0.7; which is the recommended value for the validity. Results from the field also helped in identifying gaps and making modifications to the tools only where it was necessary. Similarly, the questionnaires items were also constructed such that they were related to the set-questions to ensure that the questions were well covered.

### 3.10.2 Reliability

Stephanie (2016) defines a reliable instrument as one producing consistent measurements across repeated trials. This study evaluated scale reliability using Cronbach's alpha ( $\alpha$ ), a widely-used internal consistency measure that examines inter-item correlations. The pilot-tested instrument demonstrated strong reliability ( $\alpha=0.805$ ), exceeding the 0.7 threshold (Stephanie, 2016), as shown in Table 3.2.

**Table 3.2: Reliability indices for the instrument**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.805	0.796	12

These results confirm the questionnaire's suitability for measuring variable relationships and its potential for future research applications in this field.

### 3.11 Data Presentation, Analysis and Interpretation

The study employed qualitative analysis through interviews with school administrators and teachers (Creswell, 2018). Using Atlas Ti software, researchers conducted thematic content analysis by identifying patterns, coding responses, and grouping similar data. Key themes were organized in frequency tables, with representative participant quotes included to illustrate

findings. This approach captured in-depth perspectives while maintaining data richness, consistent with qualitative research objectives (Creswell, 2018). Emerging themes from both primary and secondary sources were systematically documented.

### **3.12 Ethical Considerations and Approvals**

#### **3.12.1 Ethical Clearance**

The researcher obtained ethical approval from Uganda Christian University's Research Ethics Committee and School of Education. Official approvals were acquired from Jinja City's Education Officer and participating school head-teachers. The researcher maintained strict confidentiality by anonymizing respondents' identities and responses. Throughout the study, academic integrity was upheld by accurately collecting, analyzing, and reporting data without fabrication or misrepresentation. All research procedures followed ethical guidelines for data transparency and participant protection.

#### **3.12.2 Participants' Confidentiality**

The study ensured confidentiality of respondents by replacing names with codes (A, B, C) and omitting contact details. All collected data remained strictly confidential, used solely for research purposes to maintain validity and protect participants' privacy throughout the entire research process.

#### **3.12.3 Consent**

Prior to data collection, respondents positively welcomed the invitation to participate in the study. A consent form was drafted and shared with respondents before they could participate in data

collection. The respondent's agreed to participate in the study, after its purpose was explained to them.

#### **3.12.4 Anonymity**

The research procedures were explained to all the participants before they took part in the research; and their informed consent were obtained. To ensure anonymity of the respondents, the investigator gave participants codes or numbers that are known to the researcher only to ensure that the information given by the participants cannot be easily linked to them by a third party. Personal bias was avoided during the entire study that is to say, during interviews, data analysis and reporting.

#### **3.12 Summary of Chapter Three**

To sum up, the researcher considered the methodological aspects of the research. Majorly, it covers research design, area of the study, information sources, population and sample selection, variables and indicators, data collection methods, data collection instruments, procedures of data collection, quality/error quality, data presentation, analysis and interpretation, ethical consideration and approvals, as well as methodological constraints. The next chapter covered the aspects related to data presentation and analysis of this finding.

## **CHAPTER FOUR**

### **4.0 Presentation and Analysis**

This chapter systematically presents and interprets research data aligned with research study's objectives, (1) identifying head teachers' human resource competencies affecting teacher performance, (2) examining how interpersonal relationships impact teacher collaboration and classroom effectiveness, and (3) analyzing motivational challenges school leaders face. Qualitative interview results are presented through direct participant quotations and narrative analysis, specifically addressing head teachers' relational competencies in Southern Division public primary schools. The chapter also presents participant response rates, indicating actual engagement levels in the study. All findings are organized according to the original research objectives for coherent analysis.

### **4.1 Response Rate**

Twenty (20) participants were interviewed. The response rate for interviews was 100%. On the other hand, 85 participants, out of targeted 88 population (sample) participated in the focus interviews, that is, 96.6 percent. Therefore, it presents adequate, accurate, valid and reliable data on the study variables in Southern Division, thus the study gave generalized results. This response rate is above the 70% response rate as recommended by the Guttmacher Institute (2006) for a study to be considered as one with satisfactory results. The high response rate is attributed to the well-designed and planned interview times, the study topic and the enthusiasm of the investigator which aroused the interest and positive attitude of the participants.

## 4.2 Background Information of the Participants

The background information of the participants included; gender, age of the respondents, highest education level and period worked in this school. Profiles of the respondents who participated in this research are clearly shown in Table 4.1 below:

**Table 1: Participants' Background Information**

<b>Demographic Information</b>		
<b>Gender</b>	<b>Freq. (f)</b>	<b>Percent (%)</b>
Male	60	57.2
Female	45	42.8
<b>Total</b>	<b>105</b>	<b>100.0</b>
<b>Respondents' Age</b>	<b>Freq. (f)</b>	<b>Percent (%)</b>
18 – 27 years	4	3.8
28-37 years	11	10.5
38 – 47 years	36	34.3
48 – 57 years	46	43.8
58 years and above	8	7.6
<b>Total</b>	<b>105</b>	<b>100.0%</b>
<b>Highest level of respondents' education</b>	<b>Freq. (f)</b>	<b>Percent (%)</b>
Masters' degree	1	0.9
Bachelor's degree	80	76.3
Diploma holders	24	22.8
<b>Total</b>	<b>105</b>	<b>100.0%</b>
<b>Period spent working in this school</b>	<b>Freq. (f)</b>	<b>Percent (%)</b>
Below 5 years	12	11.4
Between 6 – 10 years	42	40
11 years and above	51	48.6
<b>Total</b>	<b>105</b>	<b>100.0</b>

*Source: Primary data (2024)*

It can be seen in Table 4.1 above, that 105 respondents participated in this study. Out of them, 60 respondents (57.2%) were males and 45 respondents (42.8%) were females. This implies that male participants were more during the study. However, difference in numbers did not affect participation of both male and female participants in the study.

As shown in Table 4.1, 46 respondents (43.8%) were between 48-57 years, while 36 respondents (34.3%) were between 38-47 years, and the least, 4 respondents (3.8%) were between 18-27 years. This implies that those participants in the age group of 48-57 years made the majority during the research carried out in public primary schools in Southern Division.

As shown in above Table 4.1, respondents varied in terms of education level. 80 respondents (76.3%) were at bachelors' level, while 24 respondents (22.8%) were at diploma level. These results indicate that the majority of participants were at Bachelors level of education, and their responses were appropriate and corresponded to the questions asked.

Lastly, the majority of the participants 51(48.6%) indicated they have been staying/working with school for 11 years and above; while, 12(11.4%) indicated of below than 5 years. The implication of these is that, all the participants are familiar with the study problem under investigations.

The findings of the study as below are presented in line with the objectives of the study. The findings are the views of respondents from head teachers' human relation competence (independent variable) and performance of teachers (dependent variable). The thematic content analysis has been presented in form of frequency tables and they answer the research questions.

### 4.3 Qualitative Results on Head-Teachers' Human Resource Abilities that Influence the Performance of Teachers

The above sub heading was posed to find out head-teachers' human resource abilities that influence the performance of teachers in selected public primary schools.

**Table 2: The head-teachers' human resource abilities that influence the performance of teachers**

Thematic Area	Frequency	Percentage
Managerial competences	86	81.9
Motivation	81	77.2
Conceptual skills	73	69.5
Effective communication	67	63.8
Human relation skills	64	60.9
Technical abilities	59	56.2
Facilitation to teaching staff	57	54.3
Compensatory education	54	51.4
Mutual respect	51	48.6
Group dynamics	47	44.7

Source: Primary data (2024)

(n=105)

A large number of respondents (81.9%) agreed that head teachers' managerial skills significantly affect teacher performance. These include the ability to plan, organize, and guide school operations. One deputy head teacher explained that while teaching strategies matter, applying proper management skills in classrooms and school settings helps improve pupil

learning. Another Director of Studies described school managers as people who use both technical and personal qualities to lead effectively.

This shows that head teachers who are good managers can place teachers in the right roles, supervise their work well, and help them perform better as a team. Good management includes knowing how to plan lessons, schedule activities, and make sure the school runs smoothly. One of the deputy head-teachers explained that;

*... pupil's learning is related to the strategies and skills applied by teachers in the classroom. Nevertheless, from a strategic point of view, very little management skills are proposed insofar as they are directly related to the schools' administrative activities. It is essential for teachers to apply managerial tools and skills, to consider pupils as an organization and human resource to settle or mitigate problems in the environment, encouraging practices, and actions that contribute to this end....* (Kafero Moses pseudo name personal communication, August, 12<sup>th</sup> 2024).

To support the aforementioned, another interviewed director of studies expresses;

*... school managers are individuals with special capabilities, they are a combination of updates and personal and technical qualities that allow them to properly use and apply methods and techniques to achieve understanding among members of an administrative group. This definition integrates several criteria to explain teachers' managerial skills, insomuch that school tasks demand resources and content as well as a set of aptitudes and attitudes that ease systematization and strategic handling....* (Higenyi Justus pseudo name personal communication, August, 12<sup>th</sup> 2024).

The study also revealed that 77.2% of the respondents believed motivation is a key factor in teacher performance. A head teacher noted that when teachers are motivated, they are more committed and productive. On the other hand, lack of motivation results in low interest, poor teamwork, and minimal effort.

A teacher in the focus group said that being appreciated even with a simple thank you can lift a teacher's spirit. Motivation, they noted, is strengthened through fair pay, training opportunities, promotions, good working conditions, and being involved in decision-making. When teachers are motivated, their commitment and classroom performance improve noticeably.

Another interviewed head-teacher had these to say;

*... motivation plays an important role in the school because it increases teacher morale and performance and school goals can be achieved in an efficient way. Motivated teachers become more engaged, performance to their highest potential and positively affect those around them. On the other hand, in schools where teachers receive low motivation, they tend to lack interest in their work, disengage from peers and pupils and perform at a minimum rate or less.... (Nsereko James pseudo name personal communication, August 15<sup>th</sup> 2024).*

From the field study, another focus group participant (teacher) had these to say;

*... if a teacher feels valued, they will also be motivated. Making each teacher feel valued can be as simple as thanking them for something that they have done recently. Motivation encourages to facilitate knowledge and skills of academic to pupils. This clearly indicates that the performance of teachers in contributing towards leaning is strongly influenced by teacher motivation which includes good working conditions, staff training, promotion and good salary*

*and remuneration, as well as recognition and participatory decision making....* (Mugisa Henry pseudo name personal communication, August 16<sup>th</sup> 2024).

Another 73% of participants stated that conceptual skills also affect performance. These are the abilities that help head teachers and teachers see the bigger picture, think critically, and solve complex school issues. One participant explained that these skills help teachers understand how different ideas connect and how to make decisions that benefit the whole school. Conceptual thinking encourages innovation and long-term planning. One of the interviewed participants had these to say:

*.... conceptual skills allow a head teacher to visualize the entire school and work with ideas, views and the relationship between abstract concepts. Teaching children to think conceptually empowers them to make good decisions because they internalize the right thing to do instead of memorizing a list of abstract....* (Sserugo Nathan pseudo name personal communication, August, 17<sup>th</sup> 2024).

Effective communication was cited by 67% of respondents as a key contributor to good performance. One teacher explained that clear communication helps in managing pupils, reducing conflicts, and building good relationships with both pupils and parents.

This means that when teachers can express themselves well, share ideas clearly, and listen actively, they create a more positive and productive learning environment.

*... good communication can help teachers to better understand their pupils and to build positive relationships with them. In addition, good communication skills can also help teachers resolve conflicts and tension, as well as managing their classrooms effectively. Teachers need to be able to communicate with pupils and parents. Communicating effectively with pupils*

*creates a positive learning environment and fosters pupils' success....”* (Nsereko James pseudo name personal communication, August, 14<sup>th</sup> 2024).

About 64% of the respondents said that human relations—like empathy and emotional intelligence affect performance. One teacher explained that understanding students’ emotions helps manage behavior better. A deputy head teacher added that strong relationships with staff and pupils promote better learning and more positive behavior.

This suggests that when teachers are emotionally aware and build strong connections with others, they help create a more supportive school environment, which improves performance.

*...it is vital for teachers to have empathy and emotional intelligence. A necessity for supporting pupils, but a hard skill to develop, is the ability to emphasize with multiple pupils and situations at the same time. A teacher’s ability to understand why a pupil is misbehaving or dodging classes is crucial to understanding how to manage that pupils’ behaviour....* (Mubiru Shaban pseudo name personal communication, August, 7<sup>th</sup> 2024).

Another interviewed deputy head teacher had these to say;

*“...strong relationships with teachers and school staff can dramatically enhance pupils’ level of motivation and therefore promote learning. Pupils who have access to more strong relationships are more academically engaged, have stronger social skills, and experience more positive behaviour....”* (Matovu Ibn pseudo name personal communication, August, 9<sup>th</sup> 2024).

According to 59% of respondents, technical skills—including the ability to use modern teaching tools and technology impact performance. One Director of Studies said that technological competence can change how both teachers and learners engage with education.

Teachers who use digital tools and resources are better prepared to support modern learning needs.

*... technological competences and skills can change the behaviour of teachers and pupils towards education. Teachers can use different type of technological skills to change education learning system and make better new communicated world. Thus, education technology is the study by creating and using available resources....* (Kajubi Stephen pseudo name personal communication, August, 17<sup>th</sup> 2024).

About 54.3% of respondents believed that providing support—like teaching materials, allowances, and financial incentives—boosts teacher performance. One Director of Studies said that facilitation keeps teachers motivated and committed to their work. A head teacher added that well-supported teachers are more punctual, consistent, and productive.

*... facilitation given to teachers tend to encourage them to get motivated and boost their job commitment. Facilitation is the key of successful teachers to maintain the continuity of the work in a powerful manner and help schools to survive. Facilitation given to teachers naturally has to do with teachers' desire to participate in their job commitment....* (Higenyi Ramazan pseudo name personal communication, August, 11<sup>th</sup> 2024).

Another interviewed head teacher had these to say:

*...well-facilitated teachers tend to be punctual at their places of work. Teachers tend to become efficient and effective when they well financial facilitated, and their extra effort is reflected in their work completion. It should be noted that facilitation given to teachers affects their punctuality and consistence at work....* (Muzeyi Justus pseudo name personal communication, August, 13<sup>th</sup> 2024).

Just over half (51.4%) of the respondents said that compensatory support (like extra lessons, incentives, or programs for teachers) can enhance performance. One Director of Studies noted that such programs help raise teacher morale and reduce the gap for learners who come from disadvantaged backgrounds. In fact, the director of studies explained that;

*... well performing teachers are given compensatory education to boost their morale and encourage their colleagues to also work harder. Compensatory education policies are intended to offset the consequences of socio-economic disadvantage with may restrict the educational opportunities of children from socially deprived backgrounds. .... (Sserugo Moses pseudo name personal communication, August, 17<sup>th</sup> 2024).*

While 48.6% of participants believed that mutual respect helps teachers perform better, a slightly higher percentage (51.4%) disagreed. However, one Director of Studies emphasized that mutual respect between teachers and pupils encourages good communication, cooperation, and a respectful classroom environment. In fact, the director of studies explained that;

*... having the ability to do this shall increase communication and foster cooperation. Establishing relationships with pupils based on trust and mutual respect, in addition to treating pupils equally over time learners, in turn, shall respect one and truly believe one to help them. Mutual respect in the classroom is about more than just the relationship between pupils and teacher. A culture of mutual respect means that a student shall also treat each other well.... (Sserugo Nathan pseudo name personal communication, August, 15<sup>th</sup> 2024).*

Finally, 44.7% of the respondents believed that intrinsic motivation, including giving teachers some choice and freedom in how they teach, contributes to better performance. A Director of Studies noted that when teachers feel like part of a team, they are more likely to participate

actively and work closely with colleagues, improving group performance. In fact, the director of studies explained that;

*“... high group cohesion can lead to increased motivation, enhanced participation and better communication among team members...”* (Barige Stephen pseudo name personal communication, August, 7<sup>th</sup> 2024).

The findings clearly show that head teachers' abilities in management, motivation, communication, and human relations are vital to improving teacher performance. Teachers perform better when they are well-led, appreciated, supported, and involved in decisions. These human resource skills are key for any school leader aiming to improve the quality of education in public primary schools.

#### 4.4 Qualitative Results on the Effect of Head Teachers’ Interpersonal Relationships on Teacher Collaboration and Classroom Effectiveness

The above sub heading was posed to determine ways in which head-teachers’ interpersonal relationships on teacher collaboration and classroom effectiveness in selected public primary schools.

**Table 3: Ways in which head-teachers’ Interpersonal Relationships on Teacher Collaboration and Classroom Effectiveness influence performance of teachers**

Items	Percentage & Frequencies	SD	D	NS	A	SA
The head teacher’s strong motivation of teachers positively influences their fairness, integrity, and honesty.	Frequency	49	11	8	12	8
	Percentage (%)	55.7	12.5	9.1	13.6	9.1
Head teachers communicate effectively with their teaching staff.	Frequency	50	00	2	00	36
	Percentage (%)	56.8	00	2.3	00	40.9
Head teachers support teachers based on their work performance and records.	Frequency	47	00	3	00	38
	Percentage (%)	53.4	00	3.4	00	43.42
The head teacher conducts staff appraisals to enhance job performance.	Frequency	48	00	2	00	39
	Percentage (%)	54.5	00	2.3	00	44.3
Negotiation and persuasion help reduce conflicts among teachers.	Frequency	45	00	7	00	36
	Percentage (%)	51.1	00	7.9	00	40.9
Staff members maintain mutual respect for one another.	Frequency	32	00	27	00	29
	Percentage (%)	36.4	00	30.7	00	32.9
The head teacher provides orientation for new staff and students regarding school activities and objectives.	Frequency	32	00	27	00	29
	Percentage (%)	36.4	00	30.7	00	32.9
Having a functional senior management team is essential senior management team	Frequency	49	11	6	14	8
	Percentage (%)	55.7	12.5	6.8	15.9	9.1

Source: Primary data (2024)

According to the results in the above table, the majority of instructors (55.7, 56.8, 53.4, 54.5, 51.1, 36.4, 36.4, 55.7) said they strongly disagreed with head-teachers' interpersonal relationships.

The distribution of respondents on management human relations competences is displayed in table eight below, which is the result of an analysis of the aforementioned primary data using a five-point Linkert response scale:

**Table 4: Showing results for head-teachers' Interpersonal Relationships on Teacher Collaboration and Classroom Effectiveness**

	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The head teacher's strong motivation of teachers positively influences their fairness, integrity, and honesty.	88	8	49	17.6	17.64
Head teachers communicate effectively with their teaching staff.	88	0	50	17.6	23.72
Head teachers support teachers based on their work performance and records.	88	0	47	17.6	22.98
The head teacher conducts staff appraisals to enhance job performance.	88	0	48	17.8	23.69
Negotiation and persuasion help reduce conflicts among teachers.	88	0	45	17.6	21.34
Staff members maintain mutual respect for one another.	88	0	32	17.6	16.16
The head teacher provides orientation for new staff and students regarding school activities and objectives.	88	0	32	17.6	16.16
Having a functional senior management team is essential senior management team	88	6	49	17.6	17.81

*Source: Primary Data from Primary schools in Jinja South, 2024*

With a mean of 17.6 and a standard deviation of 17.64, the results regarding the idea that the head teacher's high level of motivation significantly influences the instructors' fairness, integrity, and honesty were assessed. According to the mean score, these outcomes are rated as "agree," indicating that the head teacher significantly inspires the teachers. According to the survey, inspiring educators fosters a culture that makes them feel valued and included at school. This consequently encourages detrimental effects on the efficacy and efficiency of service delivery in elementary schools. In light of these findings, head teachers were questioned about how their general motivation strategies affect teachers' performance.

In responses, one of the teachers stated as follows;

*... Teachers are empowered to work hard because head teachers assign them tasks. Head teachers also suggest that instructors be promoted to more responsible roles. A headteacher may, however, also show mistrust of teachers in other ways, such as by meddling in their personal programs. This typically occurs when headteachers and teachers have personal misunderstandings.... (Interviewee, 2024)*

A mean score of 17.6 and an SD of 23.72 indicate that the data are neutral with regard to the notion that head teachers connect with teachers in an effective manner. Inferentially, Jinja South Division primary school teachers do not frequently encounter successful communication. Regarding teacher performance, a lack of effective communication between the head teacher and teachers places the headteacher in a situation where they are unable to provide close assistance to underperforming teachers, which explains the performance fall.

Regarding the qualitative aspect, head teachers were questioned about how their methods of communication with teachers improve teacher performance.

The results from teachers were as follows;

*... teacher desire to perform well is significantly related to a headteacher's communication style, particularly when there is an open exchange of information between the two parties. Any teacher will be happy if the information is received on time, regardless of whether it is good news or not. The key to instructors' successful performance is timely task implementation, which is informed by timely information receipt....* (Interviewee, 2024)

A neutral level was also suggested by the data, which showed a mean of 17.6 and a standard deviation of 22.98 for the idea that head teachers support teachers based on their work history. Consequently, headteachers in the primary schools chosen from Jinja South Division help teachers with their medium-level work records. The inability of headteachers to prevent a drop in teacher performance can be directly attributed to a gap in managerial competencies in terms of teacher follow-up.

With a mean of 17.8 and a standard deviation of 23.69, a grade of neutral was obtained, suggesting that even teacher appraisal has gaps given the notion that head teachers evaluate staff to improve their work performance. The validity of self-assessments is called into doubt when teachers complete them but their supervisors are not always present to provide accurate data on their daily activities. Given that this is a managerial component, managerial competencies are dubious and significantly contribute to the poor elements of teachers' performance. Regarding this claim, head teachers were asked to explain how their methods of rewarding teachers affect their performance.

In response, one teacher stated;

*... Gifts such as sets, books, cash, and the like are given to students who perform well. Teachers who perform better are given child allowances. At the conclusion of each term, there is a place for take-home offers of food, salt, and sugar at this school. Along with numerous other forms of compensation, some teachers are given housing allowances in the form of rent. (2024) Interviewee.... (Interviewee, 2024).*

These contribute to improving instructors' motivation for their jobs. With a mean of 17.6 and a standard deviation of 21.34, the responses to the idea that persuasion and negotiation reduce disputes among the teachers were assessed. Compared to the earlier results, which demonstrate that chief executives' managerial ability is not documented with excellence in many categories, the results are assessed as neutral, which is not very good. There is a component of cooperation or a spirit of collaboration among teachers that only emerges when there are no conflicts in connection to their performance. Ineffective conflict resolution by the headteacher hinders teamwork because it makes it difficult for teachers to collaborate closely, which hinders the exchange of ideas for improved teaching strategies and fosters an unfriendly environment, which ultimately results in late or nonexistent delivery of the day's necessary services.

In the same way, teachers' opinions on the idea that staff members respect one another were assessed with a mean score of 17.6 and a standard deviation of 16.16, with "agree" replies. Regarding teacher performance, a weak management system can be found if the headteacher is unable to command respect from the teachers. This can easily explain why teachers may even begin to miss school or attend but not teach—all of which are aspects of teacher performance.

Additionally, the notion that the head teacher acquaints new employees and pupils with school activities and objectives produced findings with a mean of 17.6 and a standard deviation of 16.16, indicating a grade of "agree." It follows that orienting teachers is prioritized in many schools. Normally, if this is done, the instructor will naturally know what to do and what not to do at the new job, giving them more flexibility at school and encouraging them to work hard and get higher outcomes.

The headteachers' views concerning whether orientation of teachers in anyway relates to performance of teachers revealed that:

*...Orientation helps teachers feel more at ease and bridge the gap between new and experienced educators by outlining their roles, establishing limits, and acquainting them with the school environment. Additionally, it exposes a teacher to the school's culture, which is the hub for providing free services while students are in class.... (Interviewee, 2024).*

With a mean score of 17.6 and a standard deviation of 17.81, the rating of views shows that having a functional senior management team is essential, and the mean grade is "agree." This clearly indicates that head teachers in Jinja South Division elementary schools place a high value on improving management, even in the face of deficiencies in management competency.

#### **4.5 Qualitative Results on the challenges head-teachers faces in motivating teachers to perform better in the school assignments**

The above sub heading was posed to ascertain the challenges head-teachers faces in motivating teachers to perform better in the school assignments.

**Table 5: The challenges head-teachers faces in motivating teachers to perform better in the school assignments**

<b>Thematic Area</b>	<b>Frequency</b>	<b>Percentage</b>
Financial resources limit head-teacher roles in motivating teachers	85	80.9
Weak school administration undermines head-teacher ability in motivating teachers	71	67.6
Stakeholders' collaboration influence head-teacher ability in motivating teachers	67	63.8
Lack of autonomy limits head-teacher roles in motivating teachers	63	60
Pupil-teacher ratio undermine head-teacher ability in motivating teachers	59	56.2
Limited teamwork limits head-teacher roles in motivating teachers	53	50.5
Working conditions limited teachers' motivation in schools	45	42.8

Source: Primary data (2024)

The third objective was set to ascertain the challenges head-teachers faces in motivating teachers to perform better in the school assignments. The majority of respondents (80.9%) stated that lack of financial resources is a major challenge in motivating teachers. A deputy head teacher shared that most funding comes from school fees, which are often insufficient to cover even basic needs like textbooks and meals, leaving very little for teacher motivation. This shows that public primary schools operate with tight budgets, and limited funding makes it difficult to plan and implement motivational strategies such as bonuses, allowances, or staff incentives.; in fact, one of the deputy head-teachers explained that;

*.... the main source of financial resources for this school is mainly school fees. Little is honestly paid by these pupils, which mainly are used for the priority areas especially buying textbooks, and other instructional materials. In most cases, a lot of financial resource have been diverted to feeding of pupils, and this has been as a result of increasing food prices in the market. The school always have inadequate financial base to adequately cater for the motivation of classroom teachers....* (Kafero Arafat pseudo name personal communication, August, 13<sup>th</sup> 2024).

About 67.6% of the respondents reported that weak administration within schools undermines efforts to motivate teachers. One deputy head teacher noted that poor management structures and lack of strategic planning contribute to gaps in how teachers are supported. Without a well-organized administration, schools struggle to provide the encouragement, resources, and recognition needed to keep teachers committed. One of the deputy head-teachers had these to say;

*... motivation of teachers has remained characterized by gaps, and this has been attributed to weaknesses in school administration. If a teacher is motivated, they shall work harder to achieve good results whilst giving learners the impression that they are interested and care about what they do. This is better for their learners and for the reputation of the school. However, lack of streamlined school administration limits the motivation of teachers....* (Nsereko Muhammed pseudo name personal communication, August, 14<sup>th</sup> 2024).

This implies that weak school administration drives school teachers to be pleased or motivated to achieve exceptional performance. School administration lack ability to provide adequate resources like bonuses, rewards, good communication, moral support, and an increment in salaries to ensure quality leaning environment. This clearly shows that school administrators lack

motivation strategy; yet, motivation is the key success in secondary schools, and it empowers a teacher to work with an affection that contributes to the accomplishment of hierarchical objectives.

The study found that 63.8% of participants believed limited involvement and coordination from school stakeholders negatively affects teacher motivation. One head teacher explained that stakeholders rarely meet or collaborate to address issues such as fundraising for staff motivation. Without collective efforts, schools lack the resources and ideas needed to implement effective motivational programs.; a head teachers explained that;

*... school experience lack of stakeholder collaboration. School stakeholders do not adequately coordinate and collaborate as a team to mobilize resources for motivation of teachers. They rarely seat together to harmonize on the issues at hand especially mobilization of financial resources to cater for the motivation gaps in school....* (Kafero Arafat pseudo name personal communication, August, 12<sup>th</sup> 2024).

This implies that lack of school stakeholders' collaboration with the school, limit their ability to mobilize financial resources, skills and knowledge concerning motivation of teachers. There are several entities that serve as stakeholders in school. All of them have some type of interest in the education priorities, and when they don't coordinate, the goal of motivating teachers shall not be achieved. More factors ranging from lack of knowledge and poor management undermine stakeholder collaboration.

According to 60% of the respondents, lack of autonomy within school leadership structures limits head teachers in making decisions about teacher motivation. A head teacher noted that school directors often control major decisions, including financial allocations, which restricts the

ability of school leaders to support teachers in a timely and effective manner. Autonomy is essential for head teachers to design and execute strategies tailored to the needs of their staff.

The interviewed head-teacher had this to say;

*... controlling leadership style hinders teachers' autonomous motivation. Head teachers should articulate a clear vision, consider teachers' individual needs and aspirations, inspire and support professional development activities, including motivation of teachers. The school directors have the final say on the motivation of teaching staff, limiting teachers to take part in participatory decision making....* (Mubiru Shaban pseudo name personal communication, August, 7<sup>th</sup> 2024).

This implies that autonomy is closely linked to teachers' motivation. Autonomy enables teachers to use their decision-making skills and professionalism by taking into account different perspectives. Clearly indicating that working autonomy affect teachers' motivation. Educators with teachers' autonomy know why they do what they do and convey this understanding to others.

56.2% of participants reported that overcrowded classrooms and high pupil-teacher ratios make it difficult to motivate teachers. A Director of Studies explained that when one teacher handles over 80 pupils, it becomes nearly impossible to meet individual learner needs, leading to stress and reduced job satisfaction. Large class sizes are a burden on teachers and lower their enthusiasm for the job.; in fact, one of the directors of studies explained that;

*... with increasing enrolment of learners, the ratio of pupil-teacher has remained high. This indicating that teachers cannot be effectively motivated to handle the rising number of learners. Pupils are too many per class to be taught by one teacher. The ratio of 80:1 (pupil:*

*teacher) is extremely too high for a teacher to effectively handle individual pupils' academic differences, limiting teachers' ability and motivation at work.... (Higenyi Ramazan pseudo name personal communication, August, 23<sup>rd</sup> 2024).*

This implies that the ratio is often used as a proxy for class size, although several factors can lead to class size varying independently of pupil-teacher ratio, and vice versa. Large class size has remained a big challenge to proper motivation of teachers. Clearly indicating that pupil-teacher ratios vary widely among developing countries. Teachers have no ability to effectively concentrate and handle individual' learners' academic differences, limiting their motivation and ability to within school premises.

Just over half of the respondents (50.5%) indicated that lack of teamwork among staff and school leaders weakens efforts to motivate teachers. One participant explained that without a collaborative environment, it becomes harder to build a shared vision or coordinate activities that can boost morale. Team spirit is essential for creating a positive and supportive school culture. One of the interviewed participants had these to say;

*... limited teamwork undermines motivation of teachers. Lack of teamwork and collaboration among school stakeholders limit their influence and coordination to work together to achieve the common goal, none other than motivating teaching staff. A lack of teamwork suggests teachers don't feel as though their colleagues contribute equally. Thus, efficiency and productivity drop off sharply, and collaboration is next to impossible.... (Kafero Ali pseudo name personal communication, August, 23<sup>rd</sup> 2024).*

This implies that team work, internal administration and leadership largely determine the nature of the school environment. Limited teamwork among school leaders limits the ability to

effectively motivate teaching staff. The presence of team spirit among school stakeholders plays a vital role in schools' move toward success, including motivating of teachers. Without teamwork, teaching is an individual activity that often leads to negative outcomes for teachers and pupils.

Only 42.8% of respondents believed poor working conditions were a challenge, while the majority (57.2%) disagreed. Still, one Director of Studies pointed out that inadequate facilities, overcrowded classrooms, and lack of basic resources like furniture and teaching materials negatively affect teacher morale. Safe, well-equipped environments are crucial to making teachers feel comfortable and valued. One of the interviewed directors of studies noted that:

*... teachers' working conditions may be explained as the necessary atmosphere created for teachers at the workplace to motivate them to greater performance. To me, teachers working conditions include classroom space, and appropriate class size numbers, electricity, availability of enough furniture and teaching and learning materials. Teachers' working conditions also include competitive remuneration, the opportunity to participate in decision making as well as having access to descent housing, motivate teachers in school....* (Nakakeeto Amina pseudo name personal communication, August, 11<sup>th</sup> 2024).

This implies that when working environment is not conducive, motivation of classroom teachers remains a challenge. Inappropriate school environment limits teachers' ability to effectively work and boost their morale at work place. In view of the above explanation, working conditions have a significant influence on teacher morale and motivations well as their classroom performance.

The study highlights several obstacles that reduce head teachers' ability to effectively motivate teachers. These include limited financial support, weak administration, lack of stakeholder involvement, restricted decision-making power, high pupil-teacher ratios, and insufficient teamwork. Although some respondents did not view working conditions as a major issue, they remain an important factor in the broader context of teacher motivation. It is evident that motivated teachers are essential for improving pupil performance, yet a number of challenges continue to hold back efforts to fully engage and support them.

#### **4.6 Summary of Chapter Four**

This chapter presents the data presentation and analysis. It covers the response rate, biographic data of the respondents and results on the study themes: head-teachers' interpersonal relationships on teacher collaboration and classroom effectiveness influence performance of teacher, ways in which head-teachers' human relation competence influence performance of teachers, and the challenges head-teachers faces in motivating teachers to perform better in the school assignments. The next chapter covered the aspects related to discussion of results.

## **CHAPTER FIVE**

### **5.0 Discussions and Interpretation of Findings**

This chapter presents the discussions of results of the study on the head teachers' human relation competence and performance of teachers in selected public primary schools in Southern Division, Jinja City based on the study findings. It further contains the discussion of findings as presented in chapter four in order to establish whether the objectives of the study were achieved, to answer the research questions. The discussion of findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report. The discussion of results is done based on the findings presented in chapter four in thematic manner as follows: head-teachers' human resource abilities that influence the performance of teachers in selected public primary schools, determining ways in which head-teachers' human relation competence influence performance of teachers in selected public primary schools, and ascertaining the challenges head-teachers faces in motivating teachers to perform better in the school assignments.

#### **5.1 Head-Teachers' Human Resource Abilities that Influence the Performance of Teachers**

The study found that managerial competences, such as planning and supervision, improved teacher performance. This fits with the directive style in the Path-Goal Theory, where leaders give clear guidance and ensure that rules and tasks are followed. The conceptual framework also included managerial skills as a key competence that leads to better performance outcomes.

The findings showed that when teachers were challenged and supported to improve, they performed better in the classroom. This reflects the achievement-oriented style of the Path-Goal Theory, where leaders set high standards and expect good results. It also aligns with the

conceptual framework, which linked head teachers' motivation strategies to timely syllabus completion and learner achievement.

The study noted that managerial skills influence the performance of teachers. This concurs with Babatunde (2019) who argued that school managers are individuals with special capabilities, they are a combination of updates and personal and technical qualities that allow them to properly use and apply methods and techniques to achieve understanding among members of an administrative group. Similarly, Day et al. (2020) argue that pupil's learning is related to the strategies and skills applied by teachers in the classroom. Nevertheless, from a strategic point of view, very little management skills are proposed insofar as they are directly related to the schools' administrative activities. This implies that it is essential for teachers to apply managerial tools and skills, to consider pupils as an organization and human resource to settle or mitigate problems in the environment, encouraging practices, and actions that contribute to this end. Clearly, it is noted that school leaders who have managerial skills can effectively oversee issues and teachers, place teachers in the right jobs and build strong teamwork.

The study's results intensely support the notion that motivation significantly influences teacher performance, aligning with Alistair's (2018) assertion that motivation enhances teacher morale and efficiency in achieving school objectives. When teachers feel motivated, they demonstrate greater engagement, perform at optimal levels, and positively influence their colleagues and students. Conversely, Babatunde (2019) observed that demotivated teachers often exhibit disinterest in their work, leading to minimal effort and poor interaction with students and peers. Motivation serves as a catalyst for job satisfaction and commitment, directly correlating with improved performance. Indicators of motivated teachers include positive classroom interactions, effective collaboration with colleagues, and constructive engagement with

supervisors. Ipapa (2020) further emphasized that simple acts of appreciation, such as acknowledging teachers' efforts, can significantly boost their motivation. Factors such as favorable working conditions, professional development opportunities, fair compensation, and involvement in decision-making processes all contribute to teacher motivation, which in turn enhances their contribution to student learning outcomes.

Effective communication emerged as another critical factor influencing teacher performance. As Ipapa (2020) noted, strong communication skills enable teachers to better understand their students and foster positive relationships. These skills are equally vital for conflict resolution and classroom management. Babatunde (2019) highlighted that teachers must communicate effectively not only with students but also with parents to create a supportive learning environment. Clear communication helps build trust, resolve misunderstandings, and improve overall efficiency in educational settings. Teachers who communicate well can establish stronger connections with students, parents, and colleagues, ultimately leading to a more productive and harmonious school environment.

The study also identified human relations skills as a key determinant of teacher performance. Annah et al. (2021) found that positive teacher-student relationships significantly enhance student motivation and academic engagement. Teachers who demonstrate empathy and emotional intelligence can better support their students, particularly in managing behavioral challenges. Amber et al. (2017) stressed that understanding the underlying reasons for student misbehavior allows teachers to address issues more effectively, fostering a sense of belonging and improving classroom dynamics. Without strong interpersonal skills, teachers may struggle to create an inclusive and supportive learning environment, ultimately hindering academic success.

Technical abilities were also found to play a crucial role in teacher performance. Alistair (2018) argued that technological proficiency transforms both teaching and learning experiences, enabling educators to leverage digital tools for more interactive and effective instruction. Annah, Kisilu, and Kyalo (2021) emphasized that practical technological skills allow teachers to move beyond theoretical approaches, integrating modern resources such as presentation software and mobile technology into their lessons. This shift not only enhances student engagement but also prepares learners for a technology-driven world.

The study further highlighted the importance of facilitation in boosting teacher performance. Annah et al. (2021) noted that well-supported teachers are more punctual, efficient, and dedicated to their work. Babatunde (2019) added that adequate facilitation, including financial and logistical support, leads to higher job completion rates and greater motivation. When teachers receive the necessary resources and recognition, their commitment to school goals strengthens, resulting in improved educational outcomes.

Compensatory education was identified as another factor influencing teacher performance. Joey et al. (2023) explained that such programs provide financial assistance, improve school facilities, and offer guidance to disadvantaged students, thereby creating a more equitable learning environment. Recognizing high-performing teachers through compensatory measures not only boosts their morale but also encourages others to strive for excellence.

Lastly, the study explored intrinsic motivation, particularly in the context of group dynamics. Kwaba et al. (2019) found that cohesive study groups foster mutual support, resource sharing, and meaningful discussions, enhancing overall learning effectiveness. In teaching environments, strong group cohesion promotes cooperation, motivation, and better communication among educators, leading to more collaborative and productive outcomes.

Conclusively, the study underscores the multifaceted nature of teacher performance, influenced by motivation, communication, human relations, technical skills, facilitation, compensatory education, and intrinsic motivation. Addressing these factors holistically can lead to significant improvements in educational quality and student achievement. Policymakers and school administrators should prioritize strategies that enhance teacher support, professional development, and workplace satisfaction to foster a more effective and motivated teaching workforce.

## **5.2 Head Teacher Interpersonal Relationships on Teacher Collaboration and Classroom Effectiveness**

The study's conclusions support the idea that a highly motivated head teacher has a significant impact on the fairness, integrity, and honesty of the teachers. They found that by using managerial human relations competencies, teachers in the various schools were inspired by verbal and material rewards, which in turn helped to create an atmosphere where they felt valued and a part of the school. There were detrimental effects on the efficacy and efficiency of service delivery, particularly in the teaching and learning activities, in schools where this was not done. According to related findings, managers can unleash staff potential and help them reach their peak performance through good human connections (Lunenburg, 2010).

The results of an evaluation of the communication between headteachers and teachers showed that, in the chosen primary schools in the Jinja South Division, effective communication is uncommon. As a result, teachers' opinions are frequently ignored, which leads to reluctance, particularly when the environment is unfavorable for teaching and learning. The results are consistent with Parvaneh's (2016) findings, which demonstrate that human relations is the process of training employees, attending to their needs, creating a work environment, and

resolving conflicts between employees or between employees and management. This highlights the significance of human relations by highlighting some of the ways in which they can affect a company's costs, competitiveness, and long-term financial viability.

Few primary schools were found to have taken the initiative to provide support to teachers as they choose to do so in order to deliver services as successfully as expected, with regard to facilitating instructors in accordance with their work history. Good outcomes are shown when head teachers provide teachers with the tools they need to manage the teaching-learning process. The results also showed that the validity of teacher self-evaluations is called into doubt when supervisors are not always present to provide accurate reports on instructors' daily activities. Given that this is a managerial component, managerial competencies are dubious and significantly contribute to the poor elements of teachers' performance.

Research on head teachers' use of persuasion and negotiation to reduce teacher conflicts reveals that managerial technical proficiency is not correlated with success in many areas. In many schools, this results in a lack of teamwork among the personnel, creating an unfavorable environment that ultimately leads to the timely or complete failure to provide the necessary services for the day. According to Sean's (2020) linked results, the bottom line and staff management logistics may face challenging obstacles in the absence of a solid and welcoming workplace culture.

Opinions on the idea that staff members respect one another were assessed, and the reality is that teachers even begin to miss class or show up to class but fail to teach all of which are indicators of their performance. Normally, if this is done, the instructor will naturally know what to do and what not to do at the new job, giving them more flexibility at school and encouraging them to work hard and get higher outcomes. The results are consistent with those

of Kokemuller (2019), who found that workers who care about their jobs and the welfare of their coworkers are typically more productive than those who don't. Because it can complete more tasks in less time and at a lower cost, this productivity clearly benefits the business financially.

### **5.3 The Challenges Head-Teachers faces in Motivating Teachers to Perform Better in the School Assignments**

The findings of this study agree with both the theory and the conceptual framework. The results showed that when head teachers used supportive skills like encouraging and motivating teachers, staff became more committed and effective. This supports the supportive and participative styles in the Path-Goal Theory, where leaders build teamwork and involve staff. Challenges like limited resources and weak administration were found to hinder performance. This shows that while leadership style is important, the environment also matters, as noted in the conceptual framework under the intervening factors. in decision-making to improve performance.

The study noted that financial resources limit head-teacher roles in motivating teachers, and this concurs with Poro et al. (2019) who argued that public primary schools experience issue of limited budgeting for teachers' motivation, and this could be as a result of inadequate financial base to cater for the planned school planned activities. Extra motivation of teachers gets little money planned for that purpose. Similarly, Nazirul (2017) argued that the main source of financial resources for this school is mainly school fees. Little is honestly paid by these pupils, which mainly are used for the priority areas especially buying textbooks, and other instructional materials. In most cases, a lot of financial resource shave been diverted to feeding of pupils, and

this has been as a result of increasing food prices in the market. The school always have inadequate financial base to adequately cater for the motivation of classroom teachers. This clearly shows that limited financial resources have several effects. Schools with scarce financial resources tend to focus on urgent needs and engage in more discretionary spending, borrowing, and investing.

The results noted that weak school administration undermine head-teacher ability in motivating teachers, and this concurs with Santoro et al. (2022) who argued that weak school administration drives school teachers to be pleased or motivated to achieve exceptional performance. Besides, Omogi (2019) who argued that school administration lack ability to provide adequate resources like bonuses, rewards, good communication, moral support, and an increment in salaries to ensure quality leaning environment. This clearly shows that school administrators lack motivation strategy; yet, motivation is the key success in secondary schools, and it empowers a teacher to work with an affection that contributes to the accomplishment of hierarchical objectives. This implies that motivation of teachers has remained characterized by gaps, and this has been attributed to weaknesses in school administration. If a teacher is motivated, they shall work harder to achieve good results whilst giving learners the impression that they are interested and care about what they do. This is better for their learners and for the reputation of the school.

The study further noted that lack of autonomy limits head-teacher roles in motivating teachers; and this concurs with Nabunya, Namatovu, Kivumbi & William (2019) who noted that autonomy is closely linked to teachers' motivation. Autonomy enables teachers to use their decision-making skills and professionalism by taking into account different perspectives. Head teachers should articulate a clear vision, consider teachers' individual needs and aspirations,

inspire and support professional development activities, including motivation of teachers. The school directors have the final say on the motivation of teaching staff, limiting teachers to take part in participatory decision making.

The study also noted that pupil-teacher ratio undermines head-teacher ability in motivating teachers, and this is in line with Wolszczak-Derlacz (2017) who argued that the ratio is often used as a proxy for class size, although several factors can lead to class size varying independently of pupil-teacher ratio, and vice versa. Large class size has remained a big challenge to proper motivation of teachers. Mwanza & Mbohwa (2018) argued that with increasing enrolment of learners, the ratio of pupil-teacher has remained high. Pupils are too many per class to be taught by one teacher. The ratio of 80:1 (pupil: teacher) is extremely too high for a teacher to effectively handle individual pupils' academic differences, limiting teachers' ability and motivation at work. Clearly indicating that pupil-teacher ratios vary widely among developing countries. Teachers have no ability to effectively concentrate and handle individual learners' academic differences, limiting their motivation and ability to within school premises.

More so, the study noted that limited teamwork limits head-teacher roles in motivating teachers. This concurs with Kwaba et al. (2019) who argued that team work, internal administration and leadership largely determine the nature of the school environment. Limited teamwork among school leaders limits the ability to effectively motivate teaching staff. Besides, Merrit (2020) argued that the presence of team spirit among school stakeholders plays a vital role in schools' move toward success, including motivating of teachers. Without teamwork, teaching is an individual activity that often leads to negative outcomes for teachers and pupils. This implies that limited teamwork undermines motivation of teachers. Lack of teamwork and collaboration

among school stakeholders limit their influence and coordination to work together to achieve the common goal, none other than motivating teaching staff. A lack of teamwork suggests teachers don't feel as though their colleagues contribute equally. Thus, efficiency and productivity drop off sharply, and collaboration is next to impossible.

Lastly, the study noted that working conditions limited teachers' motivation in schools; and this concurs with Makuto (2014) who argued that when working environment is not conducive, motivation of classroom teachers remains a challenge. Inappropriate school environment limits teachers' ability to effectively work and boost their morale at work place.

Research studies show that work environments significantly affect educators' motivation and instructional effectiveness. Optimal teaching conditions encompass adequate physical infrastructure (proper classroom size, reliable utilities, sufficient furniture and resources) coupled with professional considerations like fair compensation, participatory decision-making opportunities, and quality housing provisions. These combined elements critically influence teacher satisfaction and performance outcomes in educational settings.

#### **5.4 Summary of Chapter Five**

This chapter covers the discussion and interpretation of results in-line with the study themes: head-teachers' human resource abilities that influence the performance of teachers, ways in which head-teachers' human relation competence influence performance of teachers, and the challenges head-teachers faces in motivating teachers to perform better in the school assignments. The next chapter covered the aspects related to conclusions, discussions and areas of further research.

## CHAPTER SIX

### 6.0 Conclusion and Recommendations

The conclusion and recommendations in this chapter follow a sequence of research questions from the study's objectives. The areas for further study are equally presented in this chapter.

### 6.1 Conclusions

This study set out to examine how head teachers' human relation competences affect the performance of teachers in selected public primary schools in Southern Division, Jinja City. Three specific objectives guided the research: to identify the human relation competences that influence teacher performance, to assess the effect of interpersonal relationships on teacher collaboration and classroom effectiveness, and to find out the challenges head teachers face in motivating teachers.

The findings show that head teachers' competences such as planning, supervision, motivation, communication, and technical abilities greatly influence teacher performance. When these competences were strong, teachers became more punctual, completed the syllabus on time, and showed higher commitment to their work. This conclusion connects well with the Path-Goal Leadership Theory, which argues that leaders influence performance by choosing the right style of leadership for their team. For example, supportive leadership was seen when head teachers motivated their staff, while directive leadership was reflected in proper supervision and guidance.

The findings also showed that interpersonal relationships are central to teamwork and classroom effectiveness. Schools where head teachers communicated clearly, respected staff, and encouraged collaboration reported better teacher commitment and improved student outcomes. This matches the conceptual framework, which emphasized that good human relations by head

teachers directly support teacher performance indicators such as attendance, curriculum coverage, and learner achievement.

At the same time, the study revealed that challenges such as inadequate resources, poor administrative support, and weak stakeholder involvement limit head teachers' ability to motivate teachers. These challenges remind us that even though leadership style is important, external conditions and system-level support also matter. The conceptual framework anticipated this by pointing to intervening factors like resources and government policies.

In a broader sense, the study confirms that leadership in schools is not only about giving instructions but also about building relationships, creating supportive environments, and inspiring teachers. The conclusions therefore suggest that any efforts to improve teacher performance must pay attention not only to training teachers but also to strengthening head teachers' human relation competences.

## **6.2 Policy Recommendations**

Head teachers should be given regular training that helps them not only manage schools but also relate well with teachers. The training should focus on skills like motivating staff, good communication, and solving conflicts.

While it is important for head teachers to guide and supervise teachers, they should also encourage and appreciate them. Recognizing teachers' efforts and involving them in school decisions can increase their commitment and performance.

Government and education offices should make sure schools have the basic materials they need. Without enough books, teaching aids, and financial support, teachers find it hard to perform well, even when they are motivated.

Parents, school committees, and the community should work more closely with schools. Their support can reduce the pressure on head teachers and create a better learning environment for teachers and learners.

When promoting head teachers, authorities should look at how well they relate with and support their teachers. This will encourage leaders to focus on building good relationships in schools.

Future studies should be done in other areas of Uganda to see if the same results are found. More research could also test other leadership theories to better understand how leadership affects teacher performance.

### **6.3 Limitations of the Study**

The study encountered several challenges, including uncooperative respondents who hesitated to share information. The researcher addressed this by presenting official documentation and assuring confidentiality. Some selected participants couldn't participate due to exam duties, travel, illness, or personal refusal, prompting the researcher to include extra respondents beyond the minimum sample size. To ensure consistency in data collection, research assistants received thorough training on interview procedures and question interpretation. Financial limitations restricted the study's scope, requiring personal loans and strict adherence to the predetermined schedule. These measures helped maintain research integrity despite constraints.

### **6.4 Areas of Further Research**

This study examined head teachers' interpersonal skills and teacher performance in Jinja City's Southern Division public primary schools, though scope, time, and budget limitations constrained

its comprehensiveness. Subsequent studies could employ quantitative methods like choice experiments, ANOVA, regression models, and Pearson's correlation rather than thematic analysis.

Additional research should examine:

- 1) The impact of ongoing professional development on teacher effectiveness in Ugandan government-aided schools
- 2) A comparative analysis of head teachers' relational competencies across different Ugandan regions to validate and contextualize these findings. Such investigations would provide more robust, nationally representative data for policy formulation.

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## APPENDIX A

**Table for Determining Sample Size for a Finite Population**

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

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

Source: Krejcie & Morgan, 1970

## **APPENDIX B: INFORMED CONSENT FORM**

### **TITLE OF STUDY: HEAD TEACHERS' HUMAN RELATION COMPETENCE AND PERFORMANCE OF TEACHERS IN SELECTED PUBLIC PRIMARY SCHOOLS IN SOUTHERN DIVISION, JINJA CITY**

#### ***Introduction:***

I am Mutesi Agnes, a student of Uganda Christian University undertaking a Masters of Education. I am conducting a study on Head Teachers' Human Relation Competence and Performance of Teachers in Selected Public Primary Schools in Southern Division, Jinja City. You are being asked to take part in a research study. Please read this form carefully and ask any questions you may have before agreeing to take part.

***What we will ask you to do:*** If you agree to be in this study, we will ask you to fill a questionnaire.

***Benefits of the study:*** The study will generate information which will provide insight about some of the managerial competences and performance of teachers in selected public schools.

***Rights of the Respondent:*** Your participation in this study is voluntary and you will not receive any financial rewards for your participation. You have the right to withdraw from this study at any time you feel like and your responses will be treated with utmost confidentiality and only used for the purpose of research.

***Confidentiality of Information given:*** The information generated from this study will remain anonymous and will be available at Uganda Christian University.

***Voluntary Participation:*** Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

***Potential Risks:*** The study does not have any harmful effects apart from taking 30-40 minutes of your time.

***Contact Information or Questions:*** If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Chairperson Uganda Christian University Research Board on Tel:+256(0)772 405357, Email: pwaiswa@musph.ac.ug and the REC administrator on Tel:+256(0)775737627, Email: oahimbisibwe@ucu.ac.ug

**Statement of Consent:** I have read the above information, and have received answers to any questions I asked. I consent to take part in the study.

**Your Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of person obtaining consent**

\_\_\_\_\_ **Date** \_\_\_\_\_

## APPENDIX C: SELF-ADMINISTERED QUESTIONNAIRE FOR TEACHERS

Dear respondent,

The aim of this study is to examine head-teachers' human resource competences on performance of teachers in upper primary in selected public schools in Southern Division, Jinja City. As a teacher, you have been chosen to take part in this research by completing the questionnaire according to the instructions provided at the beginning of each section. You are kindly encouraged to fill in the questionnaire freely. All responses will be treated with confidentiality and used solely for academic purposes. Please make an effort to complete and return the questionnaire to the researcher within one week

### Section A: Background Information

Please help us classify your responses by supplying appropriate facts about yourself. Tick your appropriate choice in boxes provided.

1. Sex

Male

Female

2. Age:

Below 11 years  12 – 14 years  Above 14 years

3. Class Taught:

Primary Six  Primary Seven.

4. Your School: .....

5. Qualification

Masters  Bachelor  Diploma  Certificate

6. Working Experience

1 – 5 years  6 – 9 years  – 12 years  ve 12 years

**Section B: Head Teachers’ Interpersonal Relationships on Teacher Collaboration and Classroom Effectiveness**

*You are requested to fill in the box that best describes your answer based on the scale below;*

*1. Strongly disagree-SD, 2. Disagree-D, 3 Not sure-NS, 4. Agree-A, 5. Strongly agree-SA.*

SN		1	2	3	4	5
1	The head teacher’s strong motivation of teachers positively influences their fairness, integrity, and honesty.					
2	Head teachers communicate effectively with their teaching staff.					
3	Head teachers support teachers based on their work performance and records.					
4	The head teacher conducts staff appraisals to enhance job performance.					
5	Negotiation and persuasion help reduce conflicts among teachers.					
6	Staff members maintain mutual respect for one another.					
7	The head teacher provides orientation for new staff and students regarding school activities and objectives.					
8	Having a functional senior management team is essential.					

## APPENDIX D: FOCUS GROUP DISCUSSIONS

### Dear Participants (Teachers)

The purpose of this study is to investigate the influence of head-teachers' human resource competences on performance of teachers in upper primary in selected public schools in Southern Division, Jinja City. As a teacher / pupil, you have been selected to participate in the research by completing the guide as per the instruction at the beginning of a given section. You are kindly requested to freely answer these questions. All your responses will be kept confidential and for academic purpose only.

### Question Guide

1. What are the head-teachers' human resource abilities that influence the performance of teachers in your school?

-----  
-----

2. In which ways does head-teachers' human relation competence influence performance of teachers in your school?

-----  
-----

3. In your view, what are the challenges head-teachers faces in motivating teachers to perform better in the school assignments?

-----  
-----

4. How best can head-teachers' human resource competences can be improved?

-----  
-----

5. How best can the performance of teachers be achieved?

-----  
-----

## **APPENDIX E: INDIVIDUAL INTERVIEW GUIDE**

### **Head teacher, deputy head teachers and directors of studies)**

#### **Guiding Questions**

1. What are the head-teachers' human resource abilities that influence the performance of teachers in your school?
2. How does strategic planning help teachers in preparing schemes of work?
3. In which ways does head-teachers' human relation competence influence performance of teachers in your school?
4. In what ways management skills help teachers in lesson planning?
5. What does the delegation of tasks do in improving performance of teachers?
6. In your view, what are the challenges head-teachers faces in motivating teachers to perform better in the school assignments?
7. How does involvement of teachers in decision making enhance performance of teachers?
8. How can orientation influence performance of teachers?
9. How best can head-teachers' human resource competences can be improved?
10. How best can the performance of teachers be achieved?

**Thank You for your cooperation**

## APPENDIX F: INTRODUCTORY LETTER



**UGANDA CHRISTIAN UNIVERSITY**

A Centre of Excellence in the Heart of Africa

UG-REC-026 Approval Version 4.0

24th June, 2024

24<sup>th</sup> June, 2024

Mutesi Agnes  
Uganda Christian University  
0776680110  
Email: [agnesi.mutesip@gmail.com](mailto:agnesi.mutesip@gmail.com)

### UG-REC-026 APPROVAL NOTICE

To: Mutesi Agnes, Principal Investigator

Re: UCU-REC Application titled: Head Teachers' Human Relation Competence And Performance Of Teachers In Selected Public Primary Schools In Southern Division, Jinja City

Application Number: UCUREC-2023-876-4

Version: 4.0

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



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

Approval of the research is for the period from 24<sup>th</sup> June, 2024, to 24<sup>th</sup> June, 2025

This research is considered minimal risk category.

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

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.



1

Tap to send to PC



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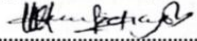
24th June, 2024

4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 14<sup>th</sup> June, 2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Masters Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC \_026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-06-17
2.	Interview guide	English	1.0	2024-06-17
3.	Focus group Discussion	English	1.0	2024-06-17
4.	Study work plan	English	1.0	2024-06-17

Signed and Stamped

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







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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

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

Date: 13<sup>th</sup> September 2025

Name of Candidate: Mutesi Agnes      Reg. No: RM22M06/010

Title of Dissertation HEAD TEACHERS' HUMAN RELATION COMPETENCE AND PERFORMANCE OF TEACHERS IN SELECTED PUBLIC PRIMARY SCHOOLS IN SOUTHERN DIVISION, JINJA CITY

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	<b>Overall structure and presentation</b>		
1	The candidate should consider applying the APA citation and referencing styles more consistently.	Applied as advised	References (Page 76 - 83)
	<b>Chapter Two: Literature Review</b>		

2	The reader would expect to see the logical flow of literature from developed countries, Africa, Uganda.	Changed the logical flow	Literature Review (Page 18 - 27)
	<b>Chapter Three: Methodology</b>		
3	The candidate did not indicate the way “validity and reliability” of qualitative data was addressed. The candidate is advised to integrate the issues of the issues of credibility, dependability, and confirmability, and transferability which are used to address the issues of validity and reliability in qualitative approach.	Integrated the issues of the issues of credibility, dependability, and confirmability, and transferability	Quality/Error Control (Page 35)
4	The justifications for selecting location of the study is not empirically evidenced	Included the justifications for selecting location of the study and is empirically evidenced	Area of Study (Page 28 - 29)
	<b>Chapter Four: Presentation and Analysis of Data</b>		
5	Include short quotations (40 words or less) in-text with quotation marks	Included short quotations (40 words or less) in-text with quotation marks	Chapter Four (Page 50)
6	For quotes more than 40 words, indent the entire quote a half inch from the left margin and double-space it with no quotation marks. Do not utilize.	Indented the entire quote and double-space it with no quotation marks.	Chapter Four (Page 44 -63)
7	Use ellipsis (...) when omitting sections from a quote and use four periods (....) if omitting the end section of a quote.	Used ellipsis	Chapter Four (Page 44 - 63)
	<b>Chapter Five: Discussion of Results</b>		
8	Most of the findings have not been discussed in relation to the theory and conceptual framework that guided the study.	Discussed more findings in relation to the theory and conceptual framework that guided the study.	Discussions of results (Page 64 - 73)

	<b>Chapter Six: Conclusions (and Recommendations)</b>		
9	This chapter is weakly written. Note that the conclusion section could benefit from a more critical approach and establishing connections to the findings and theoretical framework upon which the study was based.	Rewrote the conclusion and recommendations establishing connections to the findings and theoretical framework upon which the study was based.	Chapter six (Page 75 - 77)

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	<b>Overall structure and presentation</b>		
2	Great challenge with the structure lies with failure to distinguish human relations competence and human resource competence.	Added the meaning of human relations competence  Added the meaning of human resource competence.	Conceptual Framework (Page 14)  Literature Review (Page 18)
3	Candidate should equally consider review comments provided on the abstract and write it in plain language for easy understanding by all types of readers of her dissertation.	Rewrote in plain language for easy understanding.	Abstract (Page xi)
4	<b>Chapter 1: Introduction</b>		
5	No need of moving away from her original problem by introducing in pupils' performance who are not teachers. What indicators are available demonstrating that teachers are poor performers?	Added a paragraph including indicators available in demonstrating that teachers are poor performers	Chapter One: Introduction (Page 1)
	<b>Chapter 2: Literature Review.</b>		
	Demonstrate a clear understanding of the difference between human relations	Added the meaning of human resource competence.	Literature Review (Page 18)

	competences and human resources management.		
	<b>Chapter 3: Methodology</b>		
	Before the research design, we equally need to see the research approach that guided the design she selected.	Included the research approach that guided the design selected.	Methodology (Page 28)

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
2	Advised to work on the conclusion for every objective	Rewrote the conclusion and recommendations establishing connections to the findings and theoretical framework upon which the study was based.	Chapter six (Page 75 - 77)
7	Relevant analysis of data wasn't done	Did more relevant analysis of data	Discussions of results (Page 64 - 73)

Mutesi Agnes  
Candidate's Name



signature

REV. DR. HENRY MAJWALA  
Supervisor's Name



Signature