

**ASSESSING THE INFLUENCE OF ADMINISTRATIVE DEMANDS ON TEACHER  
PERFORMANCE: A CASE OF SECONDARY EDUCATION IN KYENGERA  
TOWN COUNCIL, WAKISO DISTRICT**

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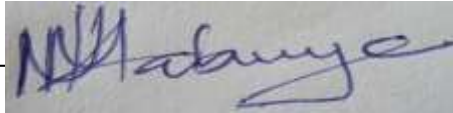
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## DECLARATION

I, Nabunya Margaret Kabuye, hereby declare that the work contained in this dissertation titled, “Assessing the Influence of Administrative Demands on Teacher Performance: A Case of Secondary Education in Kyengera Town Council, Wakiso District” is my original and has never been submitted to any academic institution for any award.

Sign -----



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## **APPROVAL**

This is to certify that this dissertation of Nabunya Margaret Kabuye titled, “Assessing the Influence of Administrative Demands on Teacher Performance: A Case of Secondary Education in Kyengera Town Council, Wakiso District” has been written under my supervision and it is now ready for submission to the School of Education with my approval.

Signature:  Date: -2<sup>nd</sup> October 2025

**MR. SAMSON KALANZI (Academic Supervisor)**

## **DEDICATION**

This dissertation is dedicated to my dear husband, Mr. Joseph Jjemba, my mother, Ms. Justine Namubiru, my father, Owek. Fredrick Musisi Kabuye and my sister, Ms. Annet Nanungi Kabuye for the support system they have been during the duration of this course.

It is also dedicated to my children, Joshua, Janelle and Janaiah whom I salute for enduring long periods of my divided attention and occasional absence from home in pursuit of studies and Teddy for caring for them while I was busy studying and doing examinations.

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## ACROYNMS

AST	Adaptive Structuration Theory
BOGs	Board of Governors
CVI	Content Validity Index
DCI	Data Collection Instrument
HODs	Head of Departments
NGOs	Non-Governmental Organizations
MoES	Ministry of Education
SMART	Measurable, Attainable, Relevant and Time-Bound
UNEB	Uganda National Examination Board
SPSS	Statistical Package for Social Sciences
SDGs	Sustainable Development Goals

## ABSTRACT

The study aimed at assessing the influence of administrative demands on teacher performance in secondary education in Kyengera Town Council, Wakiso District. The objectives included: to determine the relationship between planning as an administrative demand and teacher performance in secondary education, to examine the influence of staffing as an administrative demand on teacher performance in secondary education, and to determine the effect of directing (supervision) as an administrative demand on teacher performance in secondary education. This study was a cross-sectional research design. The use of the two approaches was based on the principle of triangulation. The study population included; Head teachers (3), deputy head teacher (6), Directors of studies (3), Assistant Directors of Studies (3) and teachers (70), totaling participants. All these were purposively and simple randomly selected. The results revealed that planning as an administrative demand has a positive significant effect on teacher performance in secondary education in Kyengera Town Council (.686\*\*). This implies that where there is planning as an administrative demand, the performance of teachers in secondary schools tend to be high and satisfactory. In the regression, it was also predicted that 24.5% variation in teacher performance is explained by changes in planning as an administrative demand. This shows that any changes in planning as an administrative demand would lead to 24.5% chance change in the teacher performance. The results also revealed that staffing as an administrative has a positive significant effect on teacher performance in secondary education in Kyengera Town Council (.342\*\*). This implies that in that situation, in secondary schools, staffing demands planning, involves professional development of staff, and accountability for supervision. It is also noted that staffing involves appraisal of all the staff, and calls for assess employee performance. The regression findings predict that 30.4% variation in teacher performance is explained by changes in staffing as an administrative. This shows that any changes in staffing as an administrative would lead to 30.4% chance change in teacher performance were squarely addressed. The results finally revealed that there is a positive significant relationship between directing (supervision) as an administrative demand and teacher performance in secondary education in Kyengera Town Council (.589\*\*). This clearly implies that where there is directing (supervision) as an administrative demand, giving progress reports to Foundation Body is done on time, giving progress reports to the Board of Governors is regular, school discipline is well maintained, and scheduling duty is fairly done in secondary schools. From the regression analysis, it was also predicted that 31.3% variation in teacher performance is explained by directing (supervision) as an administrative demand. This shows that any changes in directing (supervision) as an administrative demand would lead to 31.3% chance change in teacher performance in this area. The study concluded that staffing as an administrative demand and directing (supervision) as an administrative demand had the highest significant positive relationship on the teacher performance in selected secondary schools. The study recommends that school leaders need to develop a school strategic plan that clearly streamline school objectives in collaboration with teachers' responsibilities to be achieved within school premises, and areas of further research were suggested.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 General Introduction**

This research aims at assessing the influence of administrative demands on teacher performance in secondary education in Kyengera Town Council, Wakiso District. This chapter discusses the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, justification of the study, and the theoretical framework.

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

This research covers the administrative demands as an independent variable, while, teacher performance as a dependent variable. This segment of the study presents four sub-sections: historical, theoretical, conceptual and contextual background as detailed hereunder:

#### **1.1.1 Historical Background**

Education is many centuries old among humans, who have been engaged in the process of learning and teaching each other. It is a process that can be intended or unconscious, through which human beings are motivated to adapt to the environment. In our contemporary world the value of education is central in any society (Murunga et al. 2023). It is through education that learners acquire skills, knowledge and values which enable them to live better lives. Translations from early Egyptian papyrus, dating back to 1300 BC, recognized the importance of rewarded instruction in bureaucratic states. The Biblical Moses is credited with his instruction and motivational skill which helped him lead the Hebrews in the desert (Nell, 2016). Although the aim of Sustainable Development Goals (SDGs) is to provide everyone in both

developed and developing nations with opportunities for accessible and equitable lifelong quality education, most developing nations are still far from accomplishing the SDGs as pointed out by Murunga et al. (2023).

Globally, the use of teachers in formal education started in the western world and this contributed a lot to their current level of development (Kiyaga, 2014). In search for expansion of their economies, the colonialists exported formal education concepts and practices to their colonies and today it is practiced worldwide to ensure that the expected performance is achieved. With globalization, new teaching practices have tended to diffuse rapidly to both the developing and developed world, although they have tended to originate from the developed world (Mohinder & Anastasia, 2017). This was investigated, especially scrutinizing the frequently applied administrative demands and its influence onto teacher performance.

Through, colonization, African countries including Uganda as a British colony were introduced to new forms of administration aimed at providing services which were performance based with approaches (Kiyaga, 2014). Formal education was initiated by voluntary Missionary Organizations in Uganda during the colonial period around the 1880s. The Government involvement in formal education began in the colonial period following a report in 1922 by the Phelps-Stokes Fund (Ssekamwa, 2022). In the 1920s and 1930s, education was available to only a small group of people mainly children of the aristocracy, clergy and tribal chiefs. However, from 1925, the Government started playing an active role of exercising control over education, which was expanded rapidly during the 1950s and 1960s.

From independence, Uganda had a healthy developing economy and education sector for at least a decade before the onset of nearly two decades of civil unrest. Between the early 1980s and 1990s, emphasis on educational policy was largely on a general recovery with rehabilitation

of educational facilities and manpower to restore functional capacity (Ssekamwa and Lugumba, 2002). Currently, Education and training in Uganda is governed by the Education Act and other related Acts of Parliament, including University Act, Tertiary institutions Act and various other Acts and Charters for Universities. Financing of **education** shall be through fees, grants, donations, training levies, **education** tax, and any other means as deemed appropriate by **Government** (Education Act, 2008). It's the mandate of all Governments of the world to provide education to their citizens with the aim of providing not only for economic growth but also for social stability in terms of national development. In Uganda Education consumes 11.25% of the national budget after works and transport 21.05% and Interest payments due 12.16%, (Kasaija, 2017). Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher considering the path of the research study.

Subsequently, Ofoegbu (2014) argues that poor performance in Ugandan Schools is linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude towards work and poor teaching habits which may be attributed to a discord in administrative influence. The government white paper on education envisaged a citizenry which is literate through provisions of systems and processes that ensure access to quality education in the country. To this effect, systems, processes, policies and procedures have been put in place by the government of Uganda to ensure development of human capital through education (UNESCO, 2015). The monitoring of such systems through administration and inspection has attracted a lot of debate for accountability purposes. The administration of schools is by the Head teacher Deputy Head teachers and teachers, who are appointed for different administrative roles. Such administrators have many demands from their offices which inevitably affects their performance, thus the need to assess the influence of administrative demands on teacher

performance in secondary education. In the next section, the theoretical background was addressed.

### **1.1.2 Theoretical Background**

The study was guided by the Management Control Theory developed by Eric Flamholtz (1996). The theory states that “organizations strive to achieve their desired or planned results or performances by controlling and monitoring people’s behaviors in the organization with the aim of improving performance”. This theory suggests that there are three types of administrative demands influence on teacher performance: planning, staffing and directing (supervision) as an administrative demand (Donkoh and Dwamena, 2014). Planning as an administrative demand are those factors that focus on preparing schemes and lesson plans, physical and academic development of school, policy making and problem solving, provision of supplies and welfare services, programming curriculum and co-curriculum activities, as well as goal defining. These are necessary for an individual to feel comfortable and content in the work place. Similarly, staffing as an administrative demand focuses on preparing conducive working environment. These factors include; plan and implement recruitment, accountability for supervision, professional development of staff, and appraisal of all the staff. When these staffing factors are lacking or unsatisfactory, they can lead to job dissatisfaction and less commitment at work.

On the other hand, directing or supervision is another factor that leads to job satisfaction, commitment and motivation. These factors are directly related to the job itself and include things such as scheduling duty/subjects, school organization, interpersonal relations, school discipline, solving teacher/student problems, and giving progress to BOG/MoES/foundation body. When these factors are present, they have the power to increase job satisfaction and overall commitment levels (Hamzah et al. 2013). It is therefore worth noting that despite its

limitations, the concept of administrative demands were addressed by the Management Control Theory which is core in this study, making it worth applying to underpin my research findings.

According to Eric Flamholtz (1996), planning, staffing and supervision as administrative demands are independent of each other. An increase in administrative demands does not necessarily lead to increased the performance of teachers, but it can prevent their commitment and efficiency. Conversely, the theory assumes that organization's efforts to minimize negative effects require solemn actions towards the internal and external atmosphere. The theory also assumes that supervisors and supervisees should collaboratively formulate key strategic plans or objectives and monitor their achievement (Langevin and Mendoza, 2013). As an internal process, performance management control links strategic objectives or plans with operational control as a solution to the managerial problems faced by schools. This complements the professional roles of a teacher which in the end may lead to improved teacher performance other factors put constant.

Therefore, the theory ensures that school managers and teachers work in the interest of schools (Langevin and Mendoza, 2013). Teacher performance as an aspect of management control in schools cordially relates to the motivation and behavioral patterns of a teacher. Therefore, measuring teacher's performance entails some form of appraisal through providing instructional insights and availing information needed for the execution of school mandates (Donkoh and Dwamena, 2014). The theory underscores the need for necessary information required to aid planning and decision making as well as motivate teachers to actively engage in their day-to-day instructional services. In essence, supervision of teachers aims at establishing whether teachers are consistent with the school objectives to improve their efficiency. The theory

adequately links instructional supervision with teacher performance given the traits of measurement upon set criteria and guidelines (Hamzah et al. 2013).

In this study, the theory is opted for because the researcher views the staffing, planning and supervision functions in Secondary School as an input, transformation process as well as the eventual output. Administrative influences to a teacher through planning, Staffing and supervisory among others bring in the necessary inputs to a teacher in his duties in the School in right from the time she or he is recruited as a staff, and the subsequent staffing functions such as deployment, training and professional development serve as the transformation processes as well as the outcomes of the institution (in terms of self-drive, well qualified and self-motivated staff) that is capable of performing administrative duties as well effectively teach. The above theory postulates that to achieve teachers performance ignited by administrative influences in secondary schools in Kyengera Town Council, Wakiso district, there was need for school administrators and staff to stick to the prescribed planning, staffing, supervision policy, invest more resources in training and developing staff and ensure that existing staff are positively influenced so as to augment teachers performance and this study was sought to address this lacuna.

### **1.1.3 Conceptual Background**

The independent variable in this study is administrative demands while the dependent variable is teacher performance. This research was based and guided by the following conceptual variables as explained hereunder:

Teacher performance is the teacher's ability to demonstrate various skills and competencies (Hendrawijayan et al. 2020). The essence of teacher performance is none other than the teacher's ability to demonstrate the skills or competencies they have in the real world of work

(Skourdoumbis, 2019; Phytanza et al. 2020). Teacher performance in this study will be considered as something that is produced by a teacher in carrying out his / her duties based on ability, proficiency, experience, ability, and in accordance with teacher competence. In this study, teachers' performance is measured by better exams scores, complete syllabus coverage, appropriate teaching methods, timely preparation of schemes of work and lesson plans, timely assessment of learners/activity of integration, timely feedback to learners, that is to say marking, returning scripts and revision in time, at least 60% learners guided and counseled, participation in co-curricular activities, time management, regular attendance out of self-drive.

School Administration is the coordination of all human and material resources within the school for the achievement of the predetermined objectives of Education (Jaiyeoba, 2016). For effective school administration there is need to be knowledgeable in the theories, techniques and principles of school administration as a guide for action when necessary. School administration is the main governing body of the school that plays a major part in making decisions related to teachers and the school overall status (Amadi, 2018). School administration in this study is perceived as the effective way of managing a school system as observed by other scholars.

An administrator is a person whose job involves helping to organize and supervise the way that an organization or institution functions (Collins, 2021). An administrator in this study is considered as a person responsible for overseeing the daily running the school planned activities, in this case, the head teacher.

School administration and school management are always used interchangeably. School management is one factor that determines the quality of the education (Lessa, Spier and Felipe, 2018). School Management could also mean the process concerned with using methods, principles, and practices to establish, develop and execute the good policies of education.

School administration involves the management of all school operations for creating a safe learning environment in managing the school budget. The term "school administrator" refers to a person who manages a school. In order to realize the effective teaching and learning, they supervise the activities of both instructors and students in the school. School administrators, according to Christine (2023), are responsible for a variety of administrative activities that keep a school functioning efficiently. School administrators in this study refer to the Head teacher, Deputy Head teacher and other supervisors like Director of Studies and Assistants, Heads of Department, Class teachers in Secondary Schools, who are the focus of this study. These also have to teach their subjects amidst the administrative tasks, which affect them either positively or negatively.

#### **1.1.4 Contextual Background**

In Uganda, the Vision 2040 is seen as one that will transform the country from a peasant one to a modern one and one of the key tools identified in driving this agenda is education (Teachers Initiative in Sub-Saharan Africa, TISSA, 2013). Following the pronouncement of the policy to liberalize the economy of Uganda in 1988, the education sector has steadily grown over time, fundamentally owing to the favourable policy of Investment which has seen a multiplication of privately owned schools (MOEs, 2019) as opposed to the Church as the traditional architect and provider of modern education (Kiwauka and Kasibante, 2020). The Education Act of 2008 categorizes education institutions as government, government-aided or private.

In recent times, there has been a growing concern for better teacher performance in the secondary schools in Uganda. The reasons for this concern are not farfetched as many secondary schools in Uganda are fast deteriorating in almost all facets: goals and objectives not achieved; schools are recording mass failure by students in examinations (UNEB, 2023) since

teachers seem to be failing. Teacher performance is evidently deteriorating with 3 out of 5 Teachers not scheming and lesson planning, rising cases of absenteeism (17%), dodging of lessons 30%, silent strikes especially in Government School attributed to alcoholism, sexual immorality, and lack of respect. Moreover, teachers complain of delays in payment and disappearance of their names from the pay rolls contributing to poor teacher performance. School enrollment is increasing continuously, which calls for more supervision at various levels, hence the need for more teachers to become administrators.

Correspondingly, secondary schools in Wakiso district still experiences challenges related to teachers' failing to finish syllabus, work as per scheme of work, delays for classes and irregularity have remained high. Loss of students; marks and miscalculation marks still in existence (Mwalongo, 2023; Kyengera Town Council Education Report, 2023). In order to address the aforementioned problem, the government of Uganda, MoES, donors and well-wishers has been able to promote better administrative management to meet the demands of the teachers thus enhancing their performance (Ssemanda, 2023). However, many secondary schools in Kyengera Town Council fall short of this noble trait. The state of handling administrative demands have remained being done with several loopholes and decision makers in schools lacking firm ground to base themselves (Mwalongo, 2023).

Yet, empirical studies into the dynamics of administrative demand in Ugandan context, Kyengera Town Council particularly remain scanty. The above scenario points to the need to specifically assess the influence of administrative demands on teacher performance in secondary education. This might be used to improve teacher performance. This study used systematic and scoping review approaches to come up with findings and conclusions. While there have been

some local and cross-national comparative studies undertaken there was a gap on influence of administrative demands on teacher performance in Kyengera Town Council. .

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

There is an intricate relationship between effective administration and effective teacher performance. A section of teachers holding administrative positions have more responsibilities and these influence performance of their teaching duties (Kiwanuka and Kasibante, 2020). Ideally, proper teacher performance in Uganda can be observed by the performance of an individual teacher directly corresponds to the performance of students in National Examinations, appropriate teaching methods, timely preparation of schemes of work and lesson plans, teachers' regularity and punctuality, timely assessment of learners/activity of integration, timely feedback to learners, lessons delivered on time, and content syllabus coverage (Mwalongo, 2023; Namuddu, 2020). Despite the high premium placed on teacher performance by the *National Policy on Education* (2018), teacher performance in secondary schools have not shown the desired results in Uganda and Wakiso District in particular.

Teachers in a number of schools in Kyengera Town Council, Wakiso do not keep time because their loyalties are divided between different schools where they teach to earn a living (Ssemanda, 2023). Teachers fail to make proper planning of their time, tasks are often not performed according to levels of priority, lessons and events are ill-scheduled, dodging classes, and at times teachers procrastinate on events. All these might have negative impact on the syllabus coverage and content delivery (Mwalongo, 2023). This situation of performance of teachers has persistent despite the school managers emphasize of several aspects of administrative demands. Subsequently, this situation of declining teachers' performance in most

of the secondary schools have become alarming and reached enormous proportions in Kyengera Town Council (Tugume, 2023).

Kyengera Town Council has put up measures to address the issue of administrative demands in order to improve on the performance of teachers by encouraging stakeholder participation in school planning and strengthening inspection of school department, in addition to the Government of Uganda through Ministry of Education and Sports recruiting and training more teachers in administration through workshops (Nsubuga, 2021). This has been done with an intention of improving the performance of teachers and it promotes professionalism among teachers. Despite these interventions in place, the performance of teachers in secondary schools in Kyengera Town Council has remained low (Tugume, 2023). There may be delay in planning for academic activities, and delays in assessment of learners/activity of integration. They fail to prepare of schemes of work and lesson plans in time, and delays to give feedback to learners especially bringing marks and returning scripts (Ssemanda, 2023; Namuddu, 2020; Kyengera Town Council Education Report, 2023). Yet, empirical studies into the dynamics of school administrative demands in Ugandan context, Kyengera Town Council particularly remain scanty. This study contributed to filling this gap by assessing the influence of administrative demands on teacher performance in secondary education in Kyengera Town Council. The policy and practice recommendations arising out of the study may contribute to enhancement of administrative demands in Kyengera Town Council.

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

The study was guided by the purpose and objectives as follows.

### **1.3.1 Purpose of the Study**

The study assessed the influence of administrative demands on teacher performance in secondary education in Kyengera Town Council.

### **1.3.2 Objectives of the Study**

The study was guided by the following specific objectives:

1. To determine the relationship between planning as an administrative demand and teacher performance in secondary education.
2. To examine the influence of staffing as an administrative demand on teacher performance in secondary education.
3. To determine the effect of directing (supervision) as an administrative demand on teacher performance in secondary education.

### **1.4 Research Questions**

The study answered to the following research questions:

1. What is the relationship between planning as an administrative demand and teacher performance in secondary education?
2. To what extent does staffing as an administrative demand influence teacher performance in secondary education?
3. What is the effect of directing (supervision) as an administrative demand on teacher performance in secondary education?

### **1.5 Hypotheses of the Study**

The following hypotheses were tested during the study:-

H<sub>1</sub>: There is a significant relationship between planning as an administrative demand on teacher performance in secondary education.

H<sub>2</sub>: There is a significant influence of staffing as an administrative demand on teacher performance in secondary education.

H<sub>3</sub>: There is a significant relationship between directing (supervision) as an administrative demand on teacher performance in secondary education.

## **1.6 Scope of the Study**

In this section the researcher has dealt with the geographical scope, content scope and time scope of the study as discussed hereunder:

### **1.6.1 Content Scope**

The study assessed the influence of administrative demands on teacher performance in secondary education. The administrative demands are the Independent variable (I.V); while, teacher performance is the dependent variable (D.V). Emphasis was put on planning (goal defining, programming curricular, co-curricular and extra-curricular activities, ensuring schemes of work and lesson plans are developed and implemented by a teacher, situation analysis, policy making, problem solving, time management, planning for the spiritual, physical and academic development of the school, planning and organizing the provision of supplies and welfare services).

The second item is staffing (planning and implementing the recruitment and professional development of staff, accountability for supervision and appraisal of all the staff and employees

of the school and assess their performance) all these in relation to the administrator's own output or performance as a teacher of a particular subject/s.

The last item was supervision/directing (this involved scheduling subjects and duty, school organization, interpersonal relations, school discipline, solving teacher and student problems, accountability for supervision and appraisal of all the staff and employees of the school and assessing their performance, directing and coordinating the teaching programs and activities of staff and students, implementation of education sector reforms related to secondary education, Giving progress and summary reports for presentation to the Board of Governors, Ministry of Education and Sports, Foundation Body). All these have a bearing on a teacher performance.

Teacher performance was measured by better student achievement; that is, exams scores, syllabus coverage, appropriate teaching methods, timely preparation of Schemes of work and lesson plan, timely assessment of learners, timely feedback to learners.

### **1.6.2 Geographical Scope**

The study covers secondary education in Kyengera Town Council in Wakiso District. This was because they are easily accessible Schools for the researcher who works and lives within Kyengera Town Council, Wakiso District. Kyengera Town Council tried to emphasized school administration through regular school inspection; however, teachers' performance still lacking; with increasing decline in teachers' accomplishing of assigned responsibilities (Kyengera Town Council Education Report, 2023; Ssemanda, 2023).

### **1.6.3 Time Scope**

The study focused on the period 2020 to 2024 because a number of reforms have been made in the education sector in this period with many challenges in education as a whole. Similarly

information needed is at this point in time. Still, this was the time when the school administration is said to have seriously and worryingly gone down in these secondary schools. Secondly, data collection and report writing lasted for twelve (12) months (from January to December, 2024) to enable the researcher accomplish other education requirement and meet other education deadline.

### **1.7 Justification**

The Vision 2040 National Strategic Plan is being executed with a component of education being key, yet the education sector indicates a deteriorating teacher performance amidst scarce resources reinvested by government in the secondary, hence the need for more supervision through school administrators. A survey of literature into the influence of administrative demands on teacher performance in the education sector in Uganda is necessary to establish the focus of earlier country studies conducted by various scholars. Notable and relevant ones include studies conducted by Ajuna (2019); Kagolo (2019); Aacha (2020); Namuddu (2020), Tugume (2023). It is worth noting that even though their geographical areas of coverage fall outside Kyengera area, and Wakiso District in particular, they provide relevant experience in the quest to address the growing concerns of Teacher performance in some schools in this area with some being administrators. Therefore, this study assessed the influence of administrative demands on teacher performance in secondary education, and making recommendations to the policy makers and other stakeholders to act on.

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

The study finding is expected to be of help to the following individuals and sectors if followed well as explained hereunder:

The findings of this research may aid administrators of institutions especially secondary schools. This is because many school administrators, administrative committees overlook teacher performance because they fear expenses, yet they complain of poor teachers' performance. This might stir them into looking for and aligning better ways to enable teachers teach and do administrative work effectively.

The teachers too shall be helped to realize that they have a role to play in giving their employers a reason to trust and work with them towards a common goal. The study findings may offer vital novel views and ideas to the existing theory on the administrative demands and teacher performance in secondary education in Uganda, and more so, to the rest of the developing world. This is expected to be achieved by using the study's findings, conclusions and pertinent recommendations as a case of reference necessary in identifying the potential study gaps.

Policy makers in government may also benefit from the findings since it is their responsibility to work with school administrators to ensure that good and quality laws are passed for good management and administration of schools in Uganda.

The government authorities such as the Ministry of Education and Sports may find this study important in understanding teachers so that they can institute measures to enable them work more effectively and willingly. With the intention of improving teachers' performance, the study may therefore help head-teachers to be aware of and understand ways of administratively demanding Teachers who work under them employing effective techniques for solving problems that confront teachers and look at the fate of teachers who hold administrative roles because of the influence of such tasks on their principle teaching performance.

The study may also attempt to enrich the existing body of knowledge, stimulate more research and will also act as reference material to other researchers. The finding is expected to be used as a benchmark for furthering research on the same topic in other secondary schools in Uganda and in other countries. More so, the findings shall help the researcher to attain a master's degree.

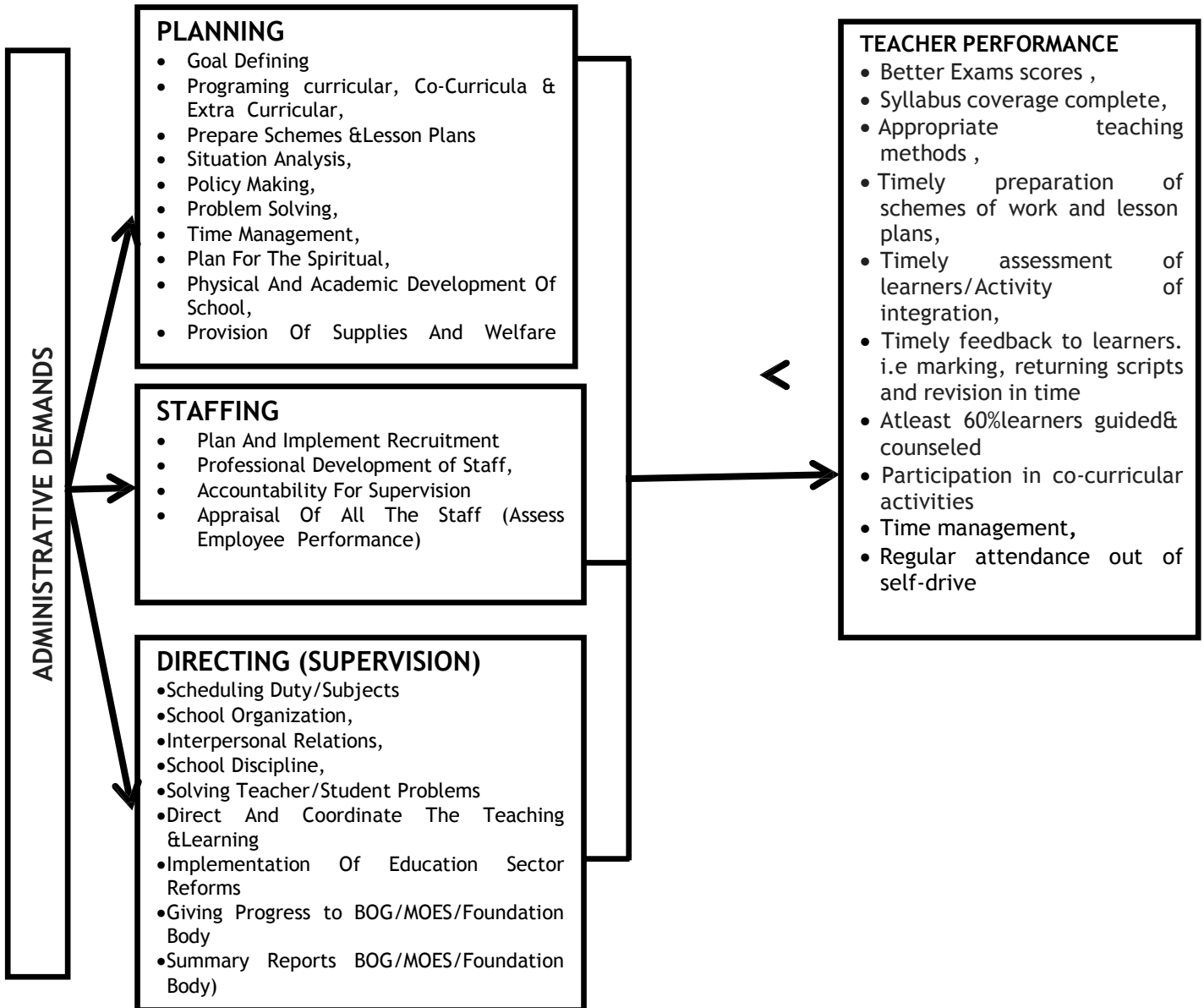
### **1.9 Conceptual Framework**

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**

**INDEPENDENT VARIABLE**

**DEPENDENT**



**Source:** self-developed

**Figure 1.1:** Model showing the relationship between independent and dependent variable.

### **1.9.1 Description of the Model**

In Figure 1.1 above, the model suggests that a teacher's performance was measured by Better student performance i.e. examinations scores, syllabus coverage, appropriate teaching methods, timely preparation of schemes of work and lesson plan, timely assessment of learners, timely feedback to learners, time management, regular attendance out of self-drive. Supervision in education is the role of a school administrator that focuses primarily on the achievement of educational aims and objectives. It involves guiding, refreshing, encouraging, improving, and overseeing the teaching and learning process, these may overwhelm a teacher who is an administrator. This evidently describes the functions of school administrators which includes supervision and how it influences their teaching performance. School administrators are saddled with some basic responsibilities in the school system that requires prudence and commitment in executing their duties but such demands may encumber his / her teaching performance in respective subjects (Adam et al. 2022).

The model suggests that there is influence of administrative demands on teacher performance in this case study of Secondary education. It is conceptualized that positive influence of administrative demands in schools lead to efficient and effective delivery of services by a teacher who is also an administrator. Administrative demands can lead to a particular way of behavior of a teacher. It is this behavior that was either enhanced or retarded a teacher's performance.

Paget (2019) observes that school administration influence is important because it allows teachers to focus on teaching. Having robust systems, policies and procedures in place to ensure that teaching and learning flows as smoothly as possible is crucial. Lesson observation informs tailored teaching strategies for school administrators to ensure that they as teachers are

effective and up to date. This allows a teacher to focus on his/ her lessons and prioritize achievement instead of getting tied up with the administrative load required to access such important information. It promotes accountability, teachers are generally committed to their duties and effective in lesson presentation whenever they are supervised by the school head, such commitment and dedication makes the school to record huge success because of the performance of a teacher. It informs decisions making, which is critical in school setting. For example decision of punishment for defaulting teachers and reward or commendation for merit performance has a positive effect on teacher performance.

The presence of positive administrative demands has a positive contribution to a teacher's performance even though as an administrator. The intervening variables that include availability of funds and interpersonal relations that if exist in positive form has a positive effect on a teacher's performance and the effect is negative to a teacher's performance with the existence of negative intervening factors such as family demands for example a mother, teacher and an administrator who must report to School early and leave late yet routinely she has to pay daily attention to babies in her house.

Ekong (2020) emphatically stated that to achieve effective performance in the teaching learning process, the teacher must be motivated. This is because motivated teachers are seen to be working tirelessly in the schools. They prepare their lesson notes, teach students, give assignments, administer tests and exams, mark and record them appropriate. Herzberg (2015) stated that if a teacher is properly motivated, this can change an otherwise mediocre group into a highly productive team. Equally, motivation brings about the use of good teaching methods in the classroom.

## **1.10 Operational definitions**

**Teacher performance** connotes the teacher's role of teaching students in class and outside the class. Teachers' performance also refers to what the teacher does on the task assigned and the performance depends upon the teacher's competency talents and skills on the teacher's work. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of students, conducting fieldwork, teacher's participation in sports, attending school assembly and guidance and counseling (Homby, 2020).

**Performance** is the outcome of work that provides linkage to the strategic goals of the organization, customer satisfaction and economic contributions. High performance therefore results from appropriate behavior, especially discretionary behavior, and the effective use of the required knowledge, skills and competencies (Armstrong, 2016; Bernadian, 2015).

**Public secondary schools:** These are secondary schools in the district fully supported by government in terms of teachers' salaries, tuition fees, building and maintenance of school structures (MoES, 2022).

**Private secondary schools:** These are secondary schools in the district fully supported by individuals, organizations like NGOs, in terms of teachers' salaries, tuition fees, building and maintenance of school structures.

## **1.11 Conclusion**

The above chapter provides a detailed background aspects related to the study. The next chapter covers the literature review, comprising of theoretical and empirical reviews as well as research gaps or summary of literature review.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discussed the literature related to the subject of study; it reviews previous research, articles and ideas on influence of administrative demands on teacher performance. It started with themes reviewed in relation to the research objectives. The literature involved opinions and views of other scholars and researchers that are related to the topic in study. Finally, the researcher presented a research gap based on the reviewed literature.

#### **2.1 Planning as an Administrative Demand on Teacher Performance**

Planning as an administrative demand on teacher performance is one of the themes the researcher set out to establish, planning as a requirement for the achievement of goals forms the foundation of all other management tasks to be performed and is thus about creating and designing regulated activities with a view to solve future needs (Nsubuga, 2021). It reflects on the objectives of the school, the resources required, as well as the activities involved in drawing up the most suitable plans to achieve these objectives (Van Deventer, 2013). This administrative influence covers various levels of management, from strategic level, middle level to operational level in decision-making. Allowing all employees at these various administrative levels to participate in making these decisions may generate additional ideas that offer valuable insights (Mike and Ron, 2014), thus explaining the reasons for this study in Kyengera Town Council to ascertain the situation at the ground.

Planning is the process of setting out in advance a pattern of action to bring about a given overall policy by the shortest possible articulation of means. This implies that planning is the process of identifying the means and ends. Planning helps us to understand the targets and

enables us to map out strategies of attaining such targets (Boyiti, 2021). According to Ssegawa (2020), citing Musaaazi (1982) planning is a rational process of preparing a set of decision for future actions directed at achieving goals and objectives by optional means. Thus, planning in the context of education entails the process of setting objectives and determining the means to achieving the objectives, it entails deciding in advance what to be taught, how to teach, who is to be taught and the evaluation of the recipient. Planning is the beginning of teaching and learning process, before a teacher goes to the class to deliver any lesson he/she plans such a lesson, while educational administrators make policy and plan the curriculum for the school to implement them, teaching – learning encounter valuable and productive impacts. However, this study was carried out outside Uganda, not entirely secondary schools based and carried out almost four years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

Omotayo (2008) opined that planning of teaching in form of lesson plans gives direction to teaching and results in meaningful learning. Similarly, Okoya (2021) posits that planning enhances teaching and learning among students and the teacher, in that planning directs the speed and methods of teaching and determine the extent to which meaningful learning would be achieved. Obi (2022) inferred that planning is an instrument that promotes and enhances the teaching and learning process in schools, this implies that planning facilitates teaching and results into a meaningful learning, to attain the sets goals and objectives of the curriculum. Obeghe (2022) opined that planning guides and motivates the teaching learning process of a lesson, and makes the learning process more interesting and inviting, reason because planning takes the process of thinking about and organizing the activities required to achieve the desired goals. However, this study was carried out outside Uganda, not entirely secondary schools based, which constitute literature gaps to conduct the similar survey in Uganda.

Obeghe (2022) further expressed that, the nature of planning by an orderly or step – by step conception or proposal for achieving an objective, is a means of enhancing teaching and learning process. Thus the extent to which planning affects teaching cannot be over emphasized in the view of Okofor (2019) who inferred that the benefits of planning on teaching play the vital role in all functional areas of teaching. For example content standards, teaching aids, content goals, lesson duration, and student performance evaluation. This is due to the fact that effective planning compares alternative techniques and selects the best option suitable for a specific subject or level of students. According to Okpako (2010), the benefits of planning on teaching assist teachers in clarifying and determining the job to be done. It requires every teacher to define what constitutes their job, time and duration to teach a specific class. i.e., without planning, teaching and learning would have had a hazy outlook. This study was based on a descriptive research design, unlike this study that based itself on a cross-sectional survey design.

The concept and practice of planning have been embraced worldwide and across sectors because of its perceived contributions to organizational effectiveness. Today organizations from both private and public sectors have taken the practices of planning seriously. It is tool that can be utilized to fast track their performance (Arasa and K’Obonyo, 2022). Results of their regression analysis showed that planning fit positively predicted organizational performance. Many schools systems have pedagogical activities from which to choose to improve the quality of education. Formal planning at the school level may assist schools in making decisions in this complex context, (Kenneth, 2021). Careful planning helps organizations to become more introspective and assist them in developing procedures for on-going implementation, evaluation and feedback about the priorities that were generated. There is an assumption that high quality planning should enable organizations to achieve their goals. The study took one method

research design (quantitative), data was collected by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used triangulation approach.

Planning compel leaders and the planning teams to set priorities, establish goals, lay strategies and obtain commitment from staff and other stakeholders (Mullins 2020). Beach and Lindah (2014) argued that formal planning activities can help build an important knowledge base that school officials can use to help guide school improvement reforms, and adapt to new challenges of the ever increasing competition. On the contrary Namango and Bichanga (2014) argued that many schools had introduced strategic planning in order to achieve their goals. However, they were either not followed as written or never implemented at all. Often stakeholders lacked the necessary resources and commitment to implement and evaluate them. Smith (2019) argued that, most schools in England have long-term planning for the curriculum and textbook adoption but rarely focus on the needs of teachers and others who will implement those plans. From the above scholarly definition planning encompasses setting goals, establishing strategies to achieve them and developing plans to interpret and coordinate the activities.

Goals must be specific, measurable, attainable, relevant and time-bound (SMART) so that they help the institution to maximize success and achieve other life ambitions. In general SMART goals are effective because they are designed to be realistic, so you are more likely to follow through and be successful. Coulter (2022) and Stoner et al. (2022), agree that goal setting is one of the indicators of planning which helps the desired out comes for individuals, groups or the entire organizations are generated. They provide the direction for all management decisions and form the criteria against which actual accomplishments can be measured (Mullins, 2020). The study utilized descriptive method utilizing a sample of 20 participants hence different to the

current study that utilized correlational method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

The above literature review does not reveal and indicate the manner in which at secondary schools planning as an administrative requirement for the achievement of goals forms the foundation and influence of all other management teaching tasks to be performed (Arasa and K'Obonyo, 2022). Effective planning provides more rational, efficient and timely information required to impact knowledge as well as aid coordination of teacher performance (Coulter, 2022). In addition to providing an optimal means of actualizing a long term objective of school as well as policy framework education, planning also provides direction and sense of purpose for teaching-learning process. It enhances and foster teaching and learning by establishing set standards to be followed by teachers (Mullins 2020). However, planning may be constrained with problems of lack of commitment to effective planning as well as shortage of skilled personnel and material resources including poor implementation amidst its negative influence as an administrative demand.

The basic aim of planning is to reduce the risks of uncertainties and to initiate organizations of implementation in the plans generated. The literature does not show how the influence planning as an administrative demand on teacher performance in Secondary education as anticipated by the B.O.G, P.T.A and top management team so as to create a roadmap for support, service and institutional development. There may be need for planning to be done so as to ensure that all programs are exemplary, to identify gaps and opportunities for shift in service delivery. It is planning with indicators of goal setting which provides direction for a teacher's performance as an administrator.

## **2.2 Staffing as an Administrative Demand on Teacher Performance**

Staffing means filling and keeping filled, positions in the organization structure (Koontz cited in Akrani, 2021). This implies that staffing involves recruiting, deploying, training and developing staff while at work. In fact, Koontz and Weihrich (2015), reiterate that staffing is the process of recruiting and facilitating staff to carry out effectively their work. This view is in consonance with that of Nwanisobi (2020) citing Gullick and Urwick (1937), who defined staffing as a whole personnel function of bringing in and training of staff as well as maintenance of favorable conditions of work for employees to perform their duties. Sahney et al. (2020) also established that professional development of staff among other cross-functional administrative activities result into better quality of teaching. This was also in agreement with the work of Chen and Lo (2021) where it was established that the quality of teaching is not only dependent on the staffing function, but the overall teaching environment of an institution. However, this study was conducted outside Uganda and based on tertiary institutions and carried out almost three years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this research.

According to Fernandes et al. (2023), recruitment and development of teachers act as antecedents of quality teaching. This implies that the more effective the staff recruitment and development functions in an institution are, the better the teacher performance. This argument is supported by Chalmers (2018) who contends that effective staff recruitment and development make the teachers more knowledgeable and professional; thus, enabling them to perform their teaching functions satisfactorily. Jimmieson et al. (2020) also concur with this finding, where they strongly argue that professional development is a quality determinant not only in industry but also in other aspects of human endeavors. Basing on these definitions, staffing in this study

was looked at in terms of the process by which the School staff in secondary Schools are recruited, deployed, trained and professionally developed. It is accountability for supervision, appraisal of all the staff, assessing employee performance and how these administrative processes influence teacher performance in schools with emphasis to teachers who are administrators. However, studies have indicated that in Uganda, teachers in some secondary schools do not given time to have administrative management practices, thus explain the reason for this study.

Subsequently, there is need to examine the influence of staffing as an administrative demand on teacher performance in this case study of secondary education in Kyengera Town council in tandem with the theoretical and conceptual perspectives of this study. The Literature reviewed here and theories underpinning this study stipulate that good quality inputs and transformation process would yield quality outputs (or outcomes). There is need to show to what extent staffing as an administrative demand influences teacher performance through effective recruitment, professional teacher development, other factors notwithstanding. This helped head teachers to pay attention to the manner in which academic staff are recruited, trained and professionally developed with emphasis to teachers who are administrators. This study was based on a case study design; however, this study utilized a cross-sectional survey. The data was analyzed using SPSS version 21 where both inferential and descriptive statistics were conducted.

### **2.3 Directing (Supervision) as an Administrative Demand on Teacher Performance**

There are various models of educational supervision such as clinical, peer coaching and developmental supervision. Clinical supervision is a therapeutic process which aims to improve professional competency among clients (Kazi et al. 2020). According to Zepeda (2019), citing the pioneer of this model Goldhammer (1969), and Cogan (1973) as having defined supervision

as an ongoing process where the most experienced therapist will guide his or her less experienced supervisee. A study on effectiveness of clinical supervision in Turkey reported that it enhances learning and teaching processes in schooling but takes long time to evaluate a teacher (Kayıkçıl et al. 2017). The study used descriptive survey design, and this was not like this study in terms of design. Still, there is difference in the sample size since the study utilized small sample size for the purpose of manageability and accuracy.

James and Massiah (2019) also found clinical supervision as time-consuming, lacks in teacher training and competence and causes distrust. Peer coaching supervision involves two or more professional colleagues who collaborate together to reflect their classroom practices and solve the problem that occurs by guiding each another and sharing ideas that facilitate developing new skills (Ssemanda, 2023). A study in Kuwait context reported that though peer coaching fosters changes in professional growth and influences classroom teaching practices, team cooperation, self-confidence, supervisors are concerned about correspondence between peer coaching strategy and ministry formal evaluation regulations (Alsaleh et al. 2017). Scheduling of class observation has been found as the main challenge of peer coaching in Malaysia (Yee, 2016). The Kruskal – Walli’s test and ordered logical regression were utilized to test the relationship. This study was conducted in a profit-making organization but not in nonprofit making institution such as school. This gives a gap to be filled by this study.

Irvin et al. (2018) agrees with Supriyono (2018), that Supervision is defined as a process of monitoring a person's ability to achieve organizational goals. It includes; the task of planning, the determining of policies and programs, administrative duties, the making of decisions and coordinating through teacher professional development /conferences and consultations carried out in an effort to seek improvements in the quality of teaching, direct participation in

curriculum development, the formulating of objectives, making teaching guides for teachers, and selecting the content of learning experiences, carrying out teaching demonstrations for teachers, and carrying out research. He argued that the main purpose of supervision is to improve the teaching situation. The study is similar in methodological approach used in the two studies since it also utilized a cross-sectional survey but a different method of analysis. This study utilized the SPSS version 26.0 program which has more features and is accurate.

Supervision is all assistance from school leaders, which is aimed at developing the leadership of a teacher and other school personnel in achieving educational goals (Altun and Yengin, 2020). It is in the form of encouragement, guidance, and opportunities for the growth of skills and abilities of teachers, such as guidance in business and implementation of reforms in education and teaching, selection of learning tools and teaching methods that are better, ways of systematic assessment of phases of the entire teaching process. In other words, supervision is a coaching activity that is planned to assist teachers and other school employees in carrying out their work effectively (Mette et al. 2020). The function of supervision in education is not just a control to see whether all activities have been carried out in accordance with the plans or programs that have been outlined, but more than that. Supervision in education contains a broad meaning. Supervision activities include determining the conditions or requirements of personnel or materials necessary for the creation of an effective teaching and learning situation, and efforts to meet those requirements. This study sampled a larger sample with a variety of informants slightly higher than the study by Mette et al. (2020), hence this study might get more varied responses.

Sharp et al. (2016), is in agreement with Atiah et al. (2020) that the professional experience of teachers can work either for or against being influenced by mentors and school supervisors,

teacher supervision has a positive impact on teacher performance. Therefore, the competence of supervision is also one of the things to consider if you want to improve teacher performance. Block (2014); Marey, Hesham .G, Magdd, Toprak (2020) and Agustina et al. (2020), state that the use of different methods of supervision of the teacher by a supervisor also affects teacher performance, which has an impact on the acquisition of student learning outcomes. The study will reveal whether supervision of lesson plan by school administrators influences a teacher's performance. Teseme (2014), concludes that supervision should lead to improvement in teacher performance and students' learning through improvement in instructional practice, promotional changes that results in a better developmental life-styles for a teacher and students in the learning environment. It, thus, becomes a strategy which helps to implement and improve teaching learning process for the advantages of the teachers and students respectively.

The above literature reveals that supervision takes a range of approaches aimed at achieving goals of the education system while teacher performance is influenced by the extent to which a teacher attends to their roles of imparting knowledge and skills to the learners and evaluating their performance to achieve the school curriculum. The literature however does not provide empirical evidence on the relationship between directing/supervision and teacher performance under liberalized secondary education. This study therefore determined the relationship between directing (supervision) as an administrative demand on teacher performance in secondary education.

## **2.4 Teacher Performance**

Teacher performance is the teacher's ability to demonstrate various skills and competencies (Hendrawijaya et al. 2020). The essence of teacher performance is none other than the teacher's ability to demonstrate the skills or competencies they have in the real world of work

(Skourdoumbis, 2019). Teacher performance is something that is produced by a teacher in carrying out his / her duties based on ability, proficiency, experience, ability, and in accordance with teacher competence amidst administrative influence (Phytanza et al. 2020). Performance is output derived from processes; human and otherwise, that is, performance is the result of a process carried out by humans.

Teacher performance is the result of real work in quality and quantity achieved by a teacher in carrying out his/her duties in accordance with the responsibilities given to him/her. It includes compiling learning programs, implementing learning, implementing evaluation, and analyzing evaluation (Isdaryanti et al. 2018). The learning process shall run well if it is supported by a teacher who has high competence and performance because teachers are the spearheaders and foremost implementers of children's education in schools, and as curriculum bearers (Kartini, Kristiawan and Fitria 2020). A teacher who has good performance shall be able to foster student enthusiasm and motivation to learn better, which in turn will be able to improve the quality of learning (Nurabadi , Irianto , Bafadal , Juharyanto, Gunawan and Adha, 2021).

Naharuddin and Sadegi (2023) emphasized that employees' performance depends on the willingness and openness of employees to do their job. Further, they stated that by having this willingness and openness of employees to do their job, it could increase the employees' productivity which also leads to better performance. Foot and Hook (2018) asserted that employees need to be given the ability to contribute to the performance of the firm together with the means and incentive to do so. They further argued that the management should work in partnership with its employees for continuous and increased production through the use of involvement and partnership practices. They also asserted that organizations should attempt to maximize their employees' contribution to the achievement of organizational goals so that

employees have the ability to add value through high-performance working and at the same time, directly benefiting employees themselves.

According to Kusek and Rist (2015), employee performance is measured in terms of the results that organizations achieve in relation to their objectives. They further argue that, in principle, it can be measured at output, outcome or impact level. Performance should therefore be measured by results (output/outcomes) that an organization produces. Other scholars recommend that performance should be measured in terms of efficiency, quality, productivity and timeliness where efficiency is defined as the ability of employees to meet the desired objectives or target. Productivity is expressed as a ratio of output to input. Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs.

Teachers' job performance is a concern of everybody in the society. Oxford Advanced Learner's Dictionary defines performance as the act or process of carrying out something or execution of an action or a repetitive act or fulfillment or implementation (Homby, 2020). In this respect, teacher performance connotes the teachers' role of teaching students in and outside class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students, making lesson plans, assessment of Students, conduct of fieldwork, teacher participation in sports, attending school assembly and guidance and counseling.

Teaching is a mass occupation, which accounts for one-half to two-thirds of public sector employment in most developing countries (Bennell, 2024). While other professions (engineers, medical doctors and lawyers) enjoy a high degree of self-regulation and are successful in maintaining high barriers to entry in terms of qualification requirements and registration, teachers on the other hand, tend to have weak, state-dominated professional organizations with

several trade unions. In addition, public sector recruitment freezes in many countries during the 1990s have seriously constrained the growth of the number of teachers in government or government-aided schools. These are a portion of the concerns that this study meant to investigate further for similar investigation.

## **2.5 Summary of Literature Review**

For schools' administrative staff to achieve the expected level of their teacher performance, it is important that they set their expectations, assess the environment and document their performance objectives, levels and rewards. Administrative influence is a series of supervision, planning, and staffing activities helping teachers develop their ability to manage their teaching-learning process for the achievement of learning objectives (Glickman, 1981; Waang & Ahmad, 2019). Thus, the essence of supervision is to help teachers develop their professional abilities. Teacher performance system usually includes behavior (what employees do) and results (results from employee behavior). The performance dimension does not include the results of the behavior, but the behavior itself. So performance is about behavior or what employees do which may be a trigger of administrative influence. This study therefore assessed the influence of administrative demands on teacher performance in secondary education. These may be a rising from a teacher's administrative tasks such as planning, staffing and supervision which may have a direct bearing teacher performance. This study thus highlighted and filling these lacunas. The next chapter covers the methodological aspects of this research.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents how the research was conducted. It describes the research design, study population, sample size, data collection methods, data collection instruments, validity and reliability, data collection procedures, data analysis and measurement of variables, ethical considerations and methodological constraints.

#### **3.1 Research Design**

The study was carried out using a cross-sectional research design. This helped the researcher gather data from a sample population for a particular period of time (Amin, 2005). Both qualitative and quantitative approaches were employed to get detailed description of the situation and therefore enabled the researcher to establish patterns, and relationships among the identified variables. The use of the two approaches was based on the principle of triangulation. According to Mubazi (2008), research deals in data (raw information) which is qualitative and quantitative. He notes that the difference between the quantitative and qualitative research methodologies is in the techniques and methods used but triangulation was best for research. The researcher chose this research design because of its advantages in obtaining data; it was also the simplest and least cost alternative compared to longitudinal (Neumann, 2003).

According to Neumann (2003), cross-sectional research can be exploratory, descriptive or explanatory. Babbie (2007) shares the same views by stating that there are three purposes of social research, exploration, description and explanation each of them with different purposes for the research design. Descriptive survey was considered appropriate for this study because

this type of study provided an overall snap shot of the characteristics, frequency or occurrence of the targeted data point, at any given time within the population or group being studied (Thompson and Panacek, 2007). Correlation methods involved assessing the influence of administrative demands on teacher performance: a case study of Secondary education (This is broken down into planning, staffing, directing/supervision as administrative demands).

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

This study took place in selected schools within Kyengera, Wakiso District. Kyengera Town Council is situated along Kampala – Masaka road. The headquarters are located at Nsangi in Nsangi parish, approximately 15km from Kampala Capital City Authority. Kyengera Town Council borders with the sub-counties of Wakiso in the north, Ssisa in the south, Makindye in the East and Kiringente of Mpigi District in the west. It is one of the component Town Councils of Busiro County. Kyengera Town Council is made up of ten parishes, which are in totality subdivided into fifty four local administrative units (LC I). Kyengera Town Council tried to emphasized school administration through regular school inspection; however, teachers’ performance still lacking; with increasing decline in teachers’ accomplishing of assigned responsibilities (Kyengera Town Council Education Report, 2023; Ssemanda, 2023).

### **3.3 Sources of Information**

Study collected information from both primary and secondary sources such as Self-administered questionnaires, Interview guides and Use of Key Informants. The questionnaires were developed in line with the study objectives, and contain both open and Likert scale closed ended questions. Other sources reviewed were; UNEB results, Newspapers, Internet and journals of education research.

### **3.4 Population and Sampling Techniques**

#### **3.4.1 Population**

The study population included teachers (95) (both academic that is to say 22 science, 58 Arts, 6 Vocational subjects and 9 co-curricular (for example sports, ICT, Careers), Head teachers (3), Deputy Head teacher (6), Directors of studies (3), Assistant Directors of Studies (3) from selected secondary schools in Kyengera, Wakiso district, in central Uganda. From the three secondary schools (1 Government aided, 1 Government USE, and 1 private secondary School) in Kyengera Town Council, a total population of 110 respondents. This population was chosen because it was assumed to have adequate knowledge on the influence of administrative demands on a teacher's performance as research variables under investigation. These participants were interviewed to get variety of views, making the study findings more reliable and comprehensive for the benefit of this society. They were also selected in order to obtain reliable and valid information required for this study.

#### **3.4.2 Sample Size Determination**

Hajian-Tilak (2014) defines sample size as number of individuals, objects or respondents used in a survey. This study included the teachers 71 (both academic that is to say 14 science, 45 Arts, 6 Vocational subjects and 6 co-curricular (for example sports, ICT, Careers), Head teachers 3, Deputy Head teachers 6, Directors of studies 3, Assistant Dos 3 from selected secondary schools in Kyengera, Wakiso district, central Uganda. From the three secondary schools (1 Government aided, 1 Government USE, 1 private secondary School) in Kyengera Town Council. The sample size of 86 respondents were selected based on Krejcie and Morgan's (1970) table approach (see appendix D) of sample selection where by at least the above respondents were selected as key informants. A sample is defined as "a group which is selected

from the population while remaining as representative as possible.” The selected respondents represent the overall population (Mulder, 1989). Maree *et al.*, (2007) say that sampling refers to the process used to select a portion of the population for study.

### **3.4.3 Sampling Selection**

The sampling methods provided information required about the selection of the samples. It also provided a detailed foundation where the research sample could be drawn, and for a population that is enough for a high-quality selection of the participants (Lewis & Ritchie, 2003). The research was based on purposive and simple random sampling. Purposive sampling was used on the Head teachers, Directors of studies and Deputy Head teachers, in schools who were knowledgeable about what were examined. Purposive sampling is popular in qualitative research, and those respondents were chosen purposively and interviewed to provide qualitative data. Meanwhile, teachers were randomly selected to participate in the study. Convenient sampling was used because not all teachers were available at all times. To have a reliable and representative sample, this study used simple random sampling and purposive sampling. This helped to ensure proportionate presentation of subgroups. Purposive sampling is whereby the researcher decides whom to include in the sample. This technique was used to collect focused information and for that matter, saved time and money (Yoko and Onen, 2005).

### **3.5 Variables and Indicators**

The study variables are: administrative demands (Independent variable) and a teacher’s performance (Dependent Variable). This was put on Likert scale as ;(5) *For strongly agree*, teachers (71), (that is, 14 science, 45 Arts, 6 Vocational subjects and 6 co-curricular for example sports, ICT, Careers), Head teachers (3), Deputy Head teacher (6), Directors of studies (3),

Assistant Directors of Studies (3) from selected secondary schools in Kyengera, Wakiso district, in central Uganda. (4) *for agree*, (3) *for not sure* (2) *for disagree* (1) *for strongly disagree*, across all items of the following variables;

Planning was broken down as follows; goal defining, programing curricular, co-curricular and extra-curricular activities, ensure scheming and lesson planning situation analysis, policy making, problem solving, time management, plan for the spiritual, physical and academic development of School, provision of supplies and welfare services.

Staffing had the following indicators; planning and implementing recruitment, professional development of staff, accountability for supervision, appraisal of all the staff, and assessing employee performance.

Directing/Supervision had the following indicators; scheduling duty/subjects, school organization, interpersonal relations, school discipline, solving teacher/student problems, directing and coordinating the teaching & learning, implementation of education sector reforms, giving progress to BOG/MOES/foundation body, summary reports to BOG/MOES/foundation body).

### **3.6 Measurement of Variables**

The variables were measured by operationally defining concepts. For instance the questionnaire was designed to ask responses about key influences. These were channeled into observable and measurable elements to enable development of an index of the concept. This was put on a five point Likert scale with items on the Independent and Dependent Variables subjected to responses based on a Scale; (5) *For strongly agree* (4) *for agree*, (3) *for not sure* (2) *for disagree* (1) *for strongly disagree*. Multivariable analysis (MVA) was based on the statistical

principle of multivariable statistics, which involved observation and analysis of more than one statistical outcome variable in the study. The scale measured the opinion of respondents which were quantified and standardized to ensure regression analysis was conducted.

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

Approval of the proposal was sought, the researcher obtained a letter of introduction from U.C.U Ethic Research Committee and clearance and permission from the relevant officers were sought to conduct the study. The researcher also made an appointment with key informants to schedule for the interview. The study ensured confidentiality was adhered to. The interviews were conducted after assuring the participants confidentiality of their information.

### **3.8 Data Collection Instruments and Instruments**

The researcher collected both primary and secondary data from respondents using specific methods that are explained below;

#### **3.8.1 Data Collection Methods**

The following data collection method was of great importance in obtaining data from the field of study. They comprised of the following.

##### **3.8.1.1 Questionnaire Survey**

A structured questionnaire was used to collect data on variables as defined by the study objectives/themes. The questionnaire was used because teachers are literate and interpret written questions (Amin, 2005). The questionnaire method was time saving and cheap to use as ascertained by Sekaran (2003).

### **3.8.1.2 Interview method**

The interview method was used to collect data from Head-teachers, deputy head teachers, directors of studies and their assistants of all the schools in the study. Additional and more revealing information was obtained, from the self-administered questionnaires. This investigation using interview approach to generate responses served to triangulate the objectives (Amin, 2005). Face-to-face interview was a data collection method when the interviewer directly communicates with the respondent in accordance with the prepared question guide. The interview guide had a list of topical issues and questions being explored in the course of conducting the interviews.

### **3.8.2 Data Collection Instruments**

The study based itself on the following data collection instruments:

#### **3.8.2.1 Questionnaires**

A self-administered questionnaire using likert scale of measurement was used to collect data from teachers. The questionnaires consisted of close ended questions. These helped the respondents making quick decisions and also helped the researcher to code information easily (Sekaran, 2003). The questionnaires were also easy to administer, time saving and data collected was easy to analyze (Amin, 2005). Questionnaires were designed to fulfill a specific research objective. Closed questions permit only certain responses. These types of questions were employed as data-gathering instruments. On the other hand, open-ended questions were used for complex questions that cannot be answered in a few simple categories but require detailed discussions. Questionnaires were advantageous because the researcher took a short time to cover a large population, and this information was validated using data from secondary information.

### **3.8.2.2 Interview guides**

The researcher designed a simple oral interview guide specifically for the Head teachers, deputy head teachers, directors of studies, and their assistants to seek their opinion by asking probing questions. The interviews helped gain detailed information about the problem (Mugenda & Mugenda 1999). The interview schedules included open discussion of open-ended questions with these key participants with the help of an interview guide. This involved first making an appointment with the respondents. This involved face to face interaction between the researcher and the participant through discussion. The instrument for data collection contained oral verbal responses from the respondents. In this study, the probing interviewing tactic was used extensively to obtain a deeper explanation of the issue at hand from the respondents.

### **3.8.2.3 Checklist**

This helped the researcher being thorough and consistent.

## **3.9 Quality/Error Control**

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

### **3.9.1 Validity**

A research instrument is said to be valid if it actually measures what it was supposed to measure (Amin, 2005). In order to test and improve the validity of the questionnaire, the researcher availed the first draft of the instruments to experienced researchers and colleagues for constructive criticism and later to the supervisor. They were requested to look at the items and checked on language clarity, relevancy and comprehensiveness of content plus the length of the instruments. The CVI was within the statistical accepted range of:  $0 < CVI \leq 1$  and the results. Pre-testing helped to estimate the time it took towards filling the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

$$\text{CVI} = \frac{\text{No. Item}}{\text{Total No. Item}}$$

Where by' CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments. Ten questionnaires were pilot-tested in teachers, outside the sampled secondary schools in Kyengera Town Council that did not participate in the study. The instrument was valid when the CVI is above 0.7 being recommended value for validity.

**Table 3.1: Validity and Reliability Test Results**

Variables	CVIs	Cronbach's alpha values	No. of items
Planning	0.80	.816	8
Staffing	0.79	.804	8
Directing (supervision)	0.79	.807	8
Teacher performance	0.81	.824	8

**Source:** Primary data (2025)

From the above validity statistics tables above, it can see that the total CVI is **0.78**, which indicated a high level of validity for our scale. Furthermore, it should also be noted that the CVI is above the recommended .70 that is (0.78) which implies that the questionnaire is valid and suitable for data collection.

### 3.9.2 Reliability

Reliability of a measure indicates the extent to which it is without bias and therefore ensures consistent measurement across time and across the various items in the statement suggesting that the finding would be consistently the same if the study was done over again (Amin, 2005). In this study a Cronbach's alpha coefficient was computed to show how reliable the data was using Statistical Package for Social Sciences (SPSS), taking only variables scoring above 0.70.

**Table 3.2: Reliability of instruments**

<b>Variables.</b>	<b>No. of items.</b>	<b>Cronbach Alpha Co-efficient</b>
Teachers' monetary-based motivation	10.	0.79
Teachers' work environment	10	0.83
Teachers' promotions	08	0.87
Fringe benefits	09	0.81

**Source:** *Primary data (2025)*

The Cronbach's alpha coefficients as indicated in Table 3.2 are above 0.70, the recommended reliability value (Amin, 2005). The results implied that the questionnaire is suitable for collecting the necessary data.

### **3.10 Strategy for Data Processing and Analysis**

#### **3.10.1 Data Analysis**

Mugenda and Mugenda (1999) maintain that data obtained from the field in raw form is difficult to interpret. Therefore, such data must be cleaned, coded, keypunched into a computer and analyzed. And it was from the results of analysis that researchers are able to make sense of the data. Both quantitative and qualitative approaches were used in analysis. This is supported by Amin (2005) in his observations that a choice of only one of these approaches (qualitative and quantitative) often presents a narrow-minded view of things.

After data collection, the researcher edited the data to detect and eliminate obvious errors. The researcher then categorized the data by coding responses to each question. Since processing of data was done with the use of Statistical Package for Social Scientists (SPSS), the researcher transcribed each completed Data Collection Instrument (DCI) into the computer. The coded data was summarized and presented for analysis using tables. The researcher employed frequencies for the descriptions of views, perceptions, feelings and attitudes of the respondents. The

correlation analysis was used to assess the influence of administrative demands on teacher performance in secondary education.

### **3.10.2 Qualitative Analysis**

Content analysis was used to analyze qualitative data. Qualitative data from interviews were reviewed thoroughly, sorted and classified into themes and categories to support the quantitative data. Thematic content analysis was used. The following steps were employed in the analysis: recording of data, with prior consent from the respondents. Therefore, qualitative data was reported in a narrative form. Under qualitative analysis, relationships between categories and patterns were considered and established within themes.

### **3.10.3 Quantitative analysis**

The statistical Program for Social Sciences (SPSS) was used for data entry and analysis to yield descriptive statistics like: Cross tabulations, mean, standard deviation. A Pearson correlation analysis test was used to compare the degree of relationship between administrative demands and Teacher performance. Regression analysis was also used for estimation of relationships between a dependent variable and one or more independent variables; that is to say, the relationship between study variables. Regression analysis ascertains factors that are significant in predicting influence of administrative demands on teacher performance. Quantitative data from structured questionnaires (Appendix 1) was analyzed using the five-point likert scale while qualitative method relied on interviews and study of documents.

### **3.11 Ethical Considerations**

Ethical clearance was sought from Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University to conduct research. The researcher

made sure that confidentiality was maintained throughout the research by ensuring that respondents' answer the research questions confidently and without fear or biases including anonymity in some cases where requested. Each tool had an opening consent enhancing paragraph written in a very simple language that facilitates easy dialogue between the interviewee and the interviewer. The socio-cultural considerations were respected wherever possible and the respondents were assured of the same. The researcher tried maintaining honesty in this research process. Honest in reporting data, results, methods and procedures, and publication status whether published or not were observed. The researcher did not fabricate, falsify, or misrepresent data.

The consent form was developed and availed to the respondents before they took part in data collection. This gave respondents a chance to either objection or accepts and the researcher honored the decisions of the respondent. The investigator ensured that the consent of the respondents to ensure voluntary participation in the study. Confidentiality of respondents was kept. Investigator protected the confidentiality of the information to be provided for the success of this research. Respondents were not required to reveal their names nor put their contacts on the questionnaires. To ensure anonymity of the respondents, the investigator gave respondents codes or numbers that are known to the researcher only to ensure that the information given by the respondents cannot be easily linked to them by a third party. All the sources of literature were acknowledged throughout the whole study through proper citations and referencing.

### **3.12 Methodological Constraints**

The researcher faced a challenge of getting and accessing relevant documents which helped for the success of this study. Some of the article and critiques were not readily available in the local library and some of the online articles were encrypted. Nevertheless, the researcher tried to read

widely, consult many books; visit various websites and library as much as possible to obtain comprehensive data for this research.

The researcher faced a challenge of limited time, family constraints and work related challenges. However, the researcher tried to hurry up with the process of research to catch up with time.

Testing: The use of research assistants brought about inconsistency in the administration and conducting interviews in terms of time of administration, understanding of the items in the interview schedule and explanations given to the respondents. To minimize this threat, the research assistants first oriented and briefed on the procedures to be followed/done in data collection.

Finally, the researcher met un-co-operative respondents who were not unwilling to give information. This was solved by the researcher through showing and giving them a copy of an introductory letter and promising them that the information they were going to give remains confidential.

### **3.13 Conclusion**

The above chapter provides detailed methodological aspects of the research. The next chapter covers the results of the study. It gives the presentation, analysis and interpretation of findings.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS**

#### **4.0 Introduction**

The study assessed the influence of administrative demands on teacher performance in secondary education in Kyengera Town Council. This chapter highlights the data presentations and analysis as well as interpretation of research findings. The presentations are done according to the research objectives. Participants interviewed were head-teachers, deputy head teachers, teachers, directors of studies and assistant directors of studies.

Research findings have been equally presented in tables; narratives have been provided for each of the tables. Interview findings were also obtained explaining qualitatively how administrative demands have influenced teacher performance in secondary education in Kyengera Town Council which was in-form of narrative statements and verbatim quotations as per participants' views regarding to each objective. These also supplemented the findings from the designed questionnaire.

This chapter first covers the information on respondents' background which indicates the common demographic respondents' features that involved in the research. This chapter further presents the participants' response rates, showing the actual number of involved participants that properly responded to the research questions.

The study lastly presents inferential statistics. This was in form of correlations and regressions to taste the hypothesis. This clearly shows the level and nature of correlations between variables under this study. It also indicated the magnitude of relationship that the independent variables had on the dependent variable.

#### 4.1 Response Rate of Respondents

The above sub-section presents the summary of the statistics for the respondents' response rates. Out of a total of 86 targeted study respondents, 85 were reached and positively responded by participating in the study, giving a 98.8% response rate. Non-achievement of 1.2% was due to targeted participants being busy and out of station during the study period despite several attempts made to reach them. The response rates have been found to be above response rate of 60% as recommended by the Katamba & Nsubuga (2014) for any form of research being considered to be satisfactory to be used. Further details of the results are clearly presented in the Table 4.1 hereunder.

**Table 4.1: Number of respondents participated in this research study**

Category(s)	Targeted participants	No. actually involved.	% of response rate.
Teachers	71	70	98.6%
Head teachers	3	3	100%
Deputy head teachers	6	6	100%
Directors of Studies (DOS)	3	3	100%
Assistant DOS	3	3	100%
<b>TOTAL.</b>	<b>86</b>	<b>85</b>	<b>98.8%</b>

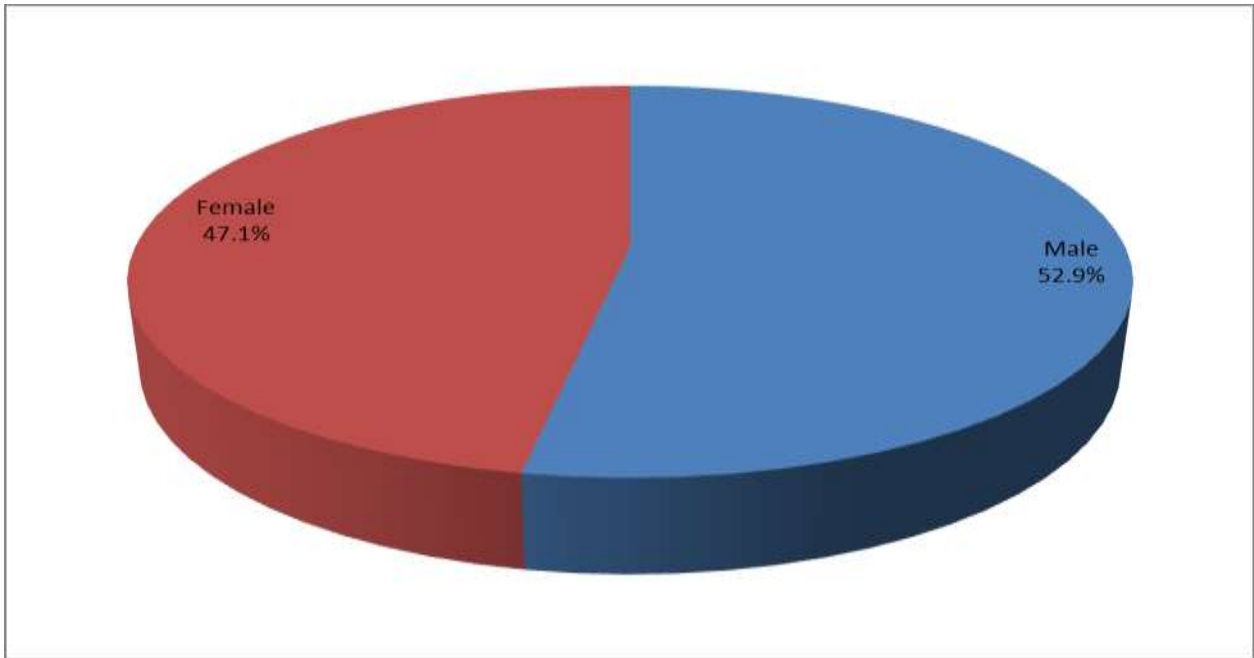
*Source: Primary data (2025)*

#### 4.2 Demographic Data of the Participants

The demographic data of the participants included; gender of the participants, age bracket of the participants, highest education level attained, the period employed in this school, and marital status. Profiles of the selected participants who participated in this research are clearly shown hereunder.

#### 4.2.1 Gender

**Figure 4.1: Gender of the Participants**



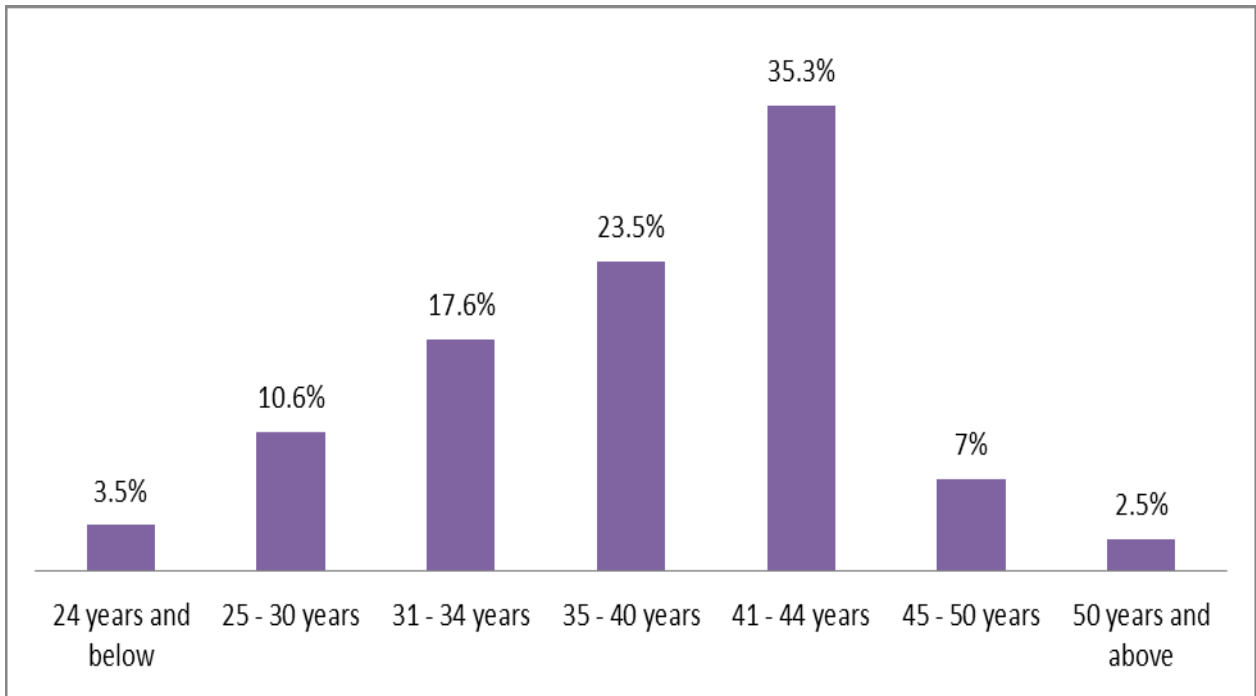
**Source: Primary data (2025)**

Figure 4.1 above, show 85 respondents participated in this study. Out of them, 45 (52.9%) were males and 40 respondents (47.1%) 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 research.

#### 4.2.2 Age Bracket

As shown in Figure 4.2 below, 3 respondents (3.5%) were between 24 years and below, 9(10.6%) of the respondents were aged 25 - 30 years, 15 respondents (17.6%) were between 31 - 34 years, while 20 respondents (23.5%) were between 35 - 40 years, 30 respondents (35.3%) were between 41 - 44 years, 6 respondents (7%) were between 45 - 50 years, and 2 respondents (2.5%) were from 50years and above. This implies that those participants in the age group of 41-44 years made the majority during the research carried out in selected secondary schools in Kyengeru Town Council.

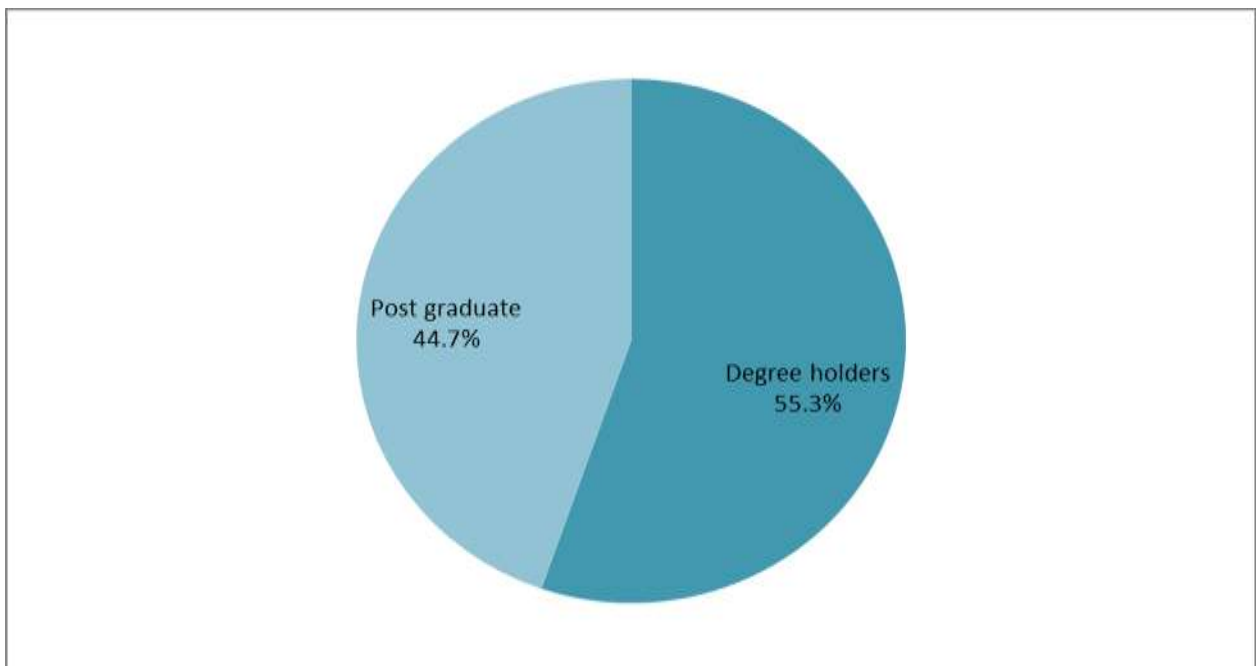
**Figure 4.2: Age Brackets of the Participants**



*Source: Primary data (2025)*

#### 4.2.3 Education Level

**Figure 4.3: Highest Level of the Participants**

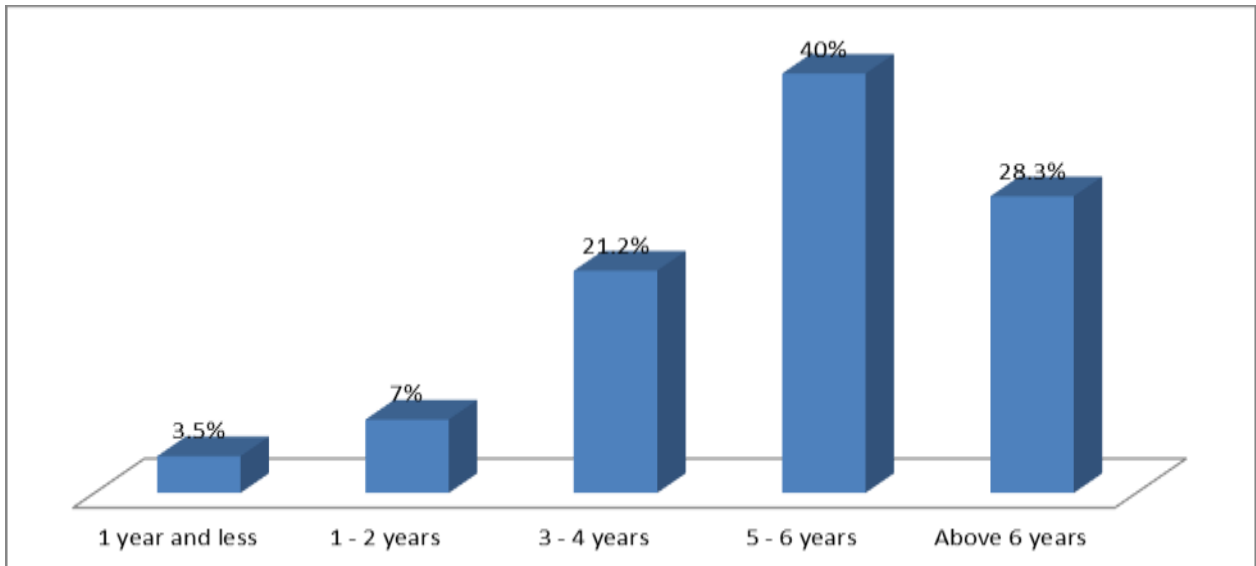


*Source: Primary data (2025)*

As shown in above Figure 4.3, respondents varied in terms of education level. 47(55.3%) were at degree holders; while, 38 respondents (44.7%) were at post graduate level. These results indicate that the majority of participants were at degree level of education, but every participant had reasonable knowledge on the administrative demands and teachers' performance concerns as their responses were appropriate and corresponded to the questions asked.

#### 4.2.4 Period spent working in this school

**Figure 4.4: Period spent working in this school**

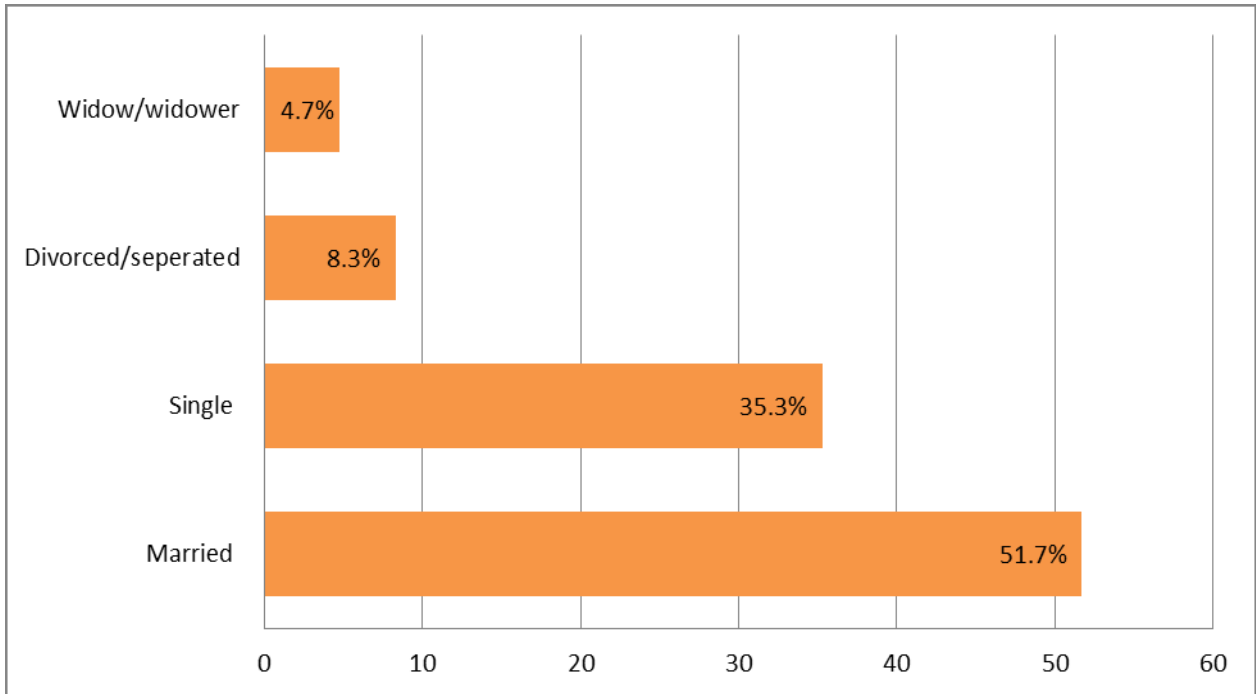


**Source:** *Primary data (2025)*

The majority of the participants 34(40%) indicated they have been staying/working with school for a period between 5-6 years. Also, 24(28.3%) of the participants have indicated above 6 years, 18(21.2%) indicated of 3-4 years, and 6(7%) indicated of 1-2 years, while, 3(3.5%) mentioned of 1 year and less. The implication of these is that, all the participants are familiar with several administrative demands and its related consequences to the performance of teachers.

#### 4.2.5 Marital Status

**Figure 4.5: Respondents' marital status**



**Source:** *Primary data (2025)*

The majority of the participants 44(51.7%) were married, single were 30(35.3%), divorced/seperated were 7(8.3%), while only 4(4.7%) were widow/widower. The implication of these is that, all the participants are familiar with several ways of administrative demands and its related consequences on teacher performance irrespectively of their marital status.

The findings of the study are presented in line with the objectives of the study that is to say: planning as an administrative demand, influence of staffing as an administrative demand, and directing (supervision) as an administrative demand, as well as teacher performance in selected secondary education in Kyengeru Town Council. The findings are the views of respondents from **administrative demands** (independent variable) and **teacher performance** (dependent variable). The descriptive statistics have been presented in form of frequency tables and they answer the research questions and correlations analysis was also presented.

### 4.3 Planning as an Administrative Demand

Objective one sought to determine the relationship between planning as an administrative demand and teacher performance in secondary education in Kyengera Town Council. The structure was measured using different study variables and five-point Likert scale whose results are shown in Table 4.2.

**Table 4.2: Planning as an Administrative Demand**

Statement	Response	Extent of (dis)agreement		Mean	Std. Devt
		(f)	(%)		
<b>Lesson planning is regularly done in our school</b>	Strongly Agree.	30	42.8	4.86	0.887
	Agree.	38	54.3		
	Neutral.	2	2.9		
	Disagree.	0	0.0		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
<b>We ensure scheming is done in our School</b>	Strongly Agree.	40	57.2	4.83	0.875
	Agree.	25	35.7		
	Neutral.	4	5.7		
	Disagree.	1	1.4		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
<b>Programing co-curricular is done and are all teachers adhere</b>	Strongly Agree.	37	52.8	4.79	0.795
	Agree.	23	32.9		
	Neutral.	3	4.3		
	Disagree.	7	10		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		

<b>Programing extra-curricular is done and with strict adherence</b>	Strongly Agree.	33	47.2	4.53	0.965
	Agree.	25	35.6		
	Neutral.	6	8.6		
	Disagree.	6	8.6		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
<b>Physical and academic development of school is done routinely</b>	Strongly Agree	31	44.3	4.48	0.847
	Agree	27	38.6		
	Neutral	7	10		
	Disagree	4	5.7		
	Strongly Disagree	1	1.4		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
<b>Goal defining is clear and achievable in our school</b>	Strongly Agree.	27	38.6	4.42	0.845
	Agree.	25	35.7		
	Neutral.	4	5.7		
	Disagree.	9	12.8		
	Strongly Disagree.	5	7.2		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
<b>Situation analysis aids planning in our school</b>	Strongly Agree.	28	40	4.37	0.797
	Agree.	24	34.3		
	Neutral.	4	5.7		
	Disagree.	10	14.3		
	Strongly Disagree.	4	5.7		
	<b>Total</b>	<b>70</b>	<b>100.0</b>		
<b>Policy making is done and implemented in our school</b>	Strongly Agree.	23	32.8	4.23	0.776
	Agree.	27	38.6		
	Neutral.	7	10		
	Disagree.	8	11.4		
	Strongly Disagree.	5	7.2		
	<b>Total</b>	<b>70</b>	<b>100.0</b>		
<b>Problem solving is adequately done in our school</b>	Strongly Agree.	21	30	4.21	0.781
	Agree.	23	32.8		
	Neutral.	9	12.8		

	Disagree.	11	15.7		
	Strongly Disagree.	6	8.7		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
<b>Time management is easily achieved due to planning</b>	Strongly Agree.	19	27.2	4.19	0.582
	Agree.	21	30		
	Neutral.	9	12.8		
	Disagree.	12	17.2		
	Strongly Disagree.	9	12.8		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
<b>Plan for the spirituality is clear and followed in our school</b>	Strongly Agree.	16	22.8	4.17	0.571
	Agree.	17	24.3		
	Neutral.	8	11.4		
	Disagree.	17	24.3		
	Strongly Disagree.	12	17.2		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
<b>Provision of supplies is planned adequately in our school</b>	Strongly Agree.	14	20	4.13	0.567
	Agree.	15	21.4		
	Neutral.	7	10		
	Disagree.	21	30		
	Strongly Disagree.	13	18.6		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
<b>Provision of welfare services is smoothly done as planned</b>	Strongly Agree.	13	18.6	4.11	0.564
	Agree.	16	22.8		
	Neutral.	10	14.3		
	Disagree.	23	32.8		
	Strongly Disagree.	8	11.5		
	<b>Total</b>	<b>70</b>	<b>100%</b>		

Source: *Primary data (2025)*

Table 4.2 represents the field results on the relationship between planning as an administrative demand and teacher performance in secondary education in Kyengera Town Council. The findings clearly show that 68(97.1%) of the respondents accepted to the research statement that

lesson planning is regularly done in secondary school (Mean=4.86); followed by 65(92.9%) of the respondents who accepted that teachers ensure scheming is done in their secondary schools (Mean=4.83); and, 60(85.7%) of the respondents who accepted that programing co-curricular is done and all teachers adhere (Mean=4.79); then, 58(82.8%) of the respondents showed that programing extra-curricular is done and with strict adherence (Mean=4.53).

#### 4.3.1 Presentation of Qualitative Results on the Planning as an administrative demand

Thematic Area	Frequency	Percentage
Lesson planning is regularly done in this school	14	93.3
Programing co-curricular is done and all teachers adhere too	13	86.7
Teachers ensure scheming is done in this school	11	86.7
Physical and academic development of school is done routinely	10	73.3
Goal defining is clear and achievable in this school	9	60
Programing extra-curricular is done and with strict adherence	7	59
Situation analysis aids planning in this school	6	46.7
Time management is easily achieved due to planning	5	33.3
Provision of supplies is planned adequately in our school	4	26.7
Provision of welfare services is smoothly done as planned	2	13.3

Source: *Primary data (2025)*

(n=15)

The first objective was also set to determine the relationship between planning as an administrative demand and teacher performance in secondary education in Kyengeru Town Council. Interview schedules were used to solicit information from the head teachers, deputy head-teachers, Directors of studies and Assistant Directors of Studies. Respondents were involved in answering interviews.

In interviews, it was showed that lesson planning is regularly done in secondary schools; if fact one of the interviewees asserted that;

“.....having regular lesson planning is essential to teaching. Any experienced teachers’ will confirm to you that lesson planning is a big part of the job. Teachers around the world routinely spend as much as half of their working time on non-teaching activities, and lesson planning accounts for much of that time. Lesson planning aligns teachers to translate the curriculum into learning activities.....” (Head teacher A from School C)

Another interviewed director of studies noted that;

“....having a skillfully-planned lesson can also make the cat of teaching more pleasurable by increasing the teachers’ confidence in themselves and letting them focus more on interaction with learners than on what is supposed to happen next. Importantly, good lesson planning can save time by avoiding last-minute efforts to buy supplies or creating materials needed for a day in the classroom....” (Director of Studies B from School D)

This implies that lesson planning is how teaching staff synthesize the curriculum goals with pedagogy and knowledge of their specific teaching context. Regular review of lesson planning aligns the assessment with the learning goal, and enables the teacher to thoughtfully address individual learning needs among students in secondary schools.

In addition, the field findings also showed that programing co-curricular is done and all teachers adhere too. Another interviewed deputy head teacher asserted that:

“....hn all teachers engage in well planned co-curriculum activities, they supplement the academic curriculum and directly increase student retention, wellness and success. Co-curricular programs strengthen students’ personal development while enhancing their social connections and sense of shared community with the institution. ....” (Deputy Head teacher in charge of Administration and Discipline from School A)

Similarly, another interviewed assistant direct of studies noted that;

“...co-curriculum activities integrate radical experiences that supplement classroom learning, aimed at enhancing students’ understanding and skills within their academic disciplines. Co-curricular activities allow for practical applications of theoretical concepts. Hands-on experience enhances learners’ understanding and application of academic concepts, thereby furthering the institution’s goals and missions....” (Assistant DOS from School D)

This implies that during co-curriculum activities, teachers are able to encourage students’ self-discovery and personal growth. Students further their sense of identity and purpose while exploring new and existing interests while teaching. Teachers base of co-curriculum activities to cultivate a sense of belonging and nurture diverse interests and talents among students, leading to improved academic outcomes.

The study also showed that teachers ensure scheming is done in this school. One of the interviewees asserted that;

“.....schemes of work can serve as highly-effective as well as carefully educating teachers in a tried and tested manner of delivering a complex curriculum over the course of a year. Ultimately, scheme of work enable teachers to concentrate on the delivery of their lessons.....” (Assistant director of studies A from School C)

Another interviewed head teacher noted that;

“...the scheme of work is usually an interpretation of a specification or syllabus and can be effectively used as a guide throughout the course to monitor progress against the original plan. Schemes of work can be shared with learners so that they have an overview of their course content...” (Head teacher C from School E)

This implies that scheme of work guides the teacher in making lesson plan. It checks the teachers’ pace of teaching. It is used during the transition when a teacher is transferred, the incoming teacher will easily take over where he/she had reached avoiding repetition or omission.

Additionally, the study showed that physical and academic development of school is done routinely. Another interviewed participant noted that;

“.....physical and academic development of school can lead to improve educational attainment. Presence well-furnished and equipped school library motivate teachers to do more research. Investing in facilities can add up to better student health, attendance, behavior and achievement. For teachers, the benefits include improved morale and instruction.....” (Deputy head-teacher in charge of academics from School B)

This implies that physical and academic developments can play a role in fulfillment of a relationship by providing spaces and environments that support shared activities, comfort and intimacy. Thus, creating a healthy learning environment not only helps minimize absenteeism, but it also impacts a school’ budget. For example, classroom with adequate space to spread out allow teachers to reconfigure seating arrangements and enable varied teaching methods. They also make it possible to create private study areas and smaller learning centers reduce visual and auditory interruptions.

The study still noted that time management is easily achieved due to planning. One of the interviewed participants had this to say;

“....most schools, time tables are designed to guide the teachers when teaching and bells are rung to indicate beginning and ending of lessons, bringing about intervals in learning and switching on to new lessons/subject. If a teacher tends to take more than the intended time while in class, the whole lesson becomes boring, and the learners begin losing interest in it, and if this teacher continues that way, the whole class becomes sleepy. Time management by the teachers has a significant impact on the content syllabus coverage and academic results obtained by students....” (Director of Studies from School E)

This implies that time management has a great impact on their assigned work completion; in terms of short range planning, time scheduling, time control, punctuality, time attitude, long

range planning. Time management is a set of practices that work together, to help teachers get more value out of their time with the aim of improving the quality in their teaching-learning process, which is a great determinant of improved academic results. Teachers in a school that give great attention to time management; they organize the learners and deliver to the expectations of the administrators.

Lastly, it is showed that programing extra-curricular is done and with strict adherence; in fact, one of the interviewees explained that;

“...programming for extra-curricular activities enhances teamwork, developments of time management, fostering confidence and cultivates leadership opportunities. The more teachers accomplish the more confident they become. In their extra-curricular activities, teachers will learn how to work hard, and accomplish their goals. This establishes a strong foundation and instills confidence to help students advance in the future.....” (Head teacher D from School B)

This implies that if teachers take part in activities, they are passionate about, they may learn to concentrate and focus. That concentration will carry over into their academic life and improve their teaching ability. In particular, if teaches are involved in sports or performing arts, they will gain endurance and achieve stamina that is needed to perform well in teaching in classroom.

In summary, there is a positive significant relationship between planning as an administrative demand and teacher performance in secondary education (.686\*\*). This implies that where there is planning as an administrative demand, the performance of teachers in secondary schools tend to be high and satisfactory.

#### 4.4 Influence of Staffing as an Administrative Demand

Objective two sought to examine the influence of staffing as an administrative demand on teacher performance in secondary education in Kyengera Town Council. The structure was also measured using different study variables and five-point Likert scale whose results are indicated in Table 4.3.

**Table 4.3: Influence of Staffing as an Administrative Demand**

Statement	Extent of dis(agree)ment			Mean	Std. Devt
	Responses	(f)	(%)		
In our school, staffing demands planning	Strongly Agree.	40	57.3	4.39	0.873
	Agree.	26	37.3		
	Neutral.	0	0.0		
	Disagree.	4	5.4		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
In our school, staffing demands implementation of recruitment	Strongly Agree.	23	32.8	4.31	0.867
	Agree.	39	55.7		
	Neutral.	0	0.0		
	Disagree.	8	11.5		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
In our school, staffing involves professional development of staff	Strongly Agree.	20	28.6	4.30	0.841
	Agree.	37	52.8		
	Neutral.	4	5.7		
	Disagree.	9	12.9		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
In our school, staffing involves accountability for supervision	Strongly Agree.	18	25.7	4.27	
	Agree.	33	47.2		
	Neutral.	5	7.2		

	Disagree.	10	14.2		0.783
	Strongly Disagree.	4	5.7		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
In our school, staffing involves appraisal of all the staff	Strongly Agree.	15	21.4		
	Agree.	30	42.8		
	Neutral.	7	10		
	Disagree.	12	17.2	4.23	
	Strongly Disagree.	6	8.6		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
In our school, staffing calls for assess employee performance	Strongly Agree.	13	18.6		
	Agree.	27	38.6		
	Neutral.	6	8.6	4.21	
	Disagree.	11	15.7		0.607
	Strongly Disagree.	13	18.5		
	<b>Total</b>	<b>70</b>	<b>100%</b>		

**Source:** Primary data (2025).

Table 4.3 represents the field findings on the influence of staffing as an administrative demand on teacher performance in secondary education in Kyengera Town Council. The results show that 66(94.6%) of the respondents agreed to the statements that in secondary schools, staffing demands planning (Mean=4.39); staffing demands implementation of recruitment, and this was agreed by 62(88.5%) of the respondents (Mean=4.31); staffing involves professional development of staff, and this was agreed by 57(81.4%) of the respondents (Mean=4.30); and lastly, staffing involves accountability for supervision, and this was agreed by 51(72.9%) of the respondents (Mean=4.27).

#### 4.4.1 Presentation of Qualitative Results on the Influence of staffing as an administrative demand

Thematic Area	Frequency	Percentage
In our school, staffing involves professional development of staff	13	86.7
In our school, staffing demands planning	11	73.3
In our school, staffing involves accountability for supervision	9	60
In our school, staffing demands implementation of recruitment	10	66.7
In our school, staffing involves appraisal of all the staff	8	53.3
In our school, staffing calls for assess employee performance	7	46.7

Source: *Primary data (2025)*

(n=15)

The second objective was also set to examine the influence of staffing as an administrative demand on teacher performance in secondary education in Kyengera Town Council. Interview schedules were used to solicit information from the head teachers, deputy head-teachers, directors of studies, and assistant directors of studies. Participants were involved in answering oral interviews.

In interviews, it was showed that staffing involves professional development of staff in secondary schools; in fact, one of the interviewees explained that;

“.....staffing encompasses a whole range of activities: seminars, formal courses, conferences, online training, mentoring, workshops and supervision that boost teachers’ skills and competence in teaching. Staffing encourages teachers to use varied of assessment approaches and provide feedback; they model a growth mindset for learners. As a result, learners are better prepared for high-stance assessments. Setting a

goal to improve assessment practices can eventually change the tone of assessment for all.....” (Head teacher B from School D)

This means that staffing focus more on professional development of teachers to expand their knowledge base and expose them to experienced professionals to new views, and ideas, thus able to solidify their knowledge, and increase their expertise in their field. Professional development of teachers boosts confidence and credibility. Teachers are able to stay up-to-date on teaching knowledge and technology trends, able to foster effective teaching.

It was showed that staffing demands planning in secondary schools; in fact, one of the interviewees asserted that;

“.....involving entire school stakeholder in planning process foster proper budgetary use, efficiency utilization of available resources and avoiding conflicts. It harmonizes views in a constructive way and deals with conflict between opposing parties/stakeholders with the aim to foster ownership by all school stakeholders....”  
(Deputy head-teacher from School A)

This means that staffing that demands for participatory planning in schools makes sure that marginalized individuals, mostly teachers have a seat at the table and can actively participate in the process on an equal footing with other school stakeholders. Thus, joint planning creates a shared sense of responsibility and ownership. Conflicts and other management related issues that may inevitably arise due to different interests can be dealt with in a constructive manner and hurdles can be overcome by working together, and this empowers teachers and equally motivates them.

The study also noted that staffing involves accountability for supervision in secondary schools. One of the respondents in interviews noted that;

“...accountability in the school system helps to protect public funds from misuse as well as fostering a committed pursuit of educational goals by school administrators. Thus, educational accountability enhances teaching and learning in the school system. Accountability for supervision has to do with the evaluation of teaching and effectiveness, and the extent to which the teacher achieves the expected outcome of teaching and classroom interaction...” (Director of Studies from School C)

The above study finding implies that staffing involves accountability for supervision as a tool for efficiency and effectiveness in educational goal attainment. The school system, which facilitates the objectives of education, its creation of the society which must maintain checks and balances.

In the study, it was revealed that staffing demands implementation of recruitment in secondary schools. One of the interviewed participants noted that;

“...demanding for proper recruitment is essential to recruit and employ strategic teachers to ensure that candidates align with the school’s goals, culture and strategic direction. The stakeholders’ involvement is integral, bringing valuable insights towards ensuring the chosen teacher embodies the school’s mission and values....” (Deputy Head teacher from School E)

This implies that staffing demanding for implementation of recruitment is critical for creating positive change in secondary schools. It is noted that the ripple effects pervade the entire corporate sphere, paving the way to improved hiring processes, better onboarding experiences, and increased efficiency at work. Among several other benefits, strategic plans align educational partners with a shared mission, vision and values; promoting productive decision-making; and helping students reach their full potential.

The study noted that in secondary schools, staffing involves appraisal of all the staff. One of the interviewees asserted that;

“.....if school teachers are appraised well by their head teachers and deputy head-teachers during classroom observation and rated effectively the importance of the appraisal shall be realized. When teachers are appraised, they are able to adhere to their daily assigned tasks routinely.....” (Head teacher from School B)

This means that with appraisal of teachers, they are able to timely mark learners' assignments. Teachers devote more of their time to work, including giving and marking the assignments of students. It is really a question of good manners and being considerable. Teachers do much of their marking in their own time, and if everything comes in on time, they, for several reasons, find marking easier.

The study noted that staffing calls for assess employee performance in secondary schools. One of the interviewees asserted that;

“.....appraisal helps teachers in record keeping of teaching and learning performance outcome which helps them towards making future decisions. Performance appraisal enabled teachers to religiously maintain their performance since past records help in attaining high professional standards since learning is through experience.....” (Deputy head teacher from School E)

This means that some judgment made on the teachers can be unlawful and may bring significant issue at working environment which may influence teachers' inspiration adversely because of errors in such decisions.

In summary, the results above indicated that there is a positive significant correlation between staffing as an administrative and teacher performance in secondary education in Kyengera Town Council (.342\*\*). This implies that in that situation, in secondary schools, staffing demands planning, involves professional development of staff, and accountability for supervision. It is also noted that staffing involves appraisal of all the staff, and calls for assess employee performance.

#### 4.5 Directing (Supervision) as an Administrative Demand

Objective three sought to determine the effect of directing (supervision) as an administrative demand on teacher performance in secondary education in Kyengera Town Council. Different study variables were therefore used and guided by the five-point Likert scale whose results are shown in Table 4.4.

**Table 4.4: Directing (Supervision) as an administrative demand**

Statement	Extent of dis(agreement)			Mean	Std. Devt
	Responses	(f)	(%)		
School discipline is well maintained in our School	Strongly Agree.	27	38.6	4.77	0.832
	Agree.	43	61.4		
	Neutral.	0	0.0		
	Disagree.	0	6.7		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Scheduling duty is fairly done in our School	Strongly Agree.	25	35.7	4.70	0.812
	Agree.	40	57.2		
	Neutral.	0	0.0		
	Disagree.	5	7.1		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Giving Progress reports to the Board of Governors is regular	Strongly Agree.	23	32.8	4.27	0.784
	Agree.	37	52.9		
	Neutral.	3	4.3		
	Disagree.	7	10		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Giving Progress reports to MOES is adequately done	Strongly Agree.	21	30	4.26	
	Agree.	35	50		

	Neutral.	6	8.6		0.782
	Disagree.	8	11.4		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Giving Progress reports to Foundation Body is timely done	Strongly Agree.	20	28.6	4.63	0.574
	Agree.	31	44.3		
	Neutral.	6	8.6		
	Disagree.	10	14.3		
	Strongly Disagree.	3	4.1		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Scheduling subjects is equitably done and teachers like it	Strongly Agree.	19	27.2	4.53	0.635
	Agree.	29	41.4		
	Neutral.	9	12.8		
	Disagree.	13	18.6		
	Strongly Disagree.	0	0.0		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
School organization enhances control in our school	Strongly Agree.	17	24.3	4.34	0.632
	Agree.	27	38.6		
	Neutral.	11	15.7		
	Disagree.	5	7.2		
	Strongly Disagree.	10	14.2		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Interpersonal relations are strong at all levels in our school	Strongly Agree.	15	21.4	4.33	0.621
	Agree.	23	32.8		
	Neutral.	10	14.3		
	Disagree.	15	21.5		
	Strongly Disagree.	7	10		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Solving teacher and student problems is effectively done	Strongly Agree.	14	20		
	Agree.	25	35.7		

	Neutral.	11	15.7	4.32	0.632
	Disagree.	17	24.3		
	Strongly Disagree.	3	4.3		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Direct and Coordinate the teaching and learning	Strongly Agree.	11	15.7	4.31	0.593
	Agree.	23	32.8		
	Neutral.	9	12.8		
	Disagree.	17	24.3		
	Strongly Disagree.	10	14.4		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Implementation of Education Sector Reforms	Strongly Agree.	13	18.6	4.01	0.531
	Agree.	21	30		
	Neutral.	13	18.6		
	Disagree.	15	21.4		
	Strongly Disagree.	8	11.4		
	<b>Total</b>	<b>70</b>	<b>100%</b>		

**Source:** Primary data (2025).

Table 4.4 represents the field results on the effect of directing (supervision) as an administrative demand on teacher performance in secondary education in Kyengera Town Council. The findings indicated that 70(100%) of the respondents accepted to the stated statement that school discipline is well maintained in secondary schools (Mean= 4.77); scheduling duty is fairly done in secondary schools, and this was accepted by 65(92.9%) of the respondents (Mean=4.70); giving progress reports to the Board of Governors is regular, and this was accepted by 60(85.7%) of the respondents (Mean=4.27); and least, giving progress reports to MOES is adequately done, and this was accepted by 56(80%) of the respondents (Mean=4.26).

#### 4.5.1 Presentation of Qualitative Results on the Directing (Supervision) as an administrative demand

Thematic Area	Frequency	Percentage
Scheduling duty is fairly done in our school	13	86.7
School discipline is well maintained in our school	12	80
Giving Progress reports to Foundation Body is timely done	10	66.7
Solving teacher and student problems is effectively done	9	60
Giving Progress reports to the Board of Governors is regular	8	53.3
Giving Progress reports to MoES is adequately done	7	46.7
Direct and Coordinate the teaching and learning	6	40
Scheduling subjects is equitably done and teachers like it	3	20

**Source:** *Primary data (2025)* (n=15)

The third objective was also set to determine the effect of directing (supervision) as an administrative demand on teacher performance in secondary education in Kyengera Town Council. Interview schedules were used to solicit information from the head-teachers, deputy head-teachers, Directors of Studies (DOS), and assistant directors of studies. Respondents were also involved in participating to answer interviews.

In the study, it was accepted that scheduling duty is fairly done in secondary schools; as one interviewee explained that;

“...a schedule of duty allows teachers o know several routines and activities that occur daily in the classroom. Teachers working on routine provide a framework for structure and consistently, and offer teachers a classroom environment where they can teach and thrive. It can be a part of efficiency and productivity planning and goal management.....” (Director of Studies from School B)

According to the findings in the table 4.4 above that schedule of duty make decision making easier, eliminates uncertainties and builds healthy habits to manage teachers' time and energy better. An effective routine schedule in school can help reduce stress, which can lead to better health, more time to relax and less anxiety. Most importantly, school schedule act as a plan that gives a list of events or tasks and the times at which each one should happen or be effectively performed.

The study showed that school discipline is well maintained in secondary schools. One interviewee had this to say;

“.....maintaining discipline in school is vital to helping students achieve strong academic gains, yet this is one area where several schools fall short. Effective school discipline practices help teachers make wise decisions and stay focused on their teaching assignments.....” (Assistant director of studies from School C)

This means that one of the reasons to consider school discipline being a top priority is the fact that it leads to better teaching and academic outcomes. Teachers who know they are accountable for their actions both in and out of the classroom tend to get complete their syllabus in time. Classroom discipline helps teachers stay on-task while with the students, limiting distractions and improving the flow of information.

Additionally, it was also accepted that giving progress reports to Foundation Body is timely done. One of the interviewees also noted that;

“...giving timely progress reports to foundation body reassure them that the school and school leaders are making Progress, that the proposed projects is going smoothly, and that it will be completed by the expected data. It is part of job performance review, to make sure that available resources are used for the planned activities...” (Head teacher from School E)

This implies that giving progress reports to foundation body provides a visual representation of the overall schedule, making it easy to understand, share and grasp the big picture for every individual involved in the school activities. It is also vital to keep all stakeholders informed about the progress of the work, ensure that the planned activities stay on track, and making it easier to identify and address concerns.

The study revealed that giving Progress reports to the Board of Governors is regular. One of the interviewees had these to say;

“...regular giving Progress reports to the Board of Governors help in having evaluation of the key strengths and areas for improvement in the school. To also reassure BOGs and other supervisors that head-teachers and teachers are making progress, that the planning academic activities is going smoothly; and that it may be completed by the expected date...” (Assistant director of studies D from School A)

This implies that progress reports to the Board of Governors show clear progress and allow progress to be monitored over time. Progress reports help in providing a consolidated source of information showing the progress of the school. Progress reports to the BOGs give a basis for both questioning and testing assumptions. It is also an integral component of any particular school since it helps in having effective planning.

Study findings showed a positive significant relationship between directing (supervision) as an administrative demand and teacher performance in secondary education in Kyengera Town Council (.589\*\*). This clearly implies that where there is directing (supervision) as an administrative demand, giving progress reports to Foundation Body is done on time, giving progress reports to the Board of Governors is regular, school discipline is well maintained, and scheduling duty is fairly done in secondary schools.

#### 4.6 Teacher Performance in Selected Secondary Schools

The above sub heading was posed to establishing teacher performance in selected secondary schools in Kyengera Town Council. The structure was measured using different study variables and five-point Likert scale whose results are shown in Table 4.5.

**Table 4.5: Teacher Performance in Selected Secondary Schools**

Statement	Responses	Extent of (dis)agreement		Mean	Std. Devt
		(f)	(%)		
Better exams scores are evidently produced every year in our school	Strongly Agree.	0	0.0	4.73	0.832
	Agree.	4	5.7		
	Neutral.	0	0.0		
	Disagree.	25	35.7		
	Strongly Disagree.	41	58.6		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Syllabus coverage is completely done in our school before time	Strongly Agree.	0	0.0	4.45	0.873
	Agree.	10	14.3		
	Neutral.	8	11.4		
	Disagree.	17	24.3		
	Strongly Disagree.	35	50		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Appropriate teaching methods by teachers are employed in our school	Strongly Agree.	3	4.3	4.34	0.787
	Agree.	13	18.6		
	Neutral.	5	7.2		
	Disagree.	18	25.7		
	Strongly Disagree.	31	44.2		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Timely preparation of schemes of work and lesson plans in our school	Strongly Agree.	0	0.0		
	Agree.	11	15.7		

	Neutral.	11	15.7	4.27	
	Disagree.	17	24.3		0.741
	Strongly Disagree.	31	44.3		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Timely assessment of learners/Activity of integration in our school	Strongly Agree.	3	4.3		
	Agree.	13	18.6		
	Neutral.	10	14.3	4.23	0.771
	Disagree.	15	21.4		
	Strongly Disagree.	29	41.4		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Timely feedback to learners. i.e marking and returning scripts by every teacher in our school	Strongly Agree.	0	0.0		
	Agree.	11	15.7		
	Neutral.	9	12.8	4.17	0.746
	Disagree.	27	38.6		
	Strongly Disagree.	23	32.8		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Adequate participation in co-curricular activities by teachers in our School	Strongly Agree.	3	4.3		
	Agree.	10	14.3		
	Neutral.	11	15.7	4.13	0.733
	Disagree.	25	35.7		
	Strongly Disagree.	21	30		
	<b>Total</b>	<b>70</b>	<b>100%</b>		
Regular attendance out of self-drive by teachers is common in our school	Strongly Agree.	7	10		
	Agree.	13	18.6		
	Neutral.	7	10	4.11	0.745
	Disagree.	24	34.3		
	Strongly Disagree.	19	27.1		
	<b>Total</b>	<b>70</b>	<b>100%</b>		

**Source:** Primary data (2025).

Table 4.5 represents the findings on the teacher performance in selected secondary schools in Kyengera Town Council. The study findings showed that 66(94.3%) of the respondents disagreed to the statements that better exams scores are evidently produced every year in secondary schools (Mean=4.73); syllabus coverage is completely done in secondary schools before time, and this was disagreed by 52(74.3%) of the participants (Mean=4.45), and 49(69.6%) of the respondents disagreed with the statement that appropriate teaching methods by teachers are employed in secondary schools (Mean=4.34); while, timely preparation of schemes of work and lesson plans in secondary schools, and this was agreed by 48(68.6%) of the respondents (Mean=4.27). One respondent stated;

“.....the student’s academic performance results have remained low in most of secondary schools. Students have remained scored low marks at UNEB exams; where most of them come in grade 3.....we have continued to experience a good number of students performing below the school management expectations. Some schools register some students who do not qualify to be admitted to join tertiary education because of low academic results obtained at UNEB...” (Head teacher from School C)

This implies that a fair number of learners have excellently passed with good grades. The academic performance of learners in secondary schools across Kyengera Town Council has remained low for several years. Majority of students does not excellently pass their UNEB with good grades. They does not performance in accordance to the expectations of the school management. Some of the students fail progressing to the next level of education that is to say university or tertiary institutions for practical/ hands on courses like plumbing, hair dressing, building and others.

Lastly, the study showed that timely assessment of learners/Activity of integration in secondary schools, and this was disagreed by 44(62.8%) of the respondents; and timely feedback to

learners. i.e marking and returning scripts by every teacher in secondary schools, and this was also disagreed by 50(71.4%) of the respondents (Mean=4.17); while, adequate participation in co-curricular activities by teachers in secondary schools, and this was disagreed by 46(65.7%) of the respondents (Mean=4.13). One interviewee asserted that;

“...teachers tends to take long to give feedback to the students. Teachers always take long time to mark and return assignment or exam scripts and do carry out revision in secondary schools...” (Deputy head teacher from School A).

Similarly, another interviewed participants had these to say;

“...classroom teachers cover the content syllabus as required and this is done in time to help learners easily grasp the academic content thus able to achieve improved academic results. Teachers tend to regularly and frequently carry out peer assessment, thus able to use the outcome of such an assessment of students to inform appropriate changes required in teaching, thus able to ensure that progress and weaknesses are well and effectively addressed...” (Director from Studies from School D)

This implies that classroom teachers tend to spend a lot of their time to complete the required academic syllabus content in the specified period of time, thus able to give students ample time for revision. Teachers tend to provide needs assessment and feedback that students find vital thus able to identify their needs henceforth ensuring effective teaching-learning process. Interestingly, teachers tend to provide opportunities for students to engage in peer assessment and self-assessment so that they better understand improve on the effective teacher job commitment in secondary schools.

#### **4.7 Correlation Analysis**

This section highlights a series of inferential analyses that were carried out to examine and establish the relationships between the different variables. The study used correlation analysis

and regression analysis to examine the strengths and direction of the relationships in the variables as presented below.

**Table 4.6: Correlation Analysis**

<b>Correlations</b>		
		Teacher Performance
Planning as an administrative demand	Pearson Correlation.	.686 **
	Sig. (1-tailed).	.000
	N.	70
		Teacher Performance
Influence of staffing as an administrative demand	Pearson Correlation.	.342**
	Sig. (1-tailed).	.002
	N.	70
		Teacher Performance
Directing (Supervision) as an administrative demand	Pearson Correlation.	.589 **
	Sig. (1-tailed).	.000
	N.	70
**. Correlation is significant at the 0.01 level (1-tailed).		

**Source: Primary data (2025)**

The study findings in Table 4.6 above showed a positive significant relationship between planning as an administrative demand and teacher performance in secondary education in Kyengeru Town Council. The correlation coefficient of .686 (\*\*) that had a significance value of .000 explained the nature of the relationship in the situation. This clearly implies that where there is planning as an administrative demand, the performance of teachers in secondary schools tend to be high and satisfactory.

The correlation results in Table 4.6 above indicate a positive significant correlation between staffing as an administrative demand and teacher performance in secondary education in Kyengera Town Council. The obtained correlation co-efficiency of .342(\*\*) also had a significance value of .000, which explained the positive nature of relationship that exists between the two variables. This implies that in that situation, in secondary schools, staffing demands planning, involves professional development of staff, and accountability for supervision. It is also noted that staffing involves appraisal of all the staff, and calls for assess employee performance.

Study findings, showed a positive significant relationship between directing (supervision) as an administrative demand and teacher performance in secondary education in Kyengera Town Council. The correlation coefficient of .589(\*\*) also had a significance value of .000 which explained the nature of the relationship between the directing (supervision) as an administrative demand and teacher performance in secondary education. Since the p.value is 0.000 higher than 0.01 the relationship is significant. This clearly implies that where there is directing (supervision) as an administrative demand, giving progress reports to Foundation Body is done on time, giving progress reports to the Board of Governors is regular, school discipline is well maintained, and scheduling duty is fairly done in secondary schools.

#### **4.8 Model**

To test the relationship of this study, multiple regressions were performed between the independent variables, (a) planning as an administrative demand; (b) staffing as an administrative demand; and (c) directing (supervision) as an administrative demand as predictors of the dependent variable (teacher performance). Multiple regression analysis was used to compute the variation shared by the variables. It was used to identify how much

variation lies in the relationship between administrative demands and teacher performance in secondary education as presented in Table 4.7 and Table 4.8.

**Table 4.7: Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 <sup>a</sup>	.508	.488	.71577679

a. Predictors: (Constant), planning, staffing and directing (supervision) as an administrative demand

**Source:** *Primary data (2025)*

It can be seen in Table 4.7, the multiple regression coefficient R was evidenced by 0.713. However, the adjusted R<sup>2</sup> shows that administrative demands account for 50.8% of the teacher performance in selected public secondary schools; implying that the teacher performance can be explained by 50.8% of their administrative demands; and the remaining 49.2% variation in the teacher performance in selected secondary schools is due to other factors that were not part of this study. This study therefore indicates that programming of extra-curricular in secondary schools leads to strict adherence of teaching staff.

In order to determine the level of significance and prediction of the administrative demands and teacher performance in secondary education; the investigator used the F-ratio and a regression model analysis in determining specific significance levels of such relationship. The investigator also used the years of experience (period worked in the school) as the predictor in this regression model as presented below.

**Table 4.8: ANOVA<sup>d</sup>**

Model.	Sum of Squares.	Df.	Mean Square.	F.	Sig.
1 Regression	24.276	11	2.023	36.692	.000 <sup>c</sup>
Residual	3.749	64	.055		
Total	28.025	70			

Predictors: (Constant), the major relationship between administrative demands and teacher performance in secondary education in Kyengera Town Council include; planning as an administrative demand, staffing as an administrative demand, and directing (supervision) as an administrative demand. From the table of ANOVA, the prediction model was found to be statistically significant,  $F(12, 68) = 36.692$ ,  $p \text{ value} < 0.000$ , which accounted for approximately 86.6% of the variance of the relationship between administrative demands and teacher performance in secondary education. There is significant relationship between administrative demands and teacher performance in selected secondary schools primarily predicted planning, staffing, and directing (supervision) as an administrative demand.

**Table 4.14: Coefficients table**

Model		Unstandardized Coefficients.		Standardized Coefficients.	T	Sig.
		B	Std. Error	Beta.		
1	(Constant)	3.913	.129.		.000.	.000
	Planning as an administrative demand	.245.	.137.	.245.	1.783.	.001
	Influence of staffing as an administrative demand	.304.	.137.	.304.	2.220.	.031
	Directing (Supervision) as an administrative demand	.313.	.137.	.313.	2.310.	.042

a. Dependent Variable: Administrative demands

**Source:** Primary data (2025).

The coefficients table shows that specifically, planning as an administrative demand accounts for 24.5% variation in the teacher performance in secondary schools. Further, influence of staffing as an administrative demand accounts for 30.4% variation in the teacher performance in secondary schools. Furthermore, directing (supervision) as an administrative demand accounts for 31.3% variation in the teacher performance in secondary schools. The findings showed that staffing as an administrative demand and directing (supervision) as an administrative demand had the highest significant positive relationship on the teacher performance in selected secondary schools.

#### **4.9 Conclusion**

The above chapter provides a detailed presentation, analysis and interpretation of findings. The next chapter covers the discussion of results.

## **CHAPTER FIVE**

### **DISCUSSIONS OF FINDINGS**

#### **5.0 Introduction**

The study established the influence of administrative demands on teacher performance in secondary education in Kyengera Town Council, Wakiso District. This chapter also presents the discussions and interpretations of findings of the study and these are presented according to the results in chapter four.

#### **5.1 Discussion of Findings**

The findings are discussed according to the research objectives and details are presented in chapter four in thematic manner as follows:

##### **5.1.1 Planning as an Administrative Demand**

The above study theme of determining the relationship between planning as an administrative demand and teacher performance in secondary education in Kyengera Town Council; and these ranges from:

Study finding showed a positive significant relationship between planning as an administrative demand and teacher performance in secondary education in Kyengera Town Council. The correlation coefficient of .686 (\*\*) that had a significance value of .000 explained the nature of the relationship in the situation. This concurs with Boyiti (2021) arguing that administrative influence covers various levels of management, from strategic level, middle level to operational level in decision-making. Allowing all employees at these various administrative levels to participate in making these decisions may generate additional ideas that offer valuable insights. Omotayo (2008) opined that planning of teaching in form of lesson plans gives direction to teaching and results in meaningful learning. Similarly, Okoya (2021) posits that

planning enhances teaching and learning among students and the teacher, in that planning directs the speed and methods of teaching and determine the extent to which meaningful learning would be achieved. This clearly implies that where there is planning as an administrative demand, the performance of teachers in secondary schools tend to be high and satisfactory.

In the regression, it was predicted that 24.5% variation in teacher performance is explained by changes in planning as an administrative demand. Similarly, Obeghe (2022) opined that planning guides and motivates the teaching learning process of a lesson, and makes the learning process more interesting and inviting, reason because planning takes the process of thinking about and organizing the activities required to achieve the desired goals. In support of the above, Okpako (2010) noted that the benefits of planning on teaching assist teachers in clarifying and determining the job to be done. It requires every teacher to define what constitutes their job, time and duration to teach a specific class. i.e., without planning, teaching and learning would have had a hazy outlook.

The study noted that the Management Control Theory developed by Eric Flamholtz (1996). The theory states that “organizations strive to achieve their desired or planned results or performances by controlling and monitoring people’s behaviors in the organization with the aim of improving performance”. This theory suggests that there are three types of administrative demands influence on teacher performance: planning, staffing and directing (supervision) as an administrative demand. This concurs with Donkoh and Dwamena (2014) who argued that the theory assumes that organization’s efforts to minimize negative effects require solemn actions towards the internal and external atmosphere. The theory also assumes that supervisors and supervisees should collaboratively formulate key strategic plans or objectives and monitor their

achievement. Similarly, Hamzah et al. (2013) also noted that staffing as an administrative demand focuses on preparing conducive working environment. In essence, supervision of teachers aims at establishing whether teachers are consistent with the school objectives to improve their efficiency.

The study noted that lesson planning is regularly done in secondary schools; and this concurs with Akrani (2021) arguing that lesson planning is how teaching staff synthesize the curriculum goals with pedagogy and knowledge of their specific teaching context. Regular review of lesson planning aligns the assessment with the learning goal, and enables the teacher to thoughtfully address individual learning needs among students in secondary schools. Similarly, Agustina et al. (2020) noted that having a skillfully-planned lesson can also make the act of teaching more pleasurable by increasing the teachers' confidence in themselves and letting them focus more on interaction with learners than on what is supposed to happen next. Importantly, good lesson planning can save time by avoiding last-minute efforts to buy supplies or creating materials needed for a day in the classroom.

The study noted that programming co-curricular is done and all teachers adhere to. This is in agreement with Alexander et al. (2020) who argued that during co-curriculum activities, teachers are able to encourage students' self-discovery and personal growth. More so, Amadi (2018) argued that teachers base on co-curriculum activities to cultivate a sense of belonging and nurture diverse interests and talents among students, leading to improved academic outcomes. This implies that co-curriculum activities integrate radical experiences that supplement classroom learning, aimed at enhancing students' understanding and skills within their academic disciplines. Hands-on experience enhances learners' understanding and application of academic concepts, thereby furthering the institution's goals and missions

The study also noted that teachers ensure scheming is done in this school. This is in agreement with Arasa et al. (2022) stating that scheme of work guides the teacher in making lesson plan. It checks the teachers' pace of teaching. It is used during the transition when a teacher is transferred, the incoming teacher will easily take over where he/she had reached avoiding repetition or omission. More so, Atiah (2020) arguing that the scheme of work is usually an interpretation of a specification or syllabus and can be effectively used as a guide throughout the course to monitor progress against the original plan. Schemes of work can be shared with learners so that they have an overview of their course content. This implies that schemes of work can serve as highly-effective as well as carefully educating teachers in a tried and tested manner of delivering a complex curriculum over the course of a year. Ultimately, scheme of work enable teachers to concentrate on the delivery of their lessons.

Additionally, the study noted that physical and academic development of school is done routinely. This concurs with Barnett & Scott (2016) arguing that physical and academic developments can play a role in fulfillment of a relationship by providing spaces and environments that support shared activities, comfort and intimacy. Thus, Boyitie (2021) noted that creating a healthy learning environment not only helps minimize absenteeism, but it also impacts a school' budget. For example, classroom with adequate space to spread out allow teachers to reconfigure seating arrangements and enable varied teaching methods. They also make it possible to create private study areas and smaller learning centers reduce visual and auditory interruptions. This implies that physical and academic development of school can lead to improve educational attainment. Presence well-furnished and equipped school library motivate teachers to do more research. Investing in facilities can add up to better student health, attendance, behavior and achievement. For teachers, the benefits include improved morale and instruction.

The study noted that time management is easily achieved due to planning. This is in agreement with Chalmers (2018) arguing that time management has a great impact on their assigned work completion; in terms of short range planning, time scheduling, time control, punctuality, time attitude, long range planning. More to the above, Chen and Lo (2022) noted that time management is a set of practices that work together, to help teachers get more value out of their time with the aim of improving the quality in their teaching-learning process, which is a great determinant of improved academic results. Teachers in a school that give great attention to time management; they organize the learners and deliver to the expectations of the administrators. This implies that most schools, time tables are designed to guide the teachers when teaching and bells are rung to indicate beginning and ending of lessons, bringing about intervals in learning and switching on to new lessons/subject. If a teacher tends to take more than the intended time while in class, the whole lesson becomes boring, and the learners begin losing interest in it, and if this teacher continues that way, the whole class becomes sleepy. Time management by the teachers has a significant impact on the content syllabus coverage and academic results obtained by students.

Lastly, the study noted that programming extra-curricular is done and with strict adherence; and this concurs with Christine (2023) arguing that if teachers take part in activities, they are passionate about, they may learn to concentrate and focus. That concentration will carry over into their academic life and improve their teaching ability. In particular, Boyitie (2021) noted that if teachers are involved in sports or performing arts, they will gain endurance and achieve stamina that is needed to perform well in teaching in classroom. This implies that programming for extra-curricular activities enhances teamwork, developments of time management, fostering confidence and cultivates leadership opportunities. The more teachers accomplish the more confident they become. In their extra-curricular activities, teachers will learn how to work

hard, and accomplish their goals. This establishes a strong foundation and instills confidence to help students advance in the future.

In summary, there is a positive significant relationship between planning as an administrative demand and teacher performance in secondary education (.686\*\*). This implies that where there is planning as an administrative demand, the performance of teachers in secondary schools tend to be high and satisfactory.

### **5.1.2 Influence of Staffing as an Administrative Demand**

The influence of staffing as an administrative demand on teacher performance in secondary education in Kyengera Town Council was established; and these include:

The findings showed that there is a positive significant correlation between staffing as an administrative demand and teacher performance in secondary education in Kyengera Town Council. The obtained correlation coefficient of .342(\*\*) also had a significance value of .000, which explained the positive nature of relationship that exists between the two variables.

In fact, Koontz and Wehrich (2015), reiterate that staffing is the process of recruiting and facilitating staff to carry out effectively their work. Sahney et al. (2020) also established that professional development of staff among other cross-functional administrative activities result into better quality of teaching. This implies that in that situation, in secondary schools, staffing demands planning, involves professional development of staff, and accountability for supervision. It is also noted that staffing involves appraisal of all the staff, and calls for assessment of employee performance.

The regression findings predict that 30.4% variation in teacher performance is explained by changes in influence of staffing as an administrative demand. This argument is supported by Chalmers (2018) who contends that effective staff recruitment and development make the

teachers more knowledgeable and professional; thus, enabling them to perform their teaching functions satisfactorily. Jimmieson et al. (2020) also concur with this finding, where they strongly argue that professional development is a quality determinant not only in industry but also in other aspects of human endeavors. This implies that any changes in influence of staffing as an administrative demand would lead to 30.4% chance change in teacher performance were squarely addressed.

The study noted that staffing involves professional development of staff in secondary schools; and this concurs with Chen and Lo (2022) arguing that staffing focus more on professional development of teachers to expand their knowledge base and expose them to experienced professionals to new views, and ideas, thus able to solidify their knowledge, and increase their expertise in their field. More to the above, Chikere & Nwoka (2015) arguing that professional development of teachers boosts confidence and credibility. Teachers are able to stay up-to-date on teaching knowledge and technology trends, able to foster effective teaching. This implies that staffing encompasses a whole range of activities: seminars, formal courses, conferences, online training, mentoring, workshops and supervision that boost teachers' skills and competence in teaching. Staffing encourages teachers to use varied of assessment approaches and provide feedback; they model a growth mindset for learners. As a result, learners are better prepared for high-stance assessments.

The study further noted that staffing demands planning in secondary schools; and this concurs with Christine (2023) arguing that staffing that demands for participatory planning in schools makes sure that marginalized individuals, mostly teachers have a seat at the table and can actively participate in the process on an equal footing with other school stakeholders. Thus, Hagee (2020) noted that joint planning creates a shared sense of responsibility and ownership.

Conflicts and other management related issues that may inevitably arise due to different interests can be dealt with in a constructive manner and hurdles can be overcome by working together, and this empowers teachers and equally motivates them. This implies that involving entire school stakeholder in planning process foster proper budgetary use, efficiency utilization of available resources and avoiding conflicts. It harmonizes views in a constructive way and deals with conflict between opposing parties/stakeholders with the aim to foster ownership by all school stakeholders.

The study also noted that staffing involves accountability for supervision in secondary schools. This concurs with Greenberg (2020) arguing that staffing involves accountability for supervision as a tool for efficiency and effectiveness in educational goal attainment. The school system, which facilitates the objectives of education, its creation of the society which must maintain checks and balances. Besides, Hall (2016) asserted that accountability in the school system helps to protect public funds from misuse as well as fostering a committed pursuit of educational goals by school administrators. This implies that accountability for supervision has to do with the evaluation of teaching and effectiveness, and the extent to which the teacher achieves the expected outcome of teaching and classroom interaction.

The study noted that staffing demands implementation of recruitment in secondary schools. This is in agreement with Greenberg (2020) noting that staffing demanding for implementation of recruitment is critical for creating positive change in secondary schools. It is noted that the ripple effects pervade the entire corporate sphere, paving the way to improved hiring processes, better onboarding experiences, and increased efficiency at work. Among several other benefits, strategic plans align educational partners with a shared mission, vision and values; promoting productive decision-making; and helping students reach their full potential as ascertained by

Chen and Lo (2022). This implies that demanding for proper recruitment is essential to recruit and employ strategic teachers to ensure that candidates align with the school's goals, culture and strategic direction. The stakeholders' involvement is integral, bringing valuable insights towards ensuring the chosen teacher embodies the school's mission and values.

The study noted that in secondary schools, staffing involves appraisal of all the staff. This concurs with Chen and Lo (2022) arguing that with appraisal of teachers, they are able to timely mark learners' assignments. Teachers devote more of their time to work, including giving and marking the assignments of students. It is really a question of good manners and being considerable. Besides, Christine (2023) noting that teachers do much of their marking in their own time, and if everything comes in on time, they, for several reasons, find marking easier. This implies that if school teachers are appraised well by their head teachers and deputy head-teachers during classroom observation and rated effectively the importance of the appraisal shall be realized. When teachers are appraised, they are able to adhere to their daily assigned tasks routinely.

The study noted that staffing calls for assess employee performance in secondary schools. This is in agreement with Christine (2023) who noted that some judgment made on the teachers can be unlawful and may bring significant issue at working environment which may influence teachers' inspiration adversely because of errors in such decisions. This implies that appraisal helps teachers in record keeping of teaching and learning performance outcome which helps them towards making future decisions. Performance appraisal enabled teachers to religiously maintain their performance since past records help in attaining high professional standards since learning is through experience.

In summary, the results above indicated that there is a positive significant correlation between staffing as an administrative and teacher performance in secondary education in Kyengera Town Council (.342\*\*). This implies that in that situation, in secondary schools, staffing demands planning, involves professional development of staff, and accountability for supervision. It is also noted that staffing involves appraisal of all the staff, and calls for assess employee performance.

### **5.1.3 Directing (Supervision) as an Administrative Demand**

The effect of directing (supervision) as an administrative demand on teacher performance in secondary education in Kyengera Town Council was established; and these ranges from:

Study findings showed a positive significant relationship between directing (supervision) as an administrative demand and teacher performance in secondary education in Kyengera Town Council. The correlation coefficient of .589(\*\*) also had a significance value of .000 which explained the nature of the relationship between the directing (supervision) as an administrative demand and teacher performance in secondary education. Since the p.value is 0.000 higher than 0.01 the relationship is significant. James and Massiah (2019) also found clinical supervision as time-consuming, lacks in teacher training and competence and causes distrust. Irvin et al. (2018) agrees with Supriyono (2018), that supervision includes; the making of decisions and coordinating through teacher professional development /conferences and consultations carried out in an effort to seek improvements in the quality of teaching, direct participation in curriculum development, the formulating of objectives, making teaching guides for teachers, and selecting the content of learning experiences, carrying out teaching demonstrations for teachers, and carrying out research. This clearly implies that where there is directing (supervision) as an administrative demand, giving progress reports to Foundation

Body is done on time, giving progress reports to the Board of Governors is regular, school discipline is well maintained, and scheduling duty is fairly done in secondary schools.

From the regression analysis, it was predicted that 31.3% variation in teacher performance is equally explained by directing (supervision) as an administrative demand. Agustina et al. (2020), state that the use of different methods of supervision of the teacher by a supervisor also affects teacher performance, which has an impact on the acquisition of student learning outcomes. The study will reveal whether supervision of lesson plan by school administrators influences a teacher's performance. Teseme (2014), concludes that supervision should lead to improvement in teacher performance and students' learning through improvement in instructional practice, promotional changes that results in a better developmental life-styles for a teacher and students in the learning environment. This implies that any changes in directing (supervision) as an administrative demand would lead to 31.3% chance change in teacher performance in secondary schools in this area.

The study further noted that scheduling duty is fairly done in secondary schools; and this concurs with Chen and Lo (2022) arguing that schedule of duty make decision making easier, eliminates uncertainties and builds healthy habits to manage teachers' time and energy better. An effective routine schedule in school can help reduce stress, which can lead to better health, more time to relax and less anxiety. Most importantly, Chikere et al (2015) opines that school schedule act as a plan that gives a list of events or tasks and the times at which each one should happen or be effectively performed. This implies that a schedule of duty allows teachers to know several routines and activities that occur daily in the classroom. Teachers working on routine provide a framework for structure and consistency, and offer teachers a classroom environment where they can teach and thrive. It can be a part of efficiency planning and goal management.

The study noted that school discipline is well maintained in secondary schools. This concurs with Chalmers (2018) arguing that one of the reasons to consider school discipline being a top priority is the fact that it leads to better teaching and academic outcomes. Besides, Boyitie (2021) noting that teachers who know they are accountable for their actions both in and out of the classroom tend to get complete their syllabus in time. Classroom discipline helps teachers stay on-task while with the students, limiting distractions and improving the flow of information. This implies that maintaining discipline in school is vital to helping students achieve strong academic gains, yet this is one area where several schools fall short. Effective school discipline practices help teachers make wise decisions and stay focused on their teaching assignments.

Additionally, the study noted that giving progress reports to Foundation Body is timely done. This concurs with Atiah at al. (2020) arguing that giving progress reports to foundation body provides a visual representation of the overall schedule, making it easy to understand, share and grasp the big picture for every individual involved in the school activities. It is also vital to keep all stakeholders informed about the progress of the work, ensure that the planned activities stay on track, and making it easier to identify and address concerns as ascertained by Amadi (2018). This implies that giving timely progress reports to foundation body reassure them that the school and school leaders are making Progress, that the proposed projects is going smoothly, and that it will be completed by the expected data. It is part of job performance review, to make sure that available resources are used for the planned activities.

The study noted that giving Progress reports to the Board of Governors is regular. This concurs with Atiah at al. (2020) who noted that progress reports to the Board of Governors show clear progress and allow progress to be monitored over time. Progress reports help in providing a

consolidated source of information showing the progress of the school. More so, Altun and Yengin (2020) added that Progress reports to the BOGs give a basis for both questioning and testing assumptions. It is also an integral component of any particular school since it helps in having effective planning. This implies that regular giving Progress reports to the Board of Governors help in having evaluation of the key strengths and areas for improvement in the school. To also reassure BOGs and other supervisors that head-teachers and teachers are making progress, that the planning academic activities is going smoothly; and that it may be completed by the expected date.

Study findings showed a positive significant relationship between directing (supervision) as an administrative demand and teacher performance in secondary education in Kyengera Town Council (.589\*\*). This clearly implies that where there is directing (supervision) as an administrative demand, giving progress reports to Foundation Body is done on time, giving progress reports to the Board of Governors is regular, school discipline is well maintained, and scheduling duty is fairly done in secondary schools.

## **5.2 Conclusion**

The above chapter provides a detailed discussion of results in accordance to the objectives. The next chapter covers the conclusion and recommendations as well as areas of further research.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Introduction

The study established the influence of administrative demands on teacher performance in secondary education in Kyengera Town Council, Wakiso District. This chapter covers the conclusions, and study recommendations and these are presented according to the results in chapter four. The areas for further surveys are equally presented in this chapter.

#### 6.1 Conclusions

In view of the study results, a number of conclusions were made as explained hereunder:

The objective one concluded that planning as an administrative demand has a positive significant effect on teacher performance in secondary education in Kyengera Town Council (.686\*\*). This implies that where there is planning as an administrative demand, the performance of teachers in secondary schools tend to be high and satisfactory. In the regression, it was also predicted that 24.5% variation in teacher performance is explained by changes in planning as an administrative demand. This shows that any changes in planning as an administrative demand would lead to 24.5% change in the teacher performance.

Reference to objective two, it is concluded that staffing as an administrative has a positive significant effect on teacher performance in secondary education in Kyengera Town Council (.342\*\*). This implies that in that situation, in secondary schools, staffing demands planning, involves professional development of staff, and accountability for supervision. It is also noted that staffing involves appraisal of all the staff, and calls for assess employee performance. The regression findings predict that 30.4% variation in teacher performance is explained by changes in staffing as an administrative. This shows that any changes in staffing as an

administrative would lead to 30.4% chance change in teacher performance were squarely addressed.

Reference to objective three, it is concluded that there is a positive significant relationship between directing (supervision) as an administrative demand and teacher performance in secondary education in Kyengera Town Council (.589\*\*). This clearly implies that where there is directing (supervision) as an administrative demand, giving progress reports to Foundation Body is done on time, giving progress reports to the Board of Governors is regular, school discipline is well maintained, and scheduling duty is fairly done in secondary schools. From the regression analysis, it was also predicted that 31.3% variation in teacher performance is explained by directing (supervision) as an administrative demand. This shows that any changes in directing (supervision) as an administrative demand would lead to 31.3% chance change in teacher performance in this area.

## **6.2 Recommendations**

In line with the above results in chapter four, the following recommendations were suggested:

The study recommends that school heads should invest much time and effort in their ultimate responsibility of helping educators to enable to implement regular evaluation, classroom management, and use of teaching resources to make educators effective in the teaching-learning process.

The study recommends that supervision and appraisal of teachers should always be done on regular basis and feedback be quickly shared to them to enable them correct areas where there is gaps. Therefore, secondary schools may base themselves on this data to organize workshops and seminars for teachers in areas where they experience weaknesses.

The study recommends that school leaders need to develop a school strategic plan that clearly streamline school objectives in collaboration with teachers' responsibilities to be achieved within school premises.

The study recommended that the school administrators should be a streamlined facilitation and motivation strategy ensuring that problems related to motivation of teachers are dealt with speedily and effectively.

### **6.3 Areas of Further Research**

The study focused on "Assessing the Influence of Administrative Demands on Teacher Performance: A Case of Secondary Education in Kyengera Town Council, Wakiso District".

More areas that need more research is vital in scope of:

1. The study recommends a that similar studies should be done in other district in the country for comparison purpose and allow generalization of the findings on the influence of administrative demands on teacher performance among secondary schools in other districts in Uganda.
2. A study should also be conducted to determine influence of appraisal on teachers' performance and job commitment among secondary schools across Uganda.
3. A study should also be conducted on the influence of stakeholders' participation on teacher performance in selected secondary schools in Uganda.

### **6.4 Conclusion**

The study was only confined in public and private secondary schools in Kyengera Town Council, Wakiso District, Uganda. Related research needs to be done in all other schools especially secondary schools in Uganda, thus able to identify other areas for improvement.

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## **APPENDIX A: INFORMED CONSENT FORM**

**TITLE OF STUDY:** Assessing the Influence of Administrative Demands on Teacher Performance: A Case of Secondary Education in Kyengera Town Council, Wakiso District

### **Introduction**

I **NABUNYA MARGARET KABUYE**, is doing research entitled, “Assessing the Influence of Administrative Demands on Teacher Performance: A Case of Secondary Education in Kyengera Town Council, Wakiso District”. My study is aimed at fulfilling the requirements for the award of a Masters in Educational Administration and Planning. The aim of the study is to assessing the influence of administrative demands on teacher performance: A Case of Secondary Education in Kyengera Town Council, Wakiso District, then, make recommendations to school managers. This informed consent document basically explains the nature of the study to you the respondent. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given a copy to keep.

The study is sponsored by the researcher (Nabunya Margaret Kabuye)

**Purpose of Study:** The study intends to assess the influence of administrative demands on teacher performance in secondary education in Kyengera Town Council.

**Study Procedures:** Your participation in this study will involve a semi-structured individual interview which will involve experience sharing and your opinions regarding administrative demands on teacher performance in secondary education. The individual interview will last

about 15-20 minutes and will involve audio recording. These transcripts and audio records will be transcribed later for verification purposes and coding. Interviews will be scheduled based on your availability.

**Who will Participate in the Study?** The study will comprise head teachers, deputy head teachers, directors of studies, and others. Head teachers, deputy head teachers and directors of studies will be interviewed from the three sampled schools; and only teachers will be asked to fill a questionnaire.

**Risks:** This study poses no risks to you personally or your institution except the risk of inconveniencing you for your time during the interview or answering the questionnaire.

**Benefits:** There will be no direct benefit to you for participating in this study. However, we hope that the information obtained from this study may help schools to devise means of encouraging school stakeholders to adopt better administrative management in schools. The school administrators may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school management, teachers and other participants.

**Confidentiality:** For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following: assigning code names/numbers for participants that will be used on all research notes and documents, and keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher. Participant data will be kept confidential except in cases where the researcher is

legally obligated to report specific incidents. These incidents may include, but not limited to, incidents of abuse and suicide risk.

**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](mailto:pwaiswa@musph.ac.ug) and the UCUREC administrator on Tel:+256(0)775737627, Email: [oahimbisibwe@ucu.ac.ug](mailto:oahimbisibwe@ucu.ac.ug)

**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.

**Statement of Consent:**

I ..... grant consent that as a Head teacher, deputy head teacher, director of studies, and others selected on account of my knowledge, skills, experience and willingness to communicate my opinions do accept that the information I share during my interaction may be used by Nabunya Margaret Kabuye for research purposes.

I am aware that my discussions maybe audio recorded and grant consent for these audio recordings, provided that my privacy will be protected. I understand that by signing this form,

I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

---

Participant's Name: ----- Signature: -----

Researcher's Name: Nabunya Margaret Kabuye Signature : -----

Date : -----

---

APPENDIX B: RESEARCH QUESTIONNAIRE

UGANDA CHRISTIAN UNIVERSITY

RESEARCH QUESTIONNAIRE

**Introduction**

Dear respondent,

My name is **NABUNYA MARGARET KABUYE** a post graduate student of Uganda Christian University pursuing a Master's in Education Administration and Planning of Uganda Christian University, Mukono. I am carrying out a study **assessing the influence of administrative demands on a teacher's performance: A case of Secondary education IN Kyengeru Town Council., Wakiso District.** You have been selected to volunteer in this study as a respondent. Your views will be kept and treated confidentially in line with the study. I appreciate every contribution that you make in furthering this research endeavor.

Thank you for your time and cooperation.

**Section A: Background Information**

Please tick ( ) the most appropriate option that applies to the topic of study in relation to your school.

**1. What is your gender?**

Gender	1.1.Male	1.2.Female
Tick		

**2. What is your age (Respondent)?**

<b>Age</b>	2.1)24Yrs Below	2.2)25- 30Yrs.	2.3).31- 34Yrs.	2.4).35- 40Yrs.	2.5).41- 44Yrs.	2.6).45-50 Yrs.	2.7). Above50 Yrs.
<b>Tick</b>							

**3. What is your Highest education level attained?**

Qualification	3.1.Ordinary	3.2.Advanced	3.3.Diploma	3.4.Degree	3.5.Post graduate	3.6.any Other Level
<b>Tick</b>						

**4. How long have you been employed in this school?**

<b>Period</b>	4.1. 1 yr & less	4.2. 1- 2 years	4.3. 3-4 years	4.4. 5-6 years	4.5. Above 6years
<b>Tick</b>					

**4. What is your marital status?**

<b>Marital status</b>	4.1. Single	4.2. Married	4.3. Divorced	4.4. Widow
<b>Tick</b>				

**Section B: Planning as an administrative demand**

**Instructions**

Indicate the extent to which you agree with the following observations on the relationship between planning as an administrative demand and a teacher's performance.

*Please use the key below to answer the following questions by indicating:*

*(1) if you Strongly disagree, ( 2 )if you Disagree, ( 3) for not sure ( 4) if you Agree ( 5) if you Strongly agree.*

	Planning as an administrative demand	SCALE				
		SDA	DA	NS	A	SA
1	Goal defining is clear and achievable in our School	1	2	3	4	5
2	Programing co-curricular is done and are all teachers adhere	1	2	3	4	5
3	Programing extra-curricular is done and with strict adherence	1	2	3	4	5
4	We ensure scheming is done in our School	1	2	3	4	5
5	lesson planning is regularly done in our School	1	2	3	4	5
6	Situation analysis aids planning in our School	1	2	3	4	5
7	Policy making is done and implemented in our School	1	2	3	4	5
8	Problem solving is adequately done in our School	1	2	3	4	5
9	Time management is easily achieved due to planning	1	2	3	4	5
10	Plan for the spirituality is clear and followed in our School	1	2	3	4	5
11	Physical and academic development of school is done routinely	1	2	3	4	5
12	Provision of supplies is planned adequately in our school	1	2	3	4	5
13	Provision of welfare services is smoothly done as planned	1	2	3	4	5

## Section C: Influence of staffing as an administrative demand

### Instructions

Indicate the extent to which you agree with the following observations on the influence of staffing as an administrative demand on a teacher's performance: a case study of Secondary education.

*Please use the key below to answer the following questions by indicating: (1) if you Strongly disagree, ( 2 )if you Disagree, ( 3) for Neither agree or disagree ( 4) if you Agree ( 5) if you Strongly agree.*

	Influence of staffing as an administrative demand	SCALE				
		SDA	DA	NS	A	SA
1	In our School staffing demands Planning	1	2	3	4	5
2	In our School staffing demands implementation of recruitment	1	2	3	4	5
3	In our School staffing involves professional development of staff	1	2	3	4	5
4	In our School staffing involves accountability for supervision	1	2	3	4	5
5	In our School staffing involves appraisal of all the staff	1	2	3	4	5
6	In our School staffing calls for assess employee performance	1	2	3	4	5

**SECTION D: Directing (Supervision) as an administrative demand**

**Instructions**

Indicate the extent to which you agree with the following observations on the relationship between directing (Supervision) as an administrative demand on a teacher's performance. A case study of Secondary education.

*Please use the key below to answer the following questions by indicating:*

*(1) if you Strongly disagree, ( 2 )if you Disagree, ( 3) for not sure ( 4) if you Agree ( 5) if you Strongly agree.*

	Directing (Supervision) as an administrative demand	SCALE				
		SDA	DA	NS	A	SA
1	Scheduling Duty is fairly done in our School	1	2	3	4	5
2	Scheduling Subjects is equitably done and teachers like it	1	2	3	4	5
3	School Organization enhances control in our School	1	2	3	4	5
4	Interpersonal relations are strong at all levels in our School	1	2	3	4	5
5	School Discipline is well maintained in our School	1	2	3	4	5
6	Solving Teacher and Student Problems is effectively done	1	2	3	4	5
7	Direct And Coordinate The Teaching & Learning	1	2	3	4	5
8	Implementation Of Education Sector Reforms	1	2	3	4	5
9	Giving Progress reports to the Board of Governors is regular	1	2	3	4	5
10	Giving Progress reports to MOES is adequately done	1	2	3	4	5
11	Giving Progress reports to Foundation Body is timely done	1	2	3	4	5

**Section E: Teacher performance**

**Instructions**

Indicate the extent to which you agree with the following observations on Teacher performance

*Please use the key below to answer the following questions by indicating:*

*(1) if you Strongly disagree, ( 2 )if you Disagree, ( 3) for not sure ( 4) if you Agree ( 5) if you Strongly agree.*

	Teacher performance	SCALE				
		SDA	DA	NS	A	SA
1	Better Exams scores are evidently produced every year in our School	1	2	3	4	5
2	Syllabus coverage is completely done in our School before time	1	2	3	4	5
3	Appropriate teaching methods by teachers are employed in our School	1	2	3	4	5
4	Timely preparation of schemes of work and lesson plans in our School	1	2	3	4	5
5	Timely assessment of learners/Activity of integration in our School	1	2	3	4	5
6	Timely feedback to learners. i.e marking and returning scripts by every teacher in our school	1	2	3	4	5
7	Adequate Participation in co-curricular activities by teachers in our School	1	2	3	4	5
8	Regular attendance out of self-drive by teachers is common in our School	1	2	3	4	5

**Additional information on assessing the influence of administrative demands on teacher performance: A case Of Secondary education.**

What is the relationship between planning as an administrative demand and teacher performance?

.....

.....

.....

.....

.....

To what extent does staffing as an administrative demand influence teacher performance?

.....

.....

.....

.....

.....

What is the effect of directing (Supervision) as an administrative demand on teacher performance?

.....

.....

.....

.....

.....

**Thanks for your cooperation**

## **APPENDIX C: INDIVIDUAL INTERVIEW GUIDE**

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

#### **Guiding Questions**

1. What is your view about administrative demands in schools?
2. In your view, what is the effect of planning as an administrative demand on teacher performance: a case study of Secondary education?
3. In your view, what is the influence of staffing as an administrative demand on teacher performance in secondary education?
4. According to you, what is the effect of directing (supervision) as an administrative demand on teacher performance in secondary education?
5. How best do you want administrative demands in schools to be handled in your school?
6. How best should teacher performance be improved in your school?

**Thank You for your cooperation**

**APPENDIX D: Table for determining sample size from a given 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 E: AUTHORIZATION LETTER



**UGANDA CHRISTIAN  
UNIVERSITY**

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Office of the Vice Chancellor  
Research Ethics Committee UG-026



22<sup>nd</sup> November, 2024

**NABUNYA MARGARET KABUYE**  
Uganda Christian University  
+256 776981838  
Email: [margaretijemba17@gmail.com](mailto:margaretijemba17@gmail.com)

### UG-REC-026 APPROVAL NOTICE

To: Nabunya Margaret Kabuye, Principal Investigator

Re: UCU-REC Application titled: *Assessing the Influence of Administrative Demands On Teacher Performance: A Case Of Secondary Education In Kyengera Town Council, Wakiso District*

Application Number: UCUREC-2024-949-1

Version: 4.1

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 22<sup>nd</sup> November, 2024, to 22<sup>nd</sup> November, 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.

1 of 2

WPS AI

Research and Ethics

1

P.O. Box 4, Mukono, Uganda, Plot 67-173, Bishop Tucker Road, Mukono Hill  
Tel: +256 (0) 312 350 885 Fax: +256 (0) 4142 90 800 Email: [rec@ucu.ac.ug](mailto:rec@ucu.ac.ug) Web: [www.ucu.ac.ug](http://www.ucu.ac.ug)  
UCUREC is accredited by Uganda National Council for Science & Technology, FDA, and National Institutes for Health of the United States of America



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3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
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 22<sup>nd</sup> November, 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 Master's 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	2024-11-20
2	Informed consent form	English	1.0	2024-11-20
3	Interview Guides	English	1.0	2024-11-20

Signed and Stamped

Prof. Peter Waiswa,  
UCUREC Chairperson,  
[pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug)





PAPER NAME	AUTHOR
<b>Nabunya Margaret Kabuye-Dissertation</b>	<b>Nabunya Margaret Kabuye</b>
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