

Full Length Research Paper

Effect of Head-Teachers Planning Role on Teacher Effectiveness in Primary Schools in Banda Sub-County Namayingo District Primary Schools

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ABSTRACT: The study investigated the effect of head teachers' planning on teacher effectiveness in elementary schools in Banda Sub-County Namayingo District. In this mixed methods study, the researcher employed a combination of qualitative and quantitative techniques in data collecting, analysis, and inference procedures to achieve the overall goal of breadth and in-depth insight and confirmation. The survey study had 165 participants. Because teachers are directly accountable for school administration and are close supervisors and custodians of policy and performance in schools, a systematic, simple random selection technique was used to pick a sample of teachers in schools. Questionnaires and interview guides were used to collect data. The data was analyzed using simple descriptive statistics and Pearson correlation statistics. According to the report, at the outset of each term, head teachers examine and approve work plans, coach teachers as needed during preparation, supervise lesson delivery, and promote workplace security. Furthermore, the study revealed that enhancing reward systems increases productivity, providing teachers an average workload increases motivation, and distributing responsibility develops a sense of ownership of work, all of which contribute to better performance (teacher-effectiveness). The report recommended that the Namayingo District Education Officer's office be strengthened in order to closely monitor head-teacher supervision practices and ensure that teachers' failure to complete their jobs as required has no influence on the activities of head-teachers. It was also proposed that all teachers develop lesson plans in order to strengthen their profession and make teaching more relevant for both teachers and students.

Keywords: Head-teacher effectiveness, Planning role; Namayingo District

INTRODUCTION

The history of studies on teacher effectiveness is rooted in the historical markers of school effectiveness from the first writers who wrote on organizations and organized human labour to create the highest output (Richard and Kasiumer, 2017). In most nations, the broader concept of teacher effectiveness is extended to non-profit organizations when making funding decisions. Foundations and other sources of grants and other sorts of financing are interested in school effectiveness and, more specifically, how instructors perform in schools for

those seeking funds from foundations (Herman and David, 2018). Effective school leaders are always present in school to participate in programmes designed to dramatically increase the performance of all students at the school, at least in part through their influence on the selection and retention of good instructors (Gregory, Eric, Steven and Rivkin, 2017). Ineffective principals have a comparable big negative impact on school performance, indicating that evaluation concerns are as essential for school administrators as they are for teachers.

Principals' impact has also been measured in unconventional ways. A school's success, like that of any other institution, is dependent on effective leadership. As a result, schools require adequate leadership [headship] in order to determine the quality of education for present and future generations. Head teachers must therefore demonstrate the ability to devote their time and be of high character to teaching students to be responsible citizens (Denessen, 2016). Head teachers must be able to tackle management and leadership issues, as leaders in other institutions do (Lok and Crawford, 2015). The world over, teacher-effectiveness is reflected in the teachers' ability to develop trusting and compassionate relationships with students; being a patient, caring, and kind personality; and professionally dedicating oneself to subject matter knowledge and the knowledge of learners (Kchoska, 2018). Effectiveness is seen through the teachers' ability to plan; scheming and lesson planning; teaching regularly while mindful of the methods and instructional materials; and taking a keen interest in the learners' ability to achieve.

On the contrary, 72% of primary schools in Banda Sub-County manifest an image painted by reluctance among the teachers; 70% of teachers do not have schemes and lesson plans; and there is a general lack of commitment to work. Additionally, 80% of the head-teachers were reported to be absent from their stations of work (Kchoska, 2018). This state is believed to cause poor performance among the learners in the sub-county and a reduction in the quality of education.

Anecdotal evidence reveals that due to the routine absence of head-teachers in schools, there is no regular supervision of teachers' activities and that teachers have no force to encourage them to work hard. Head-teacher presence explains so much regarding teacher-effectiveness and that without a head-teacher, many issues go amiss. The head-teachers' alarming rate of absence was supposed to be the cause of the reported ineffectiveness among the teachers. In this study, the researcher was interested in providing evidence of the effect of head-teacher presence on teacher-effectiveness in primary schools in Banda Sub-County, Namayingo District.

Literature review

Panitz (2015), on the other hand, established that the head-teacher's planning process in a school is inclusive of designing policies and rules of admission, publicizing dates of admission, convening meetings of the staff, and discussing with teachers annual activities and programs. The head-teacher is also expected to ensure that various registers needed for different purposes are available in the school (Panitz, 2015). At this point, the planning function of a head teacher is diverse. To make this information relevant to the present study, the researcher ascertained the availability of these functions

in the selected primary schools and found out the influence of such functions on teacher-effectiveness in Banda Sub County, Namayingo District.

Many professional development activities are arranged without the intended audience's input. In the case of a school, the audience is often comprised of classroom teachers. Administrators, on the other hand, frequently determine on their own what is "best" for their teachers and are perplexed when the results are less than gratifying. Teachers are more likely to identify what is needed to increase student accomplishment if they are allowed to "focus in" on crucial material and instructional concerns based on their own experiences. If they are involved in professional development decisions, they are considerably more likely to attend sessions with excitement and to put what they learn into practise (Andrade, 2018).

School leaders can utilise a variety of ways to obtain feedback from teachers on their professional development requirements. One quick and simple solution is to invite teachers to engage in a brainstorming session during a staff meeting so that they are aware of the discussion topic and may plan accordingly. A brainstorming session allows teachers to hear what other people are thinking and to contribute their own thoughts. The school's improvement plan can be used to stimulate debate (Betsy, 2017).

Without a professional development plan in place, a school risks holding haphazard events that do little to increase instructional skills or raise student achievement. School leaders can design a coordinated plan that handles school problems as a continuous process rather than a sequence of unrelated events by taking teachers' needs and the school's overall improvement goal into account. An successful plan defines the actions to be carried out, the target group for each activity (for example, mathematics instructors, interdisciplinary teams, or all teachers), and a procedure for following up. To handle this job, the school will need a professional development team directed by the administrator or another instructional leader. Representatives from all academic disciplines and career/technical fields, as well as counsellors and other key faculty, should be included on the team (Aguilar, 2014).

Full-day programmes are strongly recommended. They allow teachers enough time to learn new tactics and prepare how to use them in the classroom. If full days are not available, some schools use a flexible schedule that allows for weekly, bimonthly, or monthly staff development. Students are dismissed early on these days so that teachers can participate in staff development and plan their future moves. Several of these days can be scheduled with a succession of short activities lasting around two hours each. This allows teachers to experiment with different ways in the classroom before returning for the following session to discuss their findings and seek solutions to challenges (Sreb, 2012).

The training, award-bearing, deficit, cascade, standards-based, coaching, mentoring, community of practise, action research, and transformative models are identified by school leadership. These models help to improve teachers' performance in class, and finally, students' academic performance will also be improved.

Strategies for increasing effectiveness: Careful planning up to this point ensures that an event runs successfully. However, the professional development team can take a number of steps to improve the event and set the stage for future activities. For example, rather than waiting until the day of the event, the team will wish to organize teachers into teams in preparation. Teachers have expressed dissatisfaction with being allocated at random. They would rather be part of a team that will remain together after the session. When teams are formed ahead of time, teachers can contribute and become accustomed to the idea of collaborating with others during the workshop and in the future. Instead of all English professors or all math teachers, each team should be balanced. Teachers gain from cross-fertilization because it exposes them to a wide range of ideas and perspectives. Another method for forming a team is to group teachers who have similar planning periods. This technique is especially appropriate in schools where teachers and students collaborate in clusters or academies (Bellevue, 2015).

Stronge (2017) did a study about planning and teacher effectiveness using this same knowledge of lesson planning, and he discovered that planning and structuring instruction for at-risk kids helps to boost teacher effectiveness. The findings found that instructional preparation, which includes meaningful lessons that communicate high expectations to students, was a strong signal for pupils who were at danger of failing or dropping out of school. It is the adults' expectations that surround them (Panitz, 2015). However, in the context of this study, the lack of literature revealing aspects of planning that appear to be especially important for teacher effectiveness, such as planning for and protecting instructional time, maintaining high expectations, examining resources and lessons for bias, and using a variety of instructional activities to enhance student learning (Stronge, 2017), necessitates the need to conduct this study in the Namayingo District, where teachers are employed.

Furthermore, McGuinness (2010) observes that good teachers do not focus solely on basic abilities during lesson preparation, even if pupils are lacking in these skills; rather, they plan for mastery of the basics while infusing higher-level, meta-cognitive thinking into the class. This contradicts the assumption that "academically hard work and literacy should be delayed for poorest children until they have attained full mastery of basic abilities." As a result, competent teachers arrange and structure instruction in such a way that students are exposed to the content and abilities required to attain

their goals (McGuinness, 2010). Teachers decide how to provide content and skills in the classroom (Ambius, 2014). What kids should learn is influenced by school district curriculum, state standards, and national standards, but it is up to the instructor to arrange how children should learn it. Planning is a purposeful procedure that results in teachers being well-prepared for the day before going through the classroom door (Cooney, 2010). Similarly, this study suggests that, as much as teachers in Namayingo District primary schools are prepared to ensure mastery of skills, the continuous report on declining teacher effectiveness leaves room for further investigation to determine whether there is a positive or negative relationship between this aspect of planning and teacher effectiveness in Namayingo District primary schools.

Further research found that competent teachers examine or recollect students' [pupils'] biases and misconceptions about the subject topic during instructional planning time. Pre-assessments can assist in determining learners' prior knowledge of the material (McEwin, Dickinson, and Anfara, 2005). Effective teachers use this method to consider their students' [pupils'] abilities, capabilities, limitations, and levels of interest. Thus, teachers who tailor instruction depending on student performance and interest levels address both students' affective and cognitive demands (Rice, 2013). Whereas this literature is relevant in that it contributes to the advancement of the relevance of teachers' preconceptions on learner achievement, the study tries to discover the relationship between preconceptions inherent in planning and teacher effectiveness.

According to Hill et al. (2015), because students learn at different rates, effective teachers plan academic enrichment and remediation opportunities for them so that, based on the teachers' knowledge of the students, alternatives can be offered to a student or a small group of students who have mastered the material faster than the rest of the class to allow them to study the concept at a deeper level (Hill et al., 2015). Students who lack the necessary information or abilities must be given time by the teacher to study the fundamental content on which to create the new piece. A goal of planning is to provide relevant learning experiences for all pupils. This is also a planning technique that is expected of teachers in Namayingo District in order to improve their performance in primary schools.

By creating a unit that takes into account the students' prior knowledge, performance, and learning preferences, a teacher can use effective instructional tools (Zhang and Li-Fang, 2016). Teachers tend to teach in the manner in which they learn best. Effective teachers, on the other hand, go beyond their comfort zone to incorporate multiple learning styles. For example, during a water cycle lesson, the teacher may solicit ideas from students about what they already know; run an action simulation in which students roll dice to determine where they will go

next in the water cycle; incorporate a writing experience in which students personify the water droplet to tell about their journey; graph where the droplets went; and then discuss what they observed and compare it to what they had previously thought (Kathleen, Lauren, and Dani, 2013).

According to Ambius (2016), planned teacher-centered activities allow teachers to introduce information while also establishing prior knowledge and student ideas. Teachers may teach pupils, display informative movies and posters, conduct drills, pose problem-solving activities, schedule museum trips, and organize concert outings. These are all instances of activities centred on the teacher. All of these exercises include the Multiple Intelligences into the curriculum. Lessons should be confined to a few activities that lay the groundwork for students to subsequently perform more exploratory tasks that demonstrate understanding of the content. A teacher may begin an instructional unit or lesson with teacher-centered activities and then proceed with student-centered teachings (Rice, 2013). Rice (2013), in other words, believes that teacher-centered approaches are beneficial. However, these studies were done in 2002 and have been in force since 2009; the thematic curriculum that was implemented does not support a teacher-centered approach to teaching in any way. Nonetheless, as a component of planning, it is vital to study whether it explains the relationship between planning and teacher effectiveness in Namayingo District primary schools.

According to Garet (2015), a lesson plan is the instructor's [teacher's] road map for what students [pupils] need to learn and how it will be accomplished efficiently during class time. Before planning a lesson, teachers should first determine learning objectives for the class meeting, then construct relevant learning activities and develop techniques for obtaining feedback on student learning (Garet, 2015). This is usually done in a diverse environment with students from many cultures. In the Namayingo district, about 70% of the schools have cross-cultural classrooms, and teachers are supposed to carefully plan to employ tactics that enable each of the kids understand, regardless of their degree of comprehension. This study is based on the assumption that all teachers are equipped to have such competencies, and hence there is a need to examine whether they are implemented during lesson planning.

A study conducted by Stronge (2017) indicates that the teacher plays a planning role at the beginning, mid, and end of the term. Among regular school tasks, a head-teacher handles allotment of tasks to teachers, urging teachers to balance class-sizes and classify students into suitable groups or sections; preparing and monitoring preparation of time tables; and ordering for assembly of pupils to receive instructions, rules, and regulations following any adjustments made in school programs. This is done in America, European countries, the Middle East,

and parts of East Africa, including Uganda. In the event where a head-teacher is believed to be influential towards teacher-effectiveness, there is still a lack of evidence to indicate how these various functions of the head-teacher influence teacher-effectiveness in primary schools. Thus, a study was required in Banda Sub-county, Namayingo District.

Whereas Stronge (2017) describes the head-functions teacher's throughout the term, McGuinness (2010) observed that the head-term teacher's plans include attending classes with or without informing teachers to see how they handle lesson planning, and he holds valedictory and annual functions, as well as annual work appraisal. Furthermore, the head-teacher develops annual budgets based on projected expenditures during the school year and requests that instructors provide annual activity reports (McGuinness, 2010). The researcher's focus in this case is in determining how the planning and holding of annual festivities, as well as going to check on teachers' performance in class, influence teacher effectiveness in Banda Sub-county, Namayingo District.

Aside from their legal responsibilities, head teachers are thought to be in the best position to lead schools on policy matters. The head-teacher is in charge of the professional management of a school, which includes actions to promote teacher effectiveness (Ambius, 2016). As a result, the purpose of this research was to determine whether there is evidence that head teachers manage schools in terms of having competent personnel in various disciplines, and whether this overall condition has an impact on teacher effectiveness in Banda Sub-county Namayingo District.

According to Cooney (2010), the head teacher's responsibilities include preparing initial proposals for school development, receiving and administering funds collected for or granted to the school, providing advice to the District Education Board and the local authority education committee, providing physical facilities required by the school, and ensuring school discipline. Plans to allocate and appropriate funding for infrastructure improvements, as well as maintaining school discipline, improve teacher effectiveness. As a result, the purpose of this research is to determine the impact of these identified planning functions of the ahead-teacher on teacher effectiveness in Banda Sub-county, Namayingo District.

The principal works with local officials to make schools more accessible to students with SNE by providing aids and support services such as brailers, wheelchairs, and hearing aids (Garet, 2015). The principal also changes school facilities to make them more accessible to students with SNE, such as by installing ramps and extending building entrances (Avondale, 2011). As previously stated, the majority of the work done by the head-teacher is to improve teacher effectiveness. In this regard, the principal lays the groundwork because if SNE

students have all they need to study; teachers will have no reason not to carry out their responsibilities properly. On that basis, the purpose of this study is to determine whether there are SNE learners in respective schools and how the methods in which such schools' principals handle SNE programmes influence teacher effectiveness in primary schools in Banda Sub-county, Namayingo District.

As the leading management authority in the school, the head-teacher provides direction and clear channels of communication for optimal interactions in the school. To support teachers and other staff, the head-teacher ensures the availability of appropriate communication policies and procedures and that all parties work in harmony within a school environment (Wilson et al. 2011). The ground for open communication fostered by head-teachers is expected to prevail even between teachers and students. In turn, it brings about changes in teacher effectiveness, and this study established the changes.

Once the identification is completed, the group of stakeholders is analyzed. It is important to understand the interests and opinions of every stakeholder as they may affect the project work. All the stakeholders may not share the same opinion and may have different priorities. Hence, conducting a stakeholder analysis has become so important because of the increased interconnected nature of the world (Amiena et al., 2014). Hence, finding out what the problem is and what the right solution is might be taken as a way to overcome this problem. This will also help in identifying the stakeholders who are a part of this crucial aspect of problem solving (Ibid). Stakeholder analysis mainly helps in better organizational performance and fulfilling its mission. Fulfilling the mission should arise from "producing fundamental decisions and actions that shape and guide what the organization is, what it does, and why it does it" (Artze, 2012). Hence, it is quite important to study and find out the key players amongst the stakeholders themselves for the successful completion of the project (Osaki, 2009).

Schools make a difference to students' achievement, and the head-teacher's communication of school activities to other stakeholders is one of the factors that contribute to success or failure. School leaders only have an impact on student outcomes if they have sufficient autonomy to make important decisions about the curriculum and teacher recruitment and development and if their major areas of responsibility are focused on improving student learning.

Countries are increasingly opting for decentralized decision making and balancing this with greater centralization of accountability regimes such as standardized testing. The aspect of decision-making by head-teachers plays a significant role, especially considering whether decisions are made after consulting other members or not. This study investigated the power of the teacher to make decisions and its influence on teacher effectiveness (Grauwe, 2017).

Jackson and Davis (2010) conducted another study on how time management and material preparation prior to training are critical factors of effective teaching. Individual and group planning can help students and pupils create effective learning experiences. They discovered in their research that team planning allows teachers to evaluate critical issues jointly and establish a collective approach to instruction. Furthermore, they discovered that both time management and material preparation are components of the larger activity of carefully organizing instruction. Thus, once the plans are formed, competent teachers adhere to the instructional or lesson plan while constantly modifying it to meet the needs of various students (Jackson and Davis, 2010).

Based on the findings of Jackson and Davis (2000), it is obvious that team planning is crucial for instructors to be effective and to achieve strong academic performance for students. However, in some cultures, such as Uganda, the concept of collaborative planning appears to be foreign. This is due to the fact that individual teachers create lesson plans while at home. In fact, teachers can delegate fellow teachers to teach in their absence on some occasions more simply than they can prepare team lesson plans. If this is the case, it is vital to determine whether it has a positive or negative impact on teacher performance.

Furthermore, in partnership with staff and students, the head-teacher organizes school activities such as sports, scouting, girl guiding, red cross, parent-teacher association, religious and social functions, and festivals. He or she also makes certain that classrooms and libraries are adequately outfitted (Jackson and Davis, 2010). The researcher examined the tasks that head teachers do in partnership with other school administrators and students in this study, then investigated how these performances influence teacher effectiveness in the primary schools of Banda Sub-County, Namayingo District. The study sought to establish the effect of head-teachers' planning role on teacher effectiveness in primary schools.

METHODOLOGY

Research design

This study employed a mixed methods approach, in which the researcher combines elements of qualitative and quantitative strategies in data collection, analysis, and inference techniques for the broad purpose of breadth and in-depth understanding and corroboration. This was done through a semi-structured interview guide to generate qualitative data and a questionnaire for quantitative descriptive and correlation inferences. This provided a more complete understanding of the research problem than either approach alone. Mixed methods research allows for an opportunity to compensate for inherent method weaknesses, capitalize on inherent

method strengths, and offset inevitable method biases.

Study area

The research took place in Namayingo District's Banda Sub-county. Banda Primary School (A), Buchumba Hill Primary School (B), Buchumba Valley Primary School (C), Nangera Primary School (D), Lugala Primary School (E), Budala Primary School (F), Buyondo Primary School (G), Siabona Primary School (H), Busiro Primary School (I), Bujwanga Primary School (J), Bubangi Primary School (K), and Musuma Primary School (K) are the twelve primary schools in this area (L).

Study population

The study's population consisted of heads of schools, teachers, and members of the school management committee. Heads of schools were included as overseers of schools whose comments could not be provided by other respondents. The replies of head teachers were useful in clarifying how schools had performed in prior years, making responses from other respondents more reliable. The members of the school management committee supervise the principals. As a result, their replies aid in the improvement of the results of other students. Teachers, on the other hand, were included as key respondents because they are at the heart of the educational process and serve as the foundation for determining teacher effectiveness. The structure of the study population is shown in (Table 1). According to (Table 1), the study population comprised 12 head-teachers, 121 teachers and 144 members of the school management committees.

Sampling procedure

As seen in (Table 1), the study population was categorical. The goal was to include those who were directly affected by the research. Two sampling approaches were used to reach the study's target population. Purposive sampling, which was used to pick the head-teachers, and cluster sampling, which was used to select the teachers and members of the school administration committees, were the two sampling processes utilized (see sampling techniques).

Sample size

The sample has been calculated using Yamane (1967) formula;

$$n = \frac{N}{1 + N(e)^2}$$
 where n = sample size, N the total population targeted and e = percentage of acceptable error (5% or 0.05), and 1 is representative of any likely avoided element that would be included. N was in three categories:

$$n = \frac{121}{1 + \frac{121}{121} \times 0.0025} + \frac{144}{1 + \frac{144}{144} \times 0.0025}$$

$$n = \frac{121}{1 + 0.0025} + \frac{144}{1 + 0.0025}$$

$$n = \frac{121}{1.0025} + \frac{144}{2}$$

$n = 92.8 \sim 93 \text{ teachers} + 72$ members of school management committee in the 12 primary schools.

A sample (n) of teachers per school = $9312 = 7.75$. Therefore, the researcher selected seven (7) teachers from each school to come up with 84 teachers from twelve schools. The remaining 9 teachers to make a sample of 93 were distributed among schools A, G, H, and L with a number exceedingly more than that in other primary schools. A sample (n) of the management committee per school = $7212 = 6$. This means that for each school, the researcher considered 50% of the number of school management committees. The total sample size for the study was $93 + 72 = 165$.

Sampling techniques

Given the nature of the population, the study used two sampling techniques: purposive and cluster sampling methods. Purposive sampling was used to select the head-teachers because they are directly responsible for administration of the schools and are close supervisors and custodians of policy and performance in the schools. On the other hand, a systematic simple random sampling technique was used to select a sample of teachers in schools. First, the researcher considered selecting seven (7) teachers from each school and later selected the remaining 9 teachers from schools with more teachers compared to the rest. Equally, the members of the school management committee for each school were selected using the simple random sampling technique, where half of the members were picked for the study, making a total of 72.

Data collection methods and instruments

Methods

A study method, which calls for moving to the respondents' place of work, was used. Following this method, the researcher travelled to twelve (12) primary schools found in Banda Sub County and interacted physically with teachers and the school management committee. The purpose was to make sure the right categories of respondents were investigated to obtain the required data. Three research assistants were employed to conduct the study successfully during the period of the research. Furthermore, interviews were held with head teachers. For each school, a 20-minute session was held with the head teacher and the researcher was tasked with conducting interviews while noting down responses concurrently. Unlike for the study, where research

Table 1: Study population by school.

School Label	Head-teachers	Teachers	School Management Committee	Total
School A	1	14	12	27
School B	1	09	12	22
School C	1	08	12	21
School D	1	10	12	23
School E	1	10	12	23
School F	1	08	12	21
School G	1	12	12	25
School H	1	13	12	26
School I	1	10	12	23
School J	1	08	12	21
School K	1	07	12	20
School L	1	12	12	25
Total	12	121	144	277

Source: District Education Office Namayingo

assistants were employed, interview sessions were held just between the researcher and one head teacher at a time. The Document Guide, on the other hand, was used to obtain data and information from documents, including reports of minutes noted for meetings held between staff and their head teacher. Here, the frequency of meetings was possibly identified.

Instruments

Questionnaires were developed by proper conceptualization of variables guided by literature and used to obtain responses from teachers. These questionnaires were both open-ended and closed-ended, to provide balanced arguments about the subthemes. The structure of the questionnaires was in subsections, with each section consisting of items for a particular variable. Largely, close-ended self-administered questionnaires were distributed to teachers in primary schools in Namayingo District. The content of the questionnaire was specifically on teacher-effectiveness and head-teacher administrative roles. On the other hand, an interview guide was used to obtain responses from head-teachers. In order to hold effective interviews, a set of pre-determined questions were made in relation to the variables under study. Interview results supplemented data from questionnaires, having realized that questionnaires were mostly structured and could give no detailed information. Interviews help to answer questions regarding why the majority of respondents agree, disagree, or become neutral. Further, documents like lesson plans, schemes of work, class registers, staff lists, attendance books for teachers, visitors' books, inspection reports and other records from the education office that had a direct connection to the study were consulted to come up with the necessary information that the researcher needed for the study.

Quality control methods

This consists of validity and reliability procedures

followed in the study.

Validity of the instruments

Content Validity refers to a test of whether items on the test or instrument test what one is looking for. To ensure the validity of the instruments; they were developed and discussed with the supervisor regarding the questions in the questionnaire or interview guide. Content validity index (CVI) were then calculated using the formula;

$$CVI = \frac{\text{Number of selected items}}{\text{Number of total questions set at the beginning}} \times 100$$

$$CVI = \frac{31}{35} \times 100 = 88.6\%.$$

Since the value obtained for validity was above 0.70, it was established that the content used in the questionnaires truly helped to obtain information that was required for the study.

Reliability

To ensure consistence of findings, the researcher administered similar questionnaires to participants of different categories. Results of the pre-test were compared with the results of the post-test using Pearson's Correlation Coefficient formula. The normal acceptable Alpha result for the scale has to be > 0.7. The reliability was therefore established by performing Crombach Alpha coefficients in the Statistical Package for Social Sciences (SPSS). Results in (Table 2) indicate the reliability of study variables. According to (Table 2) the researcher used various items to measure the internal consistency of a 4-point Linkert scale, with Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA) as the highest for each variable. Teacher-effectiveness consisted of 10 items labeled TE1 through TE10, and the reliability results were run for 165 respondents. The internal consistency for teacher-effectiveness was 0.893, which is greater than 0.70, thus

Table 2: Results obtained for reliability of study results.

No	Variable	No. of Items	Scale used	Reliability coefficient
1.	Teacher Effectiveness	10	4-point Linkert	0.893
2.	Head-teacher supervisory practices	6	4-point Linkert	0.720
3.	Head-teacher planning role	7	4-point Linkert	0.720
4.	Head-teachers motivational practices	6	4-point Linkert	0.725

making the scale reliable. On the other hand, the internal consistency for the 4-point linkert scale on six head-teacher supervisory practices was 0.72, similar to the results for the head-teacher planning role. Head-teacher motivation practices measured an internal consistency of 0.725. As a result, the internal consistency of the 4-point linkert scale across all variables was consistent.

Data processing and analysis

The researcher worked on responses to questionnaires and interviews differently. The researcher entered responses from questionnaires, edited and sorted them according to objectives, and entered them into SPSS for automatic generation of numerical values in frequencies and percentages illustrated in summary tables. The researcher performed correlation analysis using Pearson correlation analysis. Significant items were graded at p 0.01 or 0.05, respectively, and interpretations were made out of numerical values and percentages. On the other hand, results from interviews were presented and analyzed descriptively using themes and sub-themes of the study. Wherever necessary, the researcher used verbatim to report the direct voices of participants as an emphasis on issues.

Ethical considerations

First, the researcher interacted with Namayingo District Education Officer, District Inspector of Schools, and Senior Education Officer and introduced the aim of this study to them through an introductory letter from Uganda Christian University. The authorities at the district issued the researcher with an acceptance letter to show that the study was legal and to ask the head-teachers to accept it and render the required assistance. Using the authority letter from Namayingo district, the researcher visited schools in turn and requested appointments, assuring respondents of confidentiality of any information required. At the researcher's request, and in a bid to strengthen confidentiality, respondents did not write their names on the questionnaire sheets. The researcher conducted investigations, taking note that there was no need to discuss any issues outside the content in the questionnaire, as this would easily result in interfering with confidentiality. In the oral conduct, the researcher used a language characterized by humble and easy-to-understand vocabulary first, to motivate respondents towards diligent participation and to create a uniform

understanding and interpretation of questions by the respondents. To cater to the individual voices and preferences of respondents, the researcher asked each respondent to participate only if they were willing. In addition, each respondent had an open door to withdraw from the study at any point in case he/she did not feel free to continue, for public or private reasons.

RESULTS AND DISCUSSION

Demographic characteristics

Findings below illustrates scores obtained to represent views of respondents concerning their gender, age range, marital status, highest level of education and work experience.

Figure 1 shows that the structure of teachers and members of the school administration committee attracts more male replies than females. This is because, as shown in (Figure 1), the percentage of males 90 (54%) is higher than the percentage of girls 75 (46%). This emphasizes the importance of allowing for a more gender-balanced structure in the two types of respondents in this study.

The researcher looked into the age groups of the respondents in this study and discovered that the age group of 20–29 years old is the most common (60 percent) among both teachers and members of the school administration committee (Figure 2). The age group of 40–49 years had the lowest percentage of respondents. As a result, the study's results were balanced between the young and the old, and this enrichment informs the study in terms of improving the study's results' reliability.

In addition, (Figure 3) also indicates results for education level of respondents. To this effect, results indicated that majority of the respondents were grade III certificate holders. The few others 37 (22%) were holders of diploma, degree and other qualifications. Therefore, there is a gap in upgrading academic qualifications, without which, there are limited chances of accessing benefits especially when it comes to motivation where salary increase may be determined based on level of education.

Results in (Figure 4) indicate that almost half of the teachers and School Management Committee Members combined 80(49%), had a work experience of less than 5 years. However, many others 65(39%) reported a working experience of above 10 years in service and the

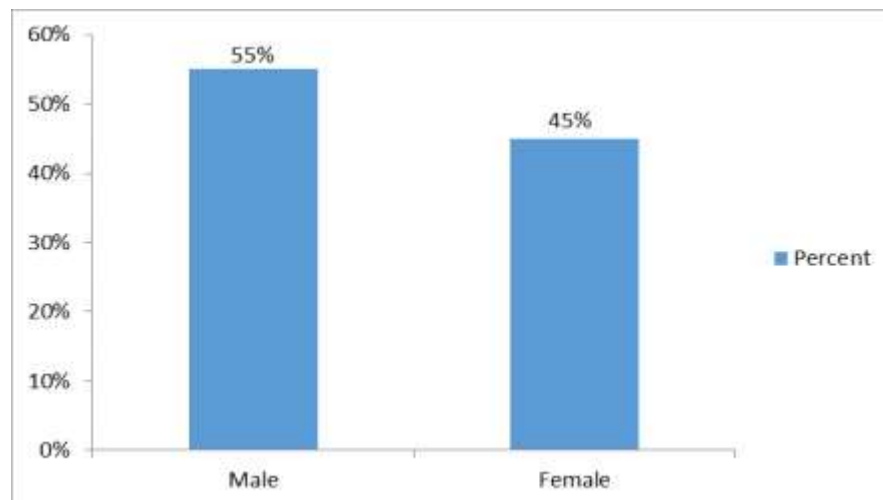


Figure 1: Gender of respondents

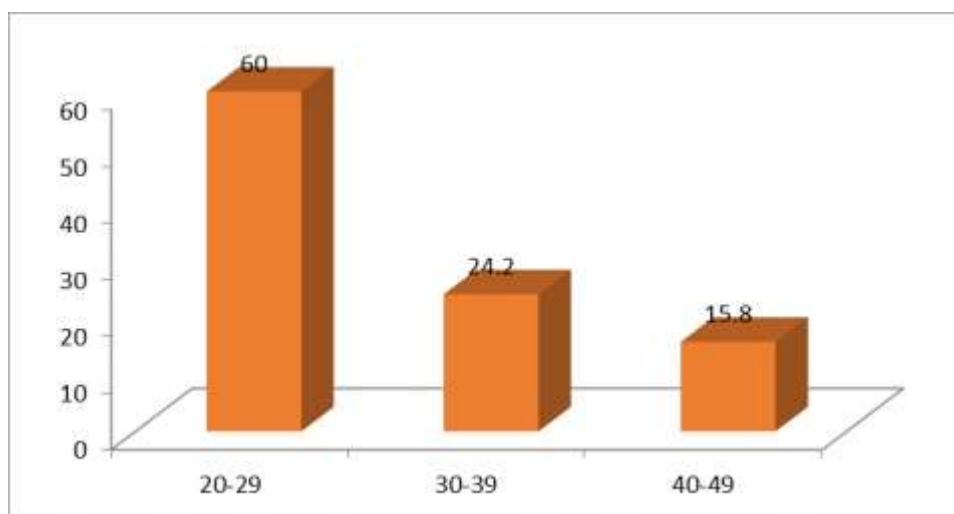


Figure 2: Age

least percentage of respondents 20(12%) had a working experience of 10 years and above.

Figure 5 shows that more than 50% of the people who participated in this study 111(67%) were married, followed by 40 (24%) singles, and the least percentage 14(09%) for respondents in other categories. Marital status informs teacher-effectiveness in a way that some of the factors that hinder effective teaching namely; late coming, absenteeism, and unfairness at work, may be manifest more by married people than on the side of the unmarried counterparts.

Effect of head-teachers planning role on teacher effectiveness in primary schools

The second objective investigated the effect of head-teacher's planning role on teacher-effectiveness in

primary schools in Banda Sub- County, Namayingo District. However, first attention was on scores of factors for head-teacher planning to inform readers about the various planning tasks in which head-teachers take part. Table 3 illustrates results obtained. Table 3 shows that there is a greater level of achievement as far as the head-teacher's planning role is concerned as compared to other roles of the head-teacher. Specifically, this study established that apart from not providing teachers with enough planning materials and not ensuring that teachers make lesson plans before going to class, head-teachers demonstrate a great deal of various planning roles in primary schools in Banda Sub County, Namayingo District.

First, the study found out that head-teachers normally check and approve schemes of work by teachers at the beginning of every term. To this effect, Table 3 indicates

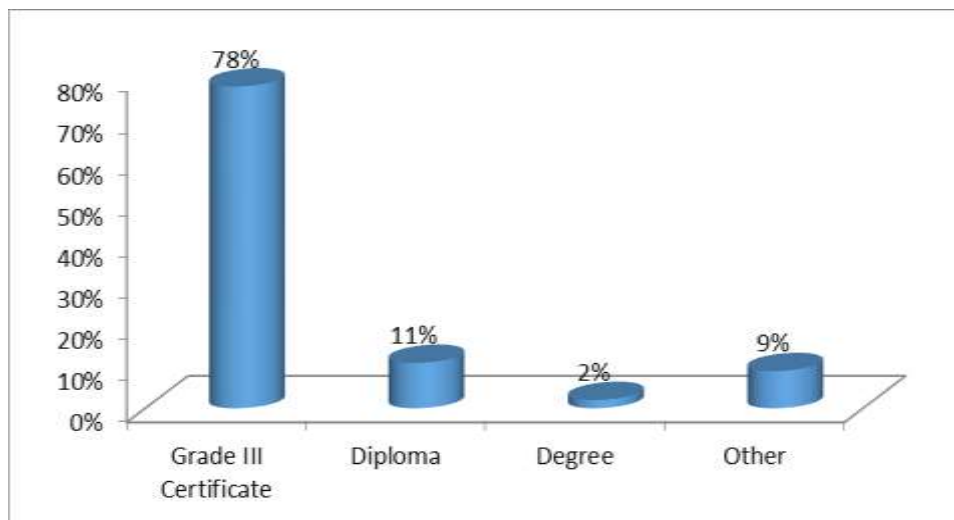


Figure 3: Education level.

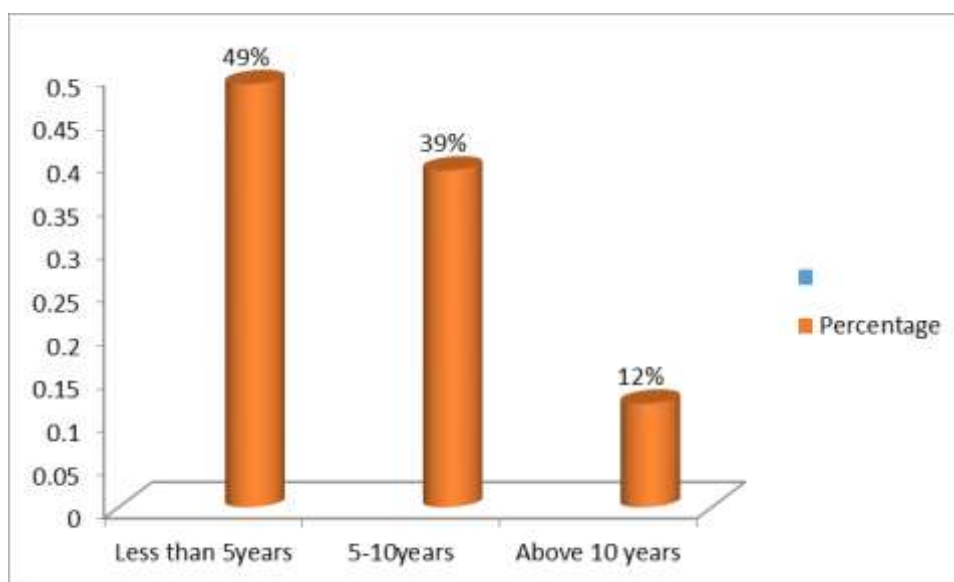


Figure 4: Work experience.

that the highest percentage, 116 (66%), agreed while 39 (24%) disagreed in response to the statement that in this school, the head-teacher checks and approves schemes of work at the beginning of every term. This informs the study in such a way that the head-teacher is bound by responsibility to ensure that content delivered by teachers is valid and only that which is advocated for by the ministry of education and sports, thus explaining teacher effectiveness. In similar responses, head-teachers in all schools stated that one of their duties in making teachers effective in class is to check and approve the nature and quality of work that teachers plan to give pupils throughout the study term.

Secondly, the study established that in the various primary schools, head-teachers do supervise lesson delivery. Evidence to this effect, according to Table 3,

shows that the highest percentage of 90 (54%) of the respondents agreed, while 75 (46%) disagreed in response to the statement that in their respective schools, the head-teachers supervise lesson delivery. Like in checking schemes of work, supervising lesson delivery helps to ensure delivery of the most appropriate content to pupils and this is a role of the head-teacher. Furthermore, the study established that, to some extent, the head-teacher promotes the security of the workplace in primary schools. It was also established that head-teachers take the initiative to recognize the best-performing teachers in the schools.

The relationship between the head teacher's planning role and teacher effectiveness was established using Pearson correlation analysis. At 99% confidence interval, a significant relationship was determined, and the

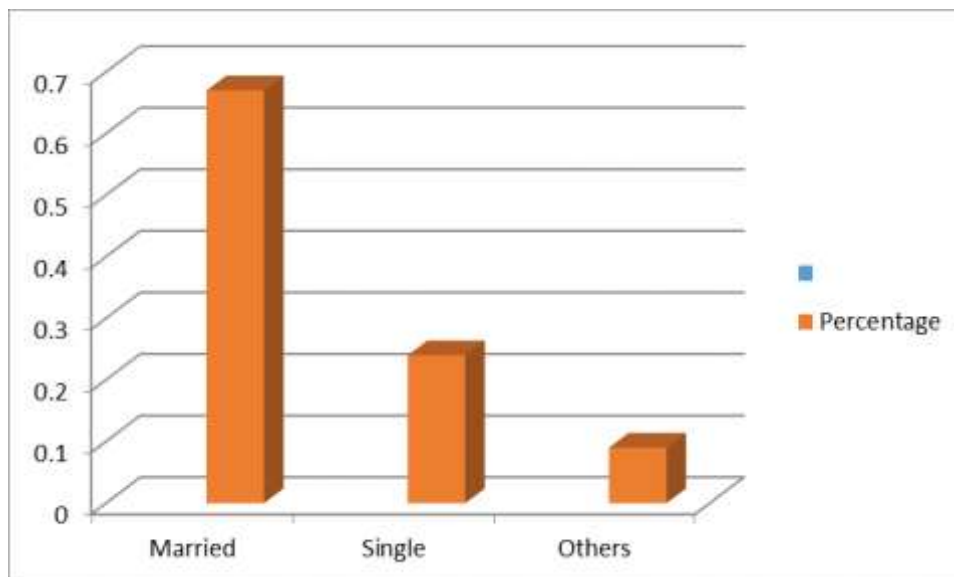


Figure 5: Marital status.

Table 3: Views on Head-teachers Planning role.

Planning role in this school, the head-teacher;	Agree (SA+A)	Disagree (SD+D)	Mode
Provides teachers with enough planning materials	64(39%)	101(61%)	Strongly Disagree
Checks and approves schemes of work at the beginning of every term	116(66%)	39(24%)	Agree
Guides teachers where need be on planning	108(65%)	57(35%)	Agree
Ensures that teachers make lesson plans before going to class	60(37%)	105(63%)	Strongly Disagree
Supervises lesson delivery	90(54%)	75(46%)	Agree
Promotes security of work environment	76(46%)	87(54%)	Agree
Recognizes best performing teachers per week	80(48%)	85(52%)	Agree

Source: Primary data from primary schools in Banda Sub County, Namayingo District

Table 4: Relationship between Head-teacher's planning role and teacher-effectiveness.

		Teacher-effectiveness
Head-teachers planning role	Pearson Correlation	0.437**
	Sig. (2-tailed)	0.000
	N	165

**Correlation is significant at the 0.01 level (2-tailed).; Source: Primary Data from primary schools in Banda Sub County, Namayingo District.

acceptable error was less than 1% (.01). Table 4 shows the results for the correlation.

Table 4 reveals a strong positive and significant relationship ($r = .437^{**}$; $p = .000$) between the head-teacher's planning roles and teacher-effectiveness in primary schools in Banda Sub-county, Namayingo District. This means that a unit change in the head-teacher's planning roles in turn influences 43.7% of the changes in teacher-effectiveness. The relationship was significant because the obtained p-value (.000) was less than the regular p-value of .01 used to determine the significance of the relationship. Therefore, there was no

error observed in generating the results in this case. The findings are also similar to those of Panitz (2015), indicating that a head-teacher's planning role includes ensuring that various registers required for various purposes are available in school. Further, it is also reflected in Ahmed (2015) results that in Nigeria, a head teacher works hand-in-hand with the government to respond to areas without adequate infrastructure and modern teaching aids, resulting in an uncondusive teaching and learning environment. Stronge (2017) also stresses the importance of a head-teacher to this effect when he establishes that a head-teacher handles allotment of tasks to teachers, urging teachers to balance

class-sizes and classify students into suitable groups or sections, preparing and monitoring the preparation of time tables, and ordering for the assembly of pupils to receive instructions, rules, and regulations following any adjustments made in school programs. Through planning, McGuiness (2010) indicates that a head teacher prepares annual budgets, keeping in mind estimated expenditure in session and asks teachers to prepare reports of annual activities. Ambius (2016) also states that, apart from their legal responsibility, head-teachers are in the best position to guide schools in policy matters. The head-teacher is responsible for the professional management of a school through activities that support teacher effectiveness. As the leading management authority in the school, the head-teacher provides direction and clear channels of communication for optimal interactions in the school. To support teachers and other staff, a head-teacher ensures the availability of appropriate communication policies and procedures and that all parties work in harmony within a school environment (Wilson et al., 2011).

Conclusion

The planning responsibilities of a head teacher, in turn, have a concussive effect on 43.7% of the changes in teachers' efficacy in primary schools in Banda Sub-county, Namayingo District. Table 4 shows a strong positive and significant correlation ($r = .437^{**}$; $p = .000$) between a head teacher's planning responsibilities and teacher effectiveness. The findings corroborate Panitz's (2015) findings, which demonstrate that a head teacher's planning duties include ensuring that the school has access to the various registers required for a variety of purposes. The institution's top management figure, the head teacher, provides direction and encourages open lines of communication to make sure that student interactions are successful.

Recommendations

The study established that head-teachers in many schools are reluctant to monitor the daily progress of lessons in classrooms by teachers. It is recommended that the District Education Office at Namayingo be strengthened to closely monitor the head teacher's supervisory practices so that teachers' failure to perform duties as required does not have any account on the head teachers' roles. The issue of students not making lesson plans was found to be on the increase. It is therefore recommended that making lesson plans be mandatory for all teachers so as to strengthen their work and to make teaching meaningful both to teachers and learners themselves. It is also clear that planning materials are lacking in many primary schools. It is a wakeup call for the government, through the Ministry of Education and Sports, to initiate programs under UPE that help to follow up the money sent to head-teachers to

cater for charts and other planning materials such as markers to ease the work of teachers and ensure they procure the needed materials.

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