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**HEAD TEACHERS LEADERSHIP STRATEGIES AND TEACHERS' PERFORMANCE IN  
SELECTED PUBLIC SECONDARY SCHOOLS IN  
KANUNGU DISTRICT UGANDA**

**BY**

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**A DISSERTATION SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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**DECLARATION**

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

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**APPROVAL**

This dissertation titled 'Head teachers leadership strategies and teachers' performance in selected public secondary schools in Kanungu District Uganda' has been performed under my supervision and it is ready for submission.

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**LIST OF ACRONYMS**

MoES	Ministry of Education and Sports
TP	Teachers' Performance
Ts	Teachers

**DEDICATION**

I dedicate this dissertation to my beloved family, whose unwavering support, patience, and encouragement have been my foundation throughout this journey. To my wife, for her endless sacrifices and belief in me and to my friends, for their understanding and constant motivation.

.

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I wish to express my sincere gratitude to the Almighty God for hearing my prayers and giving me the courage, strength, power and ability to accomplish this work. In Jeremiah 33:3, these words of God gave me courage in up and down of my studies “call to Me and I will answer you and tell you great and unsearchable things you do not know”.

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“To God be the Glory”

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**ABSTRACT**

The study examined head teachers' leadership strategies and teachers' performance in selected public secondary schools in Kanungu District, Uganda. Its objectives were to determine the relationship between head teachers' leadership strategies and teachers' preparedness, content mastery, content delivery, and assessment. A cross-sectional research design was employed, and data were collected using interviews and questionnaires. Findings revealed that democratic, supportive, and transformational leadership strategies strongly influenced teachers' preparedness, with supportive leadership being the most effective in creating a motivating work environment. Democratic and transformational strategies further enhanced collaboration, creativity, and adoption of innovative teaching practices. Regarding content mastery, supportive, democratic, visionary, and transformational strategies positively influenced teachers' knowledge, with supportive leadership having the greatest impact through mentoring and promoting long-term professional growth. Visionary and democratic leadership enhanced professional development and collaborative curriculum practices, while transformational leadership encouraged innovative and research-based teaching approaches. In content delivery, supportive, democratic, and visionary strategies positively affected teaching effectiveness, with supportive leadership boosting mentorship, professional development, and teacher confidence. Democratic leadership promoted creativity and learner-centered teaching, while visionary leadership supported structured lesson delivery and strategic clarity. For teacher assessment, supportive, democratic, and visionary leadership improved practices, with supportive leadership providing tools, training, and encouragement, democratic leadership promoting inclusive and innovative methods, and visionary leadership encouraging strategic, valid, and learning-focused assessment. The study recommended that head teachers should adopt supportive leadership practices to create a positive and motivating work environment, enhance teachers' readiness and commitment, and promote continuous professional growth and well-being among staff.

## **INTRODUCTION**

### **1.1 Background of the Study**

Background of the study contains four systematic perspectives linked together namely, historical, theoretical, conceptual and contextual.

#### **1.1.1 Historical Perspective**

Head teachers' leadership strategies has evolved significantly over time, influenced by educational philosophies, societal needs, and policy changes (Alam & Mohanty, 2023). In the early 20th century, head teachers primarily functioned as administrators, focusing on discipline, resource management, and enforcing school policies (Ntirandekura, Ainebyoona, et al., 2022). But by the middle of the 20th century, leadership theories like instructional and transformational leadership were well-known, highlighting the part head teachers play in establishing school culture, raising academic standards, and encouraging student achievement (Wang'ombe, 2023). Globalization and technology developments significantly changed leadership approaches in the late 20th and early 21st centuries. To improve communication and curriculum delivery, head teachers embraced digital technologies, participatory leadership, and data-driven decision-making (Margaret & Kazaara, 2024). Head teachers are expected to be visionary leaders, adapting to challenges such as inclusive education, teacher motivation, and community engagement while fostering a collaborative and innovative learning environment (Candrasari et al., 2023).

The head teachers' leadership strategies in Uganda reflects a gradual shift towards enhancing teachers' performance (TP) over the decades (Rita, 2023). In the 1960s–1970s, leadership was largely authoritarian, focusing on administrative compliance under the Ministry of Education and Sports (MoES), with minimal attention to teacher development (Julius, 2025b). During the 1980s–1990s, the introduction of participatory and instructional leadership encouraged collaboration, mentorship, and capacity building among teachers (Ts) (Carducci, et al, 2024). From 2000 onwards, head teachers increasingly adopted transformational leadership approaches, emphasizing motivation, professional growth, and school improvement programs (Moses & Nancy, 2024).

Head teachers' leadership strategies in selected public secondary schools in Kanungu District, Uganda, shows an evolution aimed at improving teachers' performance (TP) (Abraham, 2023). In the 1970s–1980s, leadership was mostly authoritarian, with head teachers enforcing Ministry of Education and Sports (MoES) regulations and focusing on administrative control rather than teacher development (Nancy & Prudence, 2024). Between the 1990s and early 2000s, participatory and instructional leadership approaches were introduced, promoting collaboration, mentorship, and professional growth among teachers (Ts) (Patrick, 2022). From 2010 onwards, transformational leadership became prominent, emphasizing motivation, professional development programs, and performance appraisal to enhance TP.

### **1.1.2 Theoretical Perspective**

The study was guided by Transformational Leadership Theory by Burns (1978) and further developed and refined it in the 1980s as crucial in understanding head teachers' leadership strategies and teachers' performance (Menon, 2021). It highlights how effective leaders inspire, motivate, and empower teachers to achieve higher performance. Head teachers practicing this approach set clear visions, foster collaboration, and create positive school cultures. They provide intellectual stimulation, individualized consideration, idealized influence, and inspirational motivation to teachers (Sutanto et al., 2021). This approach aligns individual goals with institutional vision, fostering unity and purpose. As a result, schools led by transformational leaders often experience reduced staff turnover and enhanced teaching effectiveness as such leadership is thus essential in building resilient and high-performing educational institutions. The Transformational Leadership Theory is relevant to this study as it explains how head teachers' strategies such as motivation, mentorship, and vision-setting directly influence teachers' performance (TP). It provides a framework to assess how leadership practices in selected public secondary schools in Kanungu District, Uganda enhance teacher effectiveness and school outcomes.

### **1.1.3 Conceptual Perspective**

The study focused on the independent variable in this study was head teachers' leadership strategies, according to (Aquino et al., 2021), head teachers' leadership strategies refer to the approaches, methods, and actions implemented by school leaders, particularly head teachers, to guide and influence the teaching and learning environment within a school. These strategies involve planning, decision-making, communication, and fostering a positive school culture to improve overall school performance (Lydia et al., 2023). According to Bush (2020), head teachers' leadership strategies are deliberate sets of practices adopted to shape school vision, set goals, and mobilize both human and material resources to achieve educational outcomes (Julius, 2025a). These strategies include instructional leadership, distributed leadership, and participatory decision-making, all of which aim to enhance school effectiveness and accountability. As stated by Northouse (2021), leadership strategies of head teachers comprise the ability to influence, motivate, and enable teachers to contribute effectively to school goals (Micheal et al., 2023). They emphasize direction-setting, communication, conflict resolution, and capacity building, ensuring that teachers align their instructional practices with the school's mission. The dependent variable in this study was teachers' performance, according to (Akman, 2021), teachers' performance refers to the effectiveness and efficiency with which educators carry out their responsibilities and tasks within the classroom and school environment. It encompasses various aspects of teaching, including lesson planning, delivery of instruction, student engagement, assessment of student learning, classroom management, and overall contribution to the school community (Faith et al., 2023). Teachers' performance is often measured by the quality of student outcomes, such as academic achievement, the development of critical thinking, and the overall learning experience (Arifin et al., 2024). According to Danielson (2013), teachers' performance refers to the extent to which educators demonstrate proficiency in teaching domains such as planning, instruction, classroom environment, and professional responsibilities. It is reflected in their ability to design meaningful lessons, manage student behavior, and continuously assess and adjust their practices to enhance learning (Julius &

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Kaazara, 2025). As described by Stronge (2018), teacher performance is the demonstration of knowledge, skills, and professional attitudes that directly impact student success. It is evaluated through both formative and summative measures, including classroom observations, student achievement data, and teachers' contributions to professional learning communities.

#### **1.1.4 Contextual Perspective**

In Kanungu District, there are 15 public secondary schools and in these schools, my focus is in 10 schools representing 67% according to Kanungu District education department report, 2023, the performance of teachers is not present. According to reports, teachers do not make schemes of work and go to classes without proper lesson plans. Head teachers' leadership strategies have evolved alongside educational reforms, colonial influences, and socio-economic changes (Ashu et al., 2023). During the colonial era, head teachers primarily acted as enforcers of discipline and administrators of schools established by missionary and colonial governments, focusing on compliance with rigid policies rather than instructional leadership (Nancy & Prudence, 2024). Following independence in the 1960s, East African nations prioritized expanding access to education, prompting head teachers to adopt more managerial and instructional roles to cope with increasing student enrollments (Nalumenya et al., 2023). In the late 20th century, with the introduction of universal primary and secondary education policies, leadership strategies shifted towards teacher supervision, resource mobilization, and community engagement (Ntirandekura & Friday, 2022).

The leadership techniques used by head teachers in Uganda have a significant impact on how well teachers perform in public secondary schools (Drateru, 2024). Head teachers must exercise effective leadership in order to foster an atmosphere that motivates educators to flourish in their positions (Julius & Nancy, 2025). The key to improving teachers' performance is to implement tactics like establishing clear academic goals, encouraging teamwork, and offering opportunity for ongoing professional growth (T. Christopher & Nelson, 2024). For instance, head teachers that use transformational leadership encourage and inspire teachers to use cutting-edge teaching strategies, participate in active learning, and make a commitment to improving student outcomes (Mafe S, 2023). Furthermore, strategies that promote transparency, effective communication, and teacher involvement in decision-making can positively influence teachers' job satisfaction, motivation, and overall performance (Ntirandekura, Friday, et al., 2022).

Teachers' performance is still a major problem in Kanungu District, Uganda, despite the implementation of leadership measures by head teachers at a few public secondary schools. According to the Kanungu District education department report (2023), over 60% of teachers in the region cited a lack of professional development opportunities as a barrier to improving their performance, while 45% of teachers in the area indicated low levels of job satisfaction (F. Christopher, Moses, et al., 2022). Furthermore, Namirembe (2015) claimed that many secondary schools still do not meet the required standards for teacher performance, both due to a lack of funding and subpar head teacher leadership techniques (Ramadhan et al., 2023). It is implied that head teachers use poor leadership techniques, such as failing to follow up, managing their time poorly, not listening to teachers'

opinions, and calling no meetings. This lowers teachers' morale and parents' involvement hence poor teacher performance in schools.

Relatedly, several studies have been done to improve on the education standards (Ndauka, 2021; Asimwe and Niyikiza, 2023); little attention has been put to find out the influence of head teachers leadership strategies and teachers' performance in selected public secondary schools in Kanungu district Uganda. Therefore, given this background, the researcher intends to carry out the study to have deep investigations about head teachers' leadership strategies on teachers' performance.

### **1.2 Problem Statement**

Head teachers in secondary schools should employ effective leadership strategies that inspire, motivate, and support teachers to perform at their highest potential, resulting in improved student outcomes and overall school performance (Naz & Rashid, 2021). Through the Ministry of Education and Sports (MoES), the government of Uganda has implemented professional development programs aimed at equipping head teachers and teachers with the necessary leadership and pedagogical skills (Mavanhuma, 2024). The National Teacher Policy (2019) also encourages the continuous professional development of educators, including the provision of training workshops, seminars, and in-service programs to improve teaching standards (Emmanuel et al., 2023). 52% of teachers cite low morale, a lack of resources, and a lack of professional development opportunities as major obstacles to improving their performance, indicating that the government's and head teachers' efforts to promote collaboration and create favorable learning environments have had little effect on teachers' performance (Kanungu District education department report, 2023). The performance of instructors in a few public secondary schools in Kanungu District, Uganda, may continue to deteriorate if this issue is not resolved, which could have a number of detrimental effects (Julius, 2025a). As a result, this circumstance had led the researcher to investigate the leadership styles of head teachers and the effectiveness of teachers in a few public secondary schools in Uganda's Kanungu District.

### **1.3 Objectives of the study**

#### **1.3.1 General objective of the study**

The study determined head teachers leadership strategies and teachers' performance in selected public secondary schools in Kanungu District Uganda.

#### **1.3.2 Specific objectives of the study**

The study was guided by the following objectives;

- 1.3.2.1 To establish the relationship between head teachers leadership strategies and teachers preparedness in selected public secondary schools in Kanungu District, Uganda
- 1.3.2.2 To find out the relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District, Uganda

1.3.2.3 To examine the relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District, Uganda

1.3.2.4 To assess the relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District, Uganda

#### **1.4 Research Questions**

The study was guided by the following research questions;

1.4.1 What is the relationship between head teachers' leadership strategies and teachers' preparedness in selected public secondary schools in Kanungu District, Uganda?

1.4.2 What is the relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District, Uganda?

1.4.3 What is the relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District, Uganda?

1.4.4 What is the relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District, Uganda?

#### **1.5 Scope of the study**

##### **1.5.1 Geographical Scope**

The study was limited to the effect of head teachers leadership strategies and teachers' performance in selected public secondary schools in Kanungu District Uganda for a period of 3 years that is from 2022 to 2025.

#### **1.6 Significance of the Study**

1.6.1 The study provided insights into how different leadership strategies employed by head teachers impact teacher motivation, commitment, and effectiveness in delivering quality education.

1.6.2 Findings may help school administrators adopt leadership approaches that foster a conducive working environment, better teacher supervision, and overall institutional efficiency.

1.6.3 The study provided empirical evidence for education policymakers to develop policies that enhance leadership development programs for head teachers, ensuring improved school performance.

1.6.4 The study highlighted areas where teachers need support and professional development, enabling education stakeholders to design relevant training programs that align with leadership strategies.

1.6.5 The study may add to the existing body of knowledge on educational leadership and teacher performance, serving as a reference for future research on school leadership effectiveness in Uganda.

#### **1.7 Justification**

The desire to comprehend how head teachers' leadership styles affect teachers' performance in public secondary schools in Uganda's Kanungu District served as justification for this study. Teachers continued to face issues

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like inadequate evaluation, poor lesson planning, limited material knowledge, and ineffective content delivery despite continuous efforts to enhance educational outcomes. The conduct, motivation, and efficacy of instruction of teachers are significantly influenced by leadership. The study offered significant insights for policymakers, education managers, and school administrators who seek to improve teacher effectiveness and student accomplishment in the area by analyzing the precise ways that leadership methods impacted teacher performance.

### **1.8 Definition of key terms**

1.8.1 **Head teachers' leadership strategies** refer to the specific approaches and methods that school heads (principals) use to guide, influence, and manage teachers, students, and school operations to achieve educational goals

1.8.2 **Teachers' performance** refers to how effectively a teacher carries out their professional duties and responsibilities in the classroom and school environment.

1.9 Conceptual Framework

Independent Variable

Head teachers leadership strategies

- Visionary leadership
  - Set clear goals
  - Encourages innovation
  - Aligns individual objectives to school
- Democratic leadership
  - Involves teachers in decision-making
  - Promotes collaboration and teamwork
  - Encourages open communication
- Supportive leadership
  - Provides mentorship, guidance
  - Recognition and rewards to teachers
  - Addresses teachers’ challenges

Dependent Variable

Teachers’ performance

- Preparedness
  - Scheme of work
  - Lesson plan
  - Teaching aids
- Subject mastery
  - Qualification
  - Professional
  - Expertise
- Content delivery
  - Lecturing
  - Participative
  - Group work
- Assessment
  - Teacher self-assessment
  - Tests

Extraneous Variables

- **Communication and interpersonal Relations**
  - Maintaining open and transparent communication channels.
  - Holding regular staff and departmental meetings.
- **Disciplinary and Ethical Leadership**
  - Upholding integrity, accountability, and professionalism.
  - Managing student and staff discipline fairly and consistently.

The conceptual framework illustrated the relationship between head teachers’ leadership strategies and teachers’ performance. It posits that effective leadership approaches specifically visionary, democratic, and supportive leadership positively influenced how teachers prepare, master subject content, deliver lessons, and conduct assessments. Visionary leadership provides clear goals, fosters innovation, and aligns individual efforts with

school objectives; democratic leadership encourages participation, teamwork, and open communication; while supportive leadership offers mentorship, recognition, and solutions to teachers' challenges. These strategies collectively enhanced teachers' motivation, competence, and instructional efficiency. However, the relationship was affected by extraneous variables such as communication and interpersonal relations, and disciplinary and ethical leadership, which shape the overall school environment and either strengthen or weaken the impact of leadership strategies on teachers' performance.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter includes the opinions of various academics regarding the specified objectives. Information relevant to this study was obtained by the researcher from a variety of connected sources. It was thought that the data from these sources were pertinent to the research.

#### **2.2 Theoretical review**

The study was guided by Transformational Leadership Theory by Burns (1978) and further developed and refined it in the 1980s as crucial in understanding head teachers' leadership strategies and teachers' performance (Menon, 2021). It highlights how effective leaders inspire, motivate, and empower teachers to achieve higher performance. Head teachers practicing this approach set clear visions, foster collaboration, and create positive school cultures. They provide intellectual stimulation, individualized consideration, idealized influence, and inspirational motivation to teachers (Sutanto et al., 2021). This enhances job satisfaction, commitment, and instructional quality, leading to improved student outcomes. Given educational challenges, transformational leadership strengthens teacher performance and school success.

Moreover, transformational leadership encourages innovation and adaptability among teachers, especially in dynamic educational environments (Ghamrawi, et al, 2024). It nurtures a sense of ownership and professional growth, allowing teachers to go beyond routine responsibilities. This approach aligns individual goals with institutional vision, fostering unity and purpose. As a result, schools led by transformational leaders often experience reduced staff turnover and enhanced teaching effectiveness as such leadership is thus essential in building resilient and high-performing educational institutions.

#### **2.3 Head teachers leadership strategies and teachers preparedness in secondary schools**

The leadership strategies of head teachers have a big impact on how well instructors get ready for class (Ahmad & Hamid, 2021). Teachers are inspired to create lesson plans that are in line with the ideals of visionary leadership, which occurs when school administrators establish clear academic expectations and goals. When leaders give precise instructions, teachers feel more organized and focused. Their capacity to create pertinent lesson plans, teaching resources, and class activities is improved as a result. Being prepared becomes more deliberate and purposeful. It fosters shared accountability and a feeling of purpose. Ahmad & Hamid (2021) highlight visionary leadership's role in teacher preparedness but did not address challenges like limited resources and large class sizes that may affect planning in Kanungu's public schools. The study also overlooked other leadership styles relevant to rural Ugandan contexts.

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Teachers are encouraged to think critically and imaginatively when organizing lessons via transformational leadership techniques including intellectual stimulation and inspirational motivation (Sholeh, 2021). Teachers are pushed to use cutting-edge educational strategies, incorporate technology, and investigate novel teaching approaches. Students' learning experiences are enhanced and their readiness is increased as a result. Head teachers can cultivate an outstanding mentality by motivating teachers to go above and beyond standard procedures. This method turns routine planning into effective planning. More dynamic classroom interaction is the outcome. Sholeh (2021) presents a strong case for transformational leadership, but the emphasis on technology integration and innovation did not align with the limited ICT infrastructure in Kanungu's public schools. The study also lacked attention to how such strategies translate into consistent teacher performance in resource-constrained environments.

#### **2.4 Head teachers leadership strategies and teacher content mastery in secondary schools**

The material mastery of secondary school teachers is significantly impacted by the leadership styles of head teachers (Yohannes & Wasonga, 2023). High standards for professional development and subject-matter competence are frequently set by visionary leaders who place a high value on academic achievement. They push educators to stay abreast of the latest advancements in their fields and to have a deeper comprehension of the curriculum. Teachers are motivated to seek further education and personal development as a result. Because of this, individuals become more competent and confident in their ability to present precise and thorough topic matter. Good leadership facilitates the conversion of content delivery into in-depth, purposeful education. Yohannes & Wasonga (2023) effectively link visionary leadership to material mastery, yet they overlooked practical barriers in Kanungu such as limited access to continuous professional development and subject refresher courses. The study also assumed uniform teacher responsiveness to leadership, which did not reflect diverse motivation levels in rural Ugandan schools.

The weak or authoritarian leadership may hinder content mastery by creating a restrictive and unmotivated teaching environment. If teachers feel undervalued or unsupported, they may not prioritize content enrichment (Afe, 2022). A lack of encouragement, resources, or recognition can lead to stagnation in professional growth. Without effective leadership, teachers may rely on outdated materials or rote methods, limiting students' learning experiences. This underlines the critical role of leadership in academic advancement and a strong leader unlocks potential, while poor leadership stifles it. Afe (2022) accurately highlights the risks of authoritarian leadership, but the study lacked specificity on how such leadership manifests in Kanungu's public schools, where cultural norms normalized strict hierarchies. It also did not explore how teachers navigate or resist such environments to maintain performance.

#### **2.5 Head teachers leadership strategies and teacher content delivery in secondary schools**

The leadership strategies of head teachers have a big impact on how well secondary school teachers present the curriculum (Hoque & Raya, 2023). Teachers are inspired to match their content delivery with the school's educational mission when visionary leadership is used to set clear academic goals and expectations. Teachers

are more likely to design and deliver lessons that support students' long-term achievement when head teachers have a clear goal. Consistency in the distribution of material is fostered by this strategic clarity. As a result, students gain from education that is organized and logical. Thus, visionary leadership establishes a deliberate tone for instructional strategies. Hoque & Raya (2023) effectively connect visionary leadership to content delivery, but their findings assumed alignment between leadership goals and teacher capacity often lacking in Kanungu due to limited training. The study also overlooked contextual barriers like overcrowded classrooms and curriculum overload that affected delivery quality.

Teachers feel empowered to make instructional decisions in a collaborative environment that is fostered by democratic leadership (Egitim, 2025). Head teachers foster a sense of confidence and ownership by including teachers in curriculum design and policy-making. This inclusion permits a variety of teaching approaches and promotes innovation in the way knowledge is delivered. Instructors are more inclined to try out learner-centered strategies and modify their methods to meet the needs of their students. Best practices can also be shared more easily since democratic leadership encourages open communication. Lessons are more pertinent and understandable in such settings. Egitim (2025) highlights democratic leadership's role in empowering teachers, but the study overestimated the feasibility of inclusive decision-making in Kanungu's hierarchical school systems. It also did not address challenges like limited teacher capacity and resource constraints that affected instructional innovation locally.

Effective leadership also affects how instructors spend class time and create learning resources (Naz & Rashid, 2021). Accountability is fostered by head teachers who regulate resource availability, classroom observation, and timeliness. This motivates educators to improve time management and modify their content delivery methods to optimize impact within designated time frames (Julius & Matovu, 2025). Furthermore, instructors are certain to stay focused on curriculum standards when leadership consistently follows up. The systematic supervision makes it possible to cover the syllabus on schedule. Additionally, it lessens the differences in the quality of training between departments (Emmanuel et al., 2023). Naz & Rashid (2021) highlight the role of structured leadership in improving teacher accountability, but their findings did not fully apply to Kanungu due to challenges like teacher shortages and inadequate supervision. The study also underestimated the impact of infrastructural deficits on effective time and resource management in rural schools.

Leadership strategies impact how teachers adapt content to suit learners' needs and abilities and the transformational leaders encourage differentiated instruction by promoting innovation and inclusivity (Sharma, 2024). Teachers feel encouraged to use multimedia, group work, and real-life applications to deliver content effectively. This responsiveness increases learner engagement and comprehension (F. Christopher, Muhindo, et al., 2022). Moreover, when head teachers celebrate teaching successes and recognize achievements, it boosts morale. Inspired teachers are more likely to deliver content with passion and purpose. Sharma (2024) presents a compelling case for transformational leadership fostering differentiated instruction, but the study overstated the

availability of multimedia and training in Kanungu's resource-limited schools. It also underrepresents challenges teachers faced in addressing diverse learner needs amid large class sizes.

### **2.6 Head teachers leadership strategies and teacher assessment in secondary schools**

The leadership techniques used by head teachers have a significant impact on how secondary school instructors administer tests (Aquino, et al, 2021). Teachers who experience visionary leadership are better equipped to see the broader picture of academic performance and adjust their evaluation strategies accordingly. Teachers align their assignments, assessments, and quizzes to assess students' progress with specific standards and goals set by school administrators (Mark et al., 2023). The validity and reliability of assessments are enhanced by this strategic alignment. Additionally, visionary leaders encourage a culture of ongoing assessment and assessment then ceases to be only a grading system and instead becomes a tool for learning (Julius & Kaazara, 2025). Aquino et al. (2021) effectively link visionary leadership to improved assessment practices, but the study did not reflected Kanungu's challenges such as limited teacher training in assessment design and scarce monitoring resources. It also overlooked systemic issues that affected consistent implementation of assessment standards locally (Moses & Nancy, 2024).

Teachers who get supportive leadership are guaranteed the tools, instruction, and emotional support they need to conduct successful evaluations (Christensen et al., 2021). Head teachers who offer opportunities for professional development assist teachers in honing their abilities to create rubrics, analyze data, and deliver constructive criticism (F. Christopher, Muhindo, et al., 2022). This assistance promotes uniformity and lucidity in the way assessments are carried out across disciplines. Additionally, it promotes the use of formative evaluations to inform education. Teachers who are led in this way are less inclined to use traditional tests exclusively. Rather, they combine many approaches to better track learning. Christensen et al. (2021) emphasize supportive leadership in assessment, but the study assumes access to professional development and emotional support, which were often limited in Kanungu's resource-poor schools. It also overlooked systemic barriers that hindered the consistent application of diverse assessment methods locally.

The usage of assessment data is also impacted by leadership tactics. Teaching practices are informed by assessment findings in a reflective culture fostered by transformational leaders (Sliwka et al., 2024). In order to find learning gaps and modify instruction appropriately, teachers are encouraged to examine student performance data. This data-driven strategy increases teacher effectiveness and improves learning outcomes. It also assists schools in monitoring performance patterns and creating focused interventions. This conduct becomes ingrained in the academic culture of the school when head teachers set an example for it. Sliwka et al. (2024) advocate for data-driven leadership, but the lack of reliable data systems and teacher training in Kanungu's schools limited effective use of assessment data. The study also underestimates infrastructural and capacity challenges affecting sustained reflective practices in rural settings.

A study by Pratiwi & Warlizasusi, (2023) in Uganda examined the effect of head teachers' leadership strategies and teacher motivation in secondary schools. The findings revealed that transformational leadership positively influenced teacher morale and productivity. Motivated teachers delivered better lessons and supported school goals. Leadership style was directly linked to teacher commitment. However, the study lacked specific contextual relevance to Kanungu District, where resource constraints and rural school dynamics limited the effectiveness of transformational leadership. It also narrowly focused on motivation, overlooking broader dimensions of teacher performance like assessment and content mastery.

Specioza & Henry, (2023) explored the relationship between head teachers' leadership and student discipline in Kenyan secondary schools. The study found that authoritative but fair leadership improved student behavior. Head teachers who consistently enforced rules and modeled good behavior saw reduced cases of indiscipline. Clear leadership fostered a positive school climate. The study by Specioza & Henry (2023) centers on student discipline rather than teacher performance, making its direct applicability to Kanungu's teaching outcomes limited. It also overlooked how leadership strategies impacted instructional quality, content delivery, and teacher motivation.

In a study by Mang'uui, et al (2021), the effect of head teachers' leadership and availability of teaching resources was assessed in improving academic outcomes. Schools led by strategic and resource-conscious head teachers performed better. The findings showed that effective leaders ensured timely provision of materials. Resource management influenced both teacher and student performance. Mang'uui et al. (2021) emphasize resource availability, but do not isolate how leadership directly affects specific aspects of teacher performance like assessment in Kanungu's public schools. The study also lacked focus on local leadership challenges in rural Ugandan contexts.

Amponsah, et al, (2023) investigated the link between head teachers' leadership strategies and teacher professional development in Ghanaian schools. The study found that supportive and visionary leaders encouraged staff training and learning. Professional development led to improved teaching practices and student outcomes. Leadership created a culture of lifelong learning among teachers. Amponsah et al. (2023) focus on professional development but overlook how leadership influences daily teaching performance, such as preparedness and content delivery in Kanungu's public schools. The study's Ghanaian context did not reflect Uganda's unique educational and infrastructural challenges.

A study by Goodall & Montgomery (2023) across Sub-Saharan Africa analyzed leadership strategies and parental involvement in school management. Head teachers who practiced inclusive and collaborative leadership improved community engagement. The findings indicated that strong home-school partnerships boosted student attendance and performance. Effective leadership promoted trust and support from parents. Goodall & Montgomery (2023) focus primarily on student outcomes and parental engagement, offering limited insight into

how head teachers' leadership directly influenced teacher performance in Kanungu. The regional scope overlooked local factors affecting teacher effectiveness in Ugandan public schools.

### **2.7 Research Gap**

A substantial research gap existed regarding the combined impact of head teachers' leadership strategies and teachers' performance, despite the fact that some studies on the subject were done, such as those by Pratiwi & Warlizasusi (2023), Specioza & Henry (2023), Mang'uui et al. (2021), Amponsah et al. (2023), and Goodall & Montgomery (2023). Comprehensive research that looks at the relationship between head teachers' leadership styles and teachers' performance in a subset of public secondary schools in Kanungu District, Uganda, was especially needed.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

The study area, research design, study population, sampling procedure, sample size, sampling techniques, data collection methods, data collection instruments, data quality control, data collection procedures, data analysis, ethical considerations, study limitations, and how they were handled were all included in this chapter's presentation of the research methodology.

#### **3.2 Area of the study**

The study was carried out in a few chosen secondary schools in Uganda's Kanungu District. Kanungu District shares borders with the Democratic Republic of the Congo to the west, Kabale District to the southeast, Kisoro District to the southwest, and Rukungiri District to the north and east.

#### **3.3 Research Design**

The general framework and plan of a research study is known as the research design. In order to answer the research questions or objectives, it describes the procedures and methods that were employed for data collection, analysis, and interpretation. For the purpose of drawing significant findings, a well-designed research study guarantees that the data gathered is valid, trustworthy, and pertinent. The investigator intended to utilize a cross-sectional research strategy. According to Miller, Smith, and Pugatch (2020), a cross-sectional study design is one that gathers data from a large number of distinct people at one time. The researcher was able to gather data at one particular moment at a few Kanungu District secondary schools thanks to this research design. A mixed approach (qualitative and quantitative) was used to collect data about the problem under investigation because this approach provided a more complete and comprehensive understanding of the research problem.

#### **3.4 Study population**

Twenty (20) administrative staff members (head teachers and their deputies), 200 teachers (an average of 20 teachers per school), and 10 education officials made the study population, which totaled to 230 people. Kinkizi High School, Burema Secondary School, San Giovanni School Makiro, Kirima Community Secondary School, St. Pius Nyamwegabira Secondary School, Kanyantorogo Secondary School, Mark-hill Girls Secondary School, Nyakabungo Girls Secondary School, Nyakinoni Secondary School, and Butogota Trinity College were among the secondary schools in Kanungu District from which the head teachers and teachers were recruited. This population was selected because it was believed to be knowledgeable about the subject at hand.

#### **3.5 Sampling procedure**

To guarantee representative participation of individuals from different categories within the chosen secondary schools, the study used a stratified random sampling approach. First, schools in Kanungu District, Uganda,



were categorized by type (private and public) and location. Schools were chosen at random from each stratum in order to record various leadership philosophies and how they affected teachers' effectiveness. To remove selection bias, simple random sampling was used to pick head teachers, teachers, deputy head teachers, and representatives from the education office within the chosen schools. This approach enhanced the reliability of the findings by ensuring that different school settings and leadership experiences were proportionately reflected in the study sample.

**3.5.1 Sample Size**

The number of people or things included in a research study is known as the sample size. The investigator took into account 120 responders. Head teachers, deputy head teachers, teachers, and the education office were all taken into account by the researcher. Ninety (90) teachers from the chosen secondary schools, ten (10) head teachers, ten (10) deputy head teachers, and ten (10) education office responders were all taken into account by the researcher.

**Table 1: Sample size distribution**

<b>Category of respondents</b>	<b>Population</b>	<b>Sample size</b>	<b>Sampling techniques</b>
Head teachers	10	10	Purposive sampling
Deputy head teachers	10	10	Purposive sampling
Teachers	200	90	Simple random sampling
Education office	10	10	Purposive sampling
<b>Total</b>	<b>230</b>	<b>120</b>	

**3.5.2 Sampling Techniques**

Simple random sampling and purposive sampling methods were employed in this investigation. According to Kotler (2013), a purposive sample is a non-probability sample chosen in accordance with the study's goal and the characteristics of the population. The board of governors and head teachers was chosen using the purposeful sampling technique since it yielded comprehensive data for the research. A popular method in research is random sampling, which choose a subset of people or things at random and objectively from a larger population. The goal of random sampling was to ensure that each member of the population had an equal chance of being selected for the sample, thus increasing the representativeness and generalizability of the findings. This sampling technique was used on teachers in order to reduce bias in sampling.



### **3.6 Data collection methods**

#### **3.6.1 Interview**

A researcher and a participant, often known as the interviewee, have an organized or semi-structured discourse during an interview. It is a useful method for gathering qualitative information and delving deeply into the viewpoints, experiences, and opinions of the participants. The board of governors and head teachers involved in the study was interviewed in-depth by the researcher.

#### **3.6.2 Questionnaire**

A questionnaire is a type of research tool used to gather information from participants, either individually or in groups. It consists of a series of organized questions. In surveys, market research, and research projects, questionnaires were a common way to collect quantitative data. In order to gather data from a broad population quickly, the researcher employed open-ended and closed-ended self-administered questionnaires on teachers in order to collect data from many respondents in a short time.

#### **3.6.3 Observation**

The observation method is a study data gathering strategy that involves methodically observing, documenting, and analyzing situations, events, or behaviors as they transpire in their natural environments. It is particularly helpful in studies where verbal communication may be limited or biased since it enables researchers to obtain firsthand information without depending on participants' self-reports. One useful technique for gathering firsthand information on how leadership methods were applied in actual school settings was the observation method. This approach assisted to uncover the real-world relationships between head teachers' leadership styles and their performance by offering insights that would not have been possible with just questionnaires or interviews.

#### **3.6.4 Documentary analysis**

The researcher examined current documents and reports from the chosen public secondary schools in Kanungu District using documentary analysis. These included activity logs kept by head teachers, staff performance reports, and staff meeting minutes. This approach assisted in finding trends in leadership techniques and how they related to teachers' performance over time. It guaranteed a thorough grasp of leadership behaviors by enabling the researcher to collect secondary evidence rather than depending just on primary data. Furthermore, documentary analysis offered unbiased perspectives that complemented the triangulation of information gathered by questionnaires and interviews.

### **3.7 Data Collection Instruments**

#### **3.7.1 Interview Guide**

Selected respondents' experiences and opinions about leadership techniques and how they affect teacher effectiveness were the subject of in-depth qualitative data collection using the interview guide. It included

flexible, open-ended questions that let respondents freely and thoroughly expressed their opinions. This approach enhanced the study's overall conclusions by offering deeper insights and contextual knowledge that structured questionnaires could miss.

### **3.7.2 Questionnaire**

The structured questionnaire was the main instrument used to obtain quantitative data from the participants. Respondents were able to offer standardized, readily evaluated responses to a series of closed-ended questions arranged logically. Teachers were surveyed using a Likert scale questionnaire with the following options: SA (strongly agree), A (agree), N (not sure), D (disagree), and SD (strongly disagree). This tool made it possible to quickly get data from a broad population.

### **3.7.3 Observation guide**

The researcher followed the observation guides instructions to methodically document particular head teachers' leadership techniques and the associated teacher performance metrics. Consistency and concentration during data collection was guaranteed by this methodical approach. Additionally, it assisted in capturing in-depth exchanges that missed by surveys or interviews. The validity and reliability of the data that was gathered in actual classroom environments were improved by using this technology.

## **3.8 Quality Control Methods**

### **3.8.1 Validity**

The degree to which a research study or measurement tool accurately measures or evaluates what it is intended to measure is known as validity. It is an essential component of research since it guarantees the validity and significance of the findings and conclusions obtained from the investigation. The degree to which the items or questions in a measurement tool accurately capture the breadth and depth of the construct being tested is known as content validity. It guarantees that the instrument's content is thorough, pertinent, and suitable for the goals of the study. Expert review and evaluation were usually used to establish content validity. The tools were constructed by the researcher as per the requirements of the study and they were tested on respondents who did not participate in the study during pilot study and after content validity was calculated using content validity index formula. The researcher got an overall content validity index of 0.8 which he considered valid to collect data.

$$\text{Content validity index} = \frac{\text{Number of relevant items}}{\text{Total number of items}}$$

### **3.8.2 Reliability**

The consistency, stability, and repetition of measurements or research project results are referred to as reliability. It is a crucial component of research since it guarantees that the findings of a study are reliable and reproducible. The degree to which a measurement tool or process yields accurate and consistent results across many contexts, time periods, or observers is known as reliability. Test-retest reliability, which evaluates

measurement consistency over time, was used by the researcher. It entailed giving the same test or measurement tool to the same group of participants twice and analyzing the degree of correlation between the outcomes. High test-retest reliability indicated that the measurements were stable and produced consistent results over time.

### **3.9 Data management and processing**

To guarantee correctness and dependability, data management and processing entails the methodical arrangement, purification, coding, and analysis of the gathered data. After being verified for completeness, quantitative data from surveys was coded and imported into statistical software like SPSS for analysis. The data was summarized using descriptive statistics such as in the form of mean and standard deviations, Pearson, and Chi-Square and the correlations between head teachers' leadership tactics and teacher assessment procedures was tested using inferential statistics. To extract valuable insights, qualitative data from interviews were transcribed, grouped into themes, and subjected to content analysis methods. Throughout the process, confidentiality and data integrity was maintained.

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

In order to ascertain whether there was a significant correlation or difference between categorical variables, quantitative data from self-administered structured questionnaires were coded and input into a computer. The use of SPSS software was used to generate descriptive statistics in the form of mean and standard deviations, Pearson, and Chi-Square (Nelson et al., 2022).

#### **3.9.2 Qualitative data analysis**

Interpreting and evaluating non-numerical data, including text, interviews, and observations, is the focus of qualitative analysis. To find concepts and meanings within the qualitative data, the researcher employed content analysis technique. Qualitative analysis sheds light on the viewpoints, experiences, and interpersonal relationships of participants.

### **3.10 Ethical Considerations**

**Informed consent:** After making sure that participants were completely aware of the study's objectives, methods, possible risks and benefits, their rights as participants, and the fact that participation was voluntary; the researcher acquired their informed consent. Written or clearly and transparently documented informed consent was sought.

**Privacy and secrecy:** The researcher guaranteed the privacy and confidentiality of the information provided by participants. This entailed keeping participant data safe and secure, employing de-identification or anonymization methods as needed, and refraining from disclosing sensitive or identifiable data without express agreement.

**3.11 Anticipated Limitations of the Study and how they will be handled**

Rigidity of those who refused to respond to the questions posed. The attitudes of the responders regarding the subject were the cause of this. The researcher, however, informed the participants of the study's objectives and that the information gathered would only be utilized for scholarly purposes in order to obtain pertinent data.

There was a delay in returning the completed questionnaires. This was because the majority of responders, including the head teachers and teachers, were preoccupied with their commercial affairs. However, the researcher promptly provided the information to the respondents and explained the objectives of the study.

## **CHAPTER FOUR**

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

#### **4.0 Introduction**

The data presentation and interpretation in this chapter are based on the study's goals, which are as follows: to establish the relationship between head teachers leadership strategies and teachers preparedness in selected public secondary schools, the relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools, the relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools and the relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District, Uganda.

#### **4.1 Response rate**

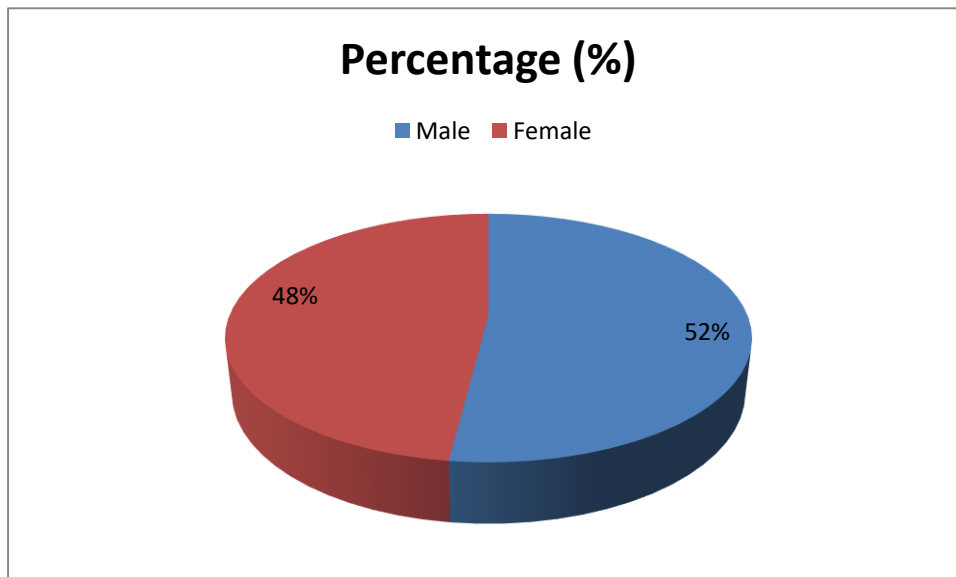
The data analysis and report writing for this study were done using the answers to the questionnaires and interviews. Ten head teachers, ten deputy head teachers, and ten members from the education office were interviewed by the researcher, who also gave out 90 questionnaires to the teachers of the chosen in the selected public secondary schools in Kanungu District Uganda. Of these, 82 respondents fully completed the questionnaires completely, yielding an overall response rate of 91%, while in 08 respondents, some never returned their questionnaires and other were not fully filled, accounting for 9% of the total. Morton et al. (2012) state that a survey response rate of 50% or above is considered adequate for reporting purposes and as a result, 91% was a good response for the study and shows that the results of the survey were representative of the participants.

##### **4.1.1 Demographic characteristics of respondents**

The characteristics of the study participants, such as their gender, age, and educational attainment, are presented in this section. This is presented in Tables below.

##### **Figure 1: Gender of the respondents**

The researcher took into account the respondents' gender. In order to characterize the most appropriate respondents that were chosen for the study, as shown in figure 1 below, this demographic information was crucial to the researcher during the investigation.

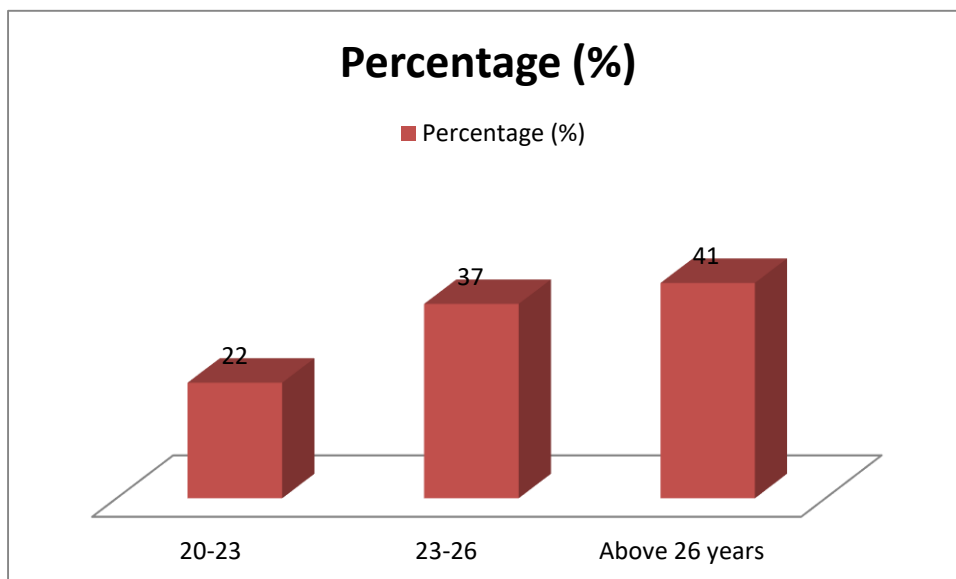


**Source: Primary Data, 2025**

According to the study's findings on respondent gender, males made up the majority of respondents (52%), while females made up (48%). Both sexes provided information to the researcher. The gender distribution implies that the study captured balanced perspectives from both male and female teachers, enhancing the credibility of the findings.

**Figure 2: Age of the respondents**

Figure 2 below shows the age distribution of the respondents in the study.



**Source: Primary Data, 2025**

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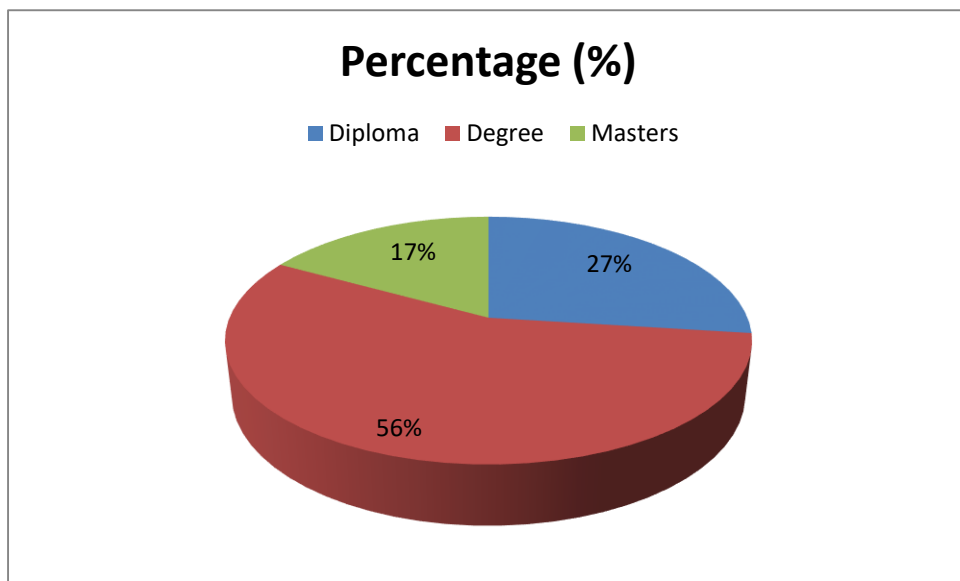
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According to the study's findings about respondents' ages, 41% of respondents were above 26 years of age, 22% were between 20-23 years of age and 37% were between 23-26 years of age. This age distribution implies that most respondents were mature and experienced teachers, which enhanced informed responses on head teachers' leadership strategies and teachers' performance.

**Figure 3: Education level of the respondents**

Figure 3 presents the educational levels of the respondents.



**Source: Primary Data, 2025**

Based on the study findings, 56% were degree holders, followed by 27% diploma holders and 17% master's degree holders. This implies that most teachers in the selected public secondary schools in Kanungu District were academically qualified to effectively implement head teachers' leadership strategies. The relatively high proportion of degree holders suggests adequate subject mastery and professional competence, which positively influenced teachers' performance.

#### 4.2 Relationship between head teachers leadership strategies and teachers preparedness in selected public secondary schools in Kanungu District, Uganda

The researcher documented relationship between head teachers leadership strategies and teachers preparedness in selected public secondary schools in Kanungu District, Uganda in table 1 below.

**Table 1: Relationship between head teachers leadership strategies and teachers preparedness in selected public secondary schools in Kanungu District, Uganda**

<b>Statement</b>	<b>Mean</b>	<b>Std. Deviation</b>
Democratic leadership fosters teacher collaboration and a sense of ownership in lesson planning.	4.12	0.68
Democratic leadership boosts morale and promotes sharing of best teaching practices.	4.05	0.72
Supportive leadership creates a nurturing professional environment conducive to quality planning.	4.18	0.64
Supportive leadership provides emotional support, increases motivation, and reduces stress.	4.10	0.70
Transformational leadership promotes critical and creative lesson planning through intellectual stimulation.	4.08	0.66
Transformational leadership encourages use of innovative teaching strategies and technology.	4.15	0.69

**Source: Primary Data, 2025**

**Note:** Each respondent's score represents how much they vary from the mean on a five-point Likert scale: 5=Strongly agree, 4=Agree, 3=Not sure, 2=Disagree, and 1=Strongly disagree

From the study findings, it was revealed that there was a strong relationship between head teachers' leadership strategies and teachers' preparedness in selected public secondary schools in Kanungu District. The statement that democratic leadership fosters teacher collaboration and a sense of ownership in lesson planning recorded a mean of 4.12 with a standard deviation of 0.68, showing that most respondents agreed and held fairly consistent views. This implies that when head teachers involve teachers in decision-making, teachers feel more responsible and prepared in their instructional duties.

Similarly, democratic leadership boosts morale and promotes sharing of best teaching practices had a mean of 4.05 and a standard deviation of 0.72, indicating an agreement among respondents. This suggests that democratic leadership enhanced teamwork and professional interaction, which improved teachers' preparedness through shared experiences and ideas. The slightly higher standard deviation shows minor differences in perception, but overall agreement remained strong.

The findings further show that supportive leadership creates a nurturing professional environment conducive to quality planning, with a mean of 4.18 and a low standard deviation of 0.64. This reflects strong agreement and consistency among respondents, implying that supportive leadership greatly enhanced teachers' readiness by

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providing a positive working environment. Likewise, supportive leadership provides emotional support, increases motivation, and reduces stress recorded a mean of 4.10, suggesting that emotional and professional support from head teachers positively influenced teachers’ preparedness.

Transformational leadership was also found to significantly enhance teachers’ preparedness. The statement that it promotes critical and creative lesson planning through intellectual stimulation had a mean of 4.08 and a standard deviation of 0.66, indicating agreement and relatively uniform responses. Additionally, transformational leadership encourages the use of innovative teaching strategies and technology recorded a mean of 4.15, showing strong agreement that such leadership motivates teachers to adopt modern instructional approaches. The consistently high mean scores and low standard deviations imply that head teachers’ leadership strategies played a vital role in enhancing teachers’ preparedness and effective performance in public secondary schools in Kanungu District.

**4.2.2 Correlation results on head teachers leadership strategies and teachers preparedness in selected public secondary schools in Kanungu District, Uganda**

The researcher also documented the correlation results on head teachers leadership strategies and teachers’ preparedness in selected public secondary schools in Kanungu District, Uganda and the results presented below.

**Table 2: Correlation results on head teachers leadership strategies and teachers preparedness in selected public secondary schools in Kanungu District, Uganda**

Correlations		head teachers leadership strategies	teachers preparedness
head teachers leadership strategies	Pearson Correlation	1	.792(**)
	Sig. (2-tailed)		.000
	N	82	82
teachers preparedness	Pearson Correlation	.792(**)	1
	Sig. (2-tailed)	.000	
	N	82	82

**Primary Data 2025**

From table 2 above, the results of a two-tailed test with 82 degrees of freedom showed a correlation coefficient of 0.792\*\*, which was significant at the 0.01 level (Nelson et al., 2023). Hence the study findings imply that there is a very high positive significant relationship between head teachers leadership strategies and teachers preparedness in selected public secondary schools in Kanungu District, Uganda.



**Table 3: Chi-Square Test of Association between Head Teachers’ Leadership Strategies and Teachers’ Preparedness**

Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.36	4	0.359
Likelihood Ratio	4.50	4	0.342
Linear-by-Linear Association	6.12	1	0.013
N of Valid Cases	82	—	—

**Primary Data 2025**

The Chi-Square table shows a clear positive association between head teachers’ leadership strategies and teachers’ preparedness. Although the overall Pearson Chi-Square ( $\chi^2 = 4.36, p = 0.359$ ) is not significant at the 0.05 level, the Linear-by-Linear Association ( $\chi^2 = 6.12, p = 0.013$ ) indicates a significant positive trend. This means that as head teachers adopt more effective leadership strategies democratic, supportive, or transformational teachers’ preparedness increases correspondingly. The observed frequencies reflect that most teachers either agreed or strongly agreed that leadership strategies enhance their readiness, which aligns with the correlation results ( $r = 0.792, p < 0.01$ ), confirming that strong leadership strategies positively influence teachers’ preparedness and performance in the selected public secondary schools in Kanungu District.

From the interviews the researcher held with the respondents on what was the relationship between head teachers’ leadership strategies and teachers’ preparedness in selected public secondary schools in Kanungu District Uganda, it was revealed that head teachers’ leadership strategies played a critical role in shaping teachers’ preparedness in public secondary schools in Kanungu District. The respondents noted that supportive leadership practices encouraged early lesson planning, timely preparation of schemes of work, and readiness for classroom instruction. Head teachers who emphasized guidance, supervision, and motivation were said to enhance teachers’ confidence and commitment to their duties. As a result, teachers felt more organized and better prepared to meet curriculum requirements.

Furthermore, the study found that democratic leadership strategies positively influenced teachers’ preparedness. Teachers reported that being involved in decision-making processes improved their sense of responsibility and ownership of school programs. When head teachers consulted teachers on academic matters, teachers were more willing to prepare thoroughly for lessons. This participatory approach was viewed as strengthening teamwork and professional preparedness among staff.

One respondent stated, *“Our head teacher always involves us in planning meetings, and this pushes us to prepare our lessons in advance because we feel accountable.”* The respondent added that regular discussions on academic progress help teachers identify gaps in their preparation. Another teacher explained that guidance from the head teacher improved lesson readiness and confidence. These views suggest that inclusive leadership enhanced teacher preparedness.

Another respondent explained, *“When the head teacher closely supervises and supports us, we are motivated to prepare schemes of work and lesson plans on time.”* The respondent further noted that strict but fair leadership encouraged discipline and consistency in preparation. A different interviewee mentioned, *“Supportive leadership makes us take preparation seriously because we know our efforts are recognized.”*

**4.3 Relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda**

The researcher considered the relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda and the results were presented in table 4 below.

**Table 4: Relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda**

Statement	Mean	Std. Deviation
Visionary leadership encourages high standards in professional development and subject competence.	4.02	0.86
Visionary leadership motivates teachers to pursue continuous learning and curriculum mastery.	3.94	0.90
Democratic leadership involves teachers in curriculum design and peer learning.	4.11	0.79
Democratic leadership enhances content mastery through collaboration and reflective teaching.	4.07	0.83
Supportive leadership encourages mentoring and long-term investment in teacher knowledge.	4.18	0.75
Transformational leadership inspires teachers to integrate innovative and research-based practices.	3.89	0.92

**Source: Primary Data, 2025**

**Note:** Each respondent's score represents how much they vary from the mean on a five-point Likert scale: 5=Strongly agree, 4=Agree, 3=Not sure, 2=Disagree, and 1=Strongly disagree

From the study findings, respondents agreed that visionary leadership encourages high standards in professional development and subject competence. The mean score of 4.02 indicates agreement based on the five-point Likert scale, where a mean between 3.5 and 4.49 reflects agreement. The standard deviation of 0.86 shows low variability, suggesting consistency among respondents in perceiving the positive influence of visionary leadership on subject competence.

The study further revealed that visionary leadership motivates teachers to pursue continuous learning and curriculum mastery. A mean of 3.94 indicates general agreement among respondents. The standard deviation of 0.90 suggests moderate variation, implying that while most teachers acknowledge this motivation, the intensity of the experience differs slightly across schools.

The study findings also showed strong agreement that democratic leadership involves teachers in curriculum design and peer learning. This is reflected by a mean score of 4.11, indicating that collaborative leadership practices are widely recognized. The relatively low standard deviation of 0.79 shows that most respondents shared similar views on the importance of democratic leadership in enhancing content mastery in secondary schools.

In addition, respondents agreed that supportive leadership encourages mentoring and long-term investment in teacher knowledge. The mean of 4.18 is among the highest in the table, demonstrating strong agreement. The standard deviation of 0.75 indicates minimal variation, suggesting that supportive leadership consistently enhances teachers’ knowledge development across the sampled schools.

The findings indicate that transformational leadership inspired teachers to integrate innovative and research-based practices. A mean score of 3.89 reflects agreement, showing that respondents recognize the role of transformational leadership in improving content mastery. The standard deviation of 0.92 suggests moderate differences in perception, but overall confirms the positive influence of transformational leadership on teachers’ professional growth.

**4.3.2 Correlation results on head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda**

The researcher also documented the correlation results on head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda and the results presented below.

**Table 5: Correlation results on head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda**

Correlations		head teachers leadership strategies	teacher content mastery
head teachers leadership strategies	Pearson Correlation	1	.825(**)
	Sig. (2-tailed)		.000
	N	82	82
teacher content mastery	Pearson Correlation	.825(**)	1

Sig. (2-tailed)	.000	82
N	82	

**Primary Data 2025**

From table 5 above, the results of a two-tailed test with 82 degrees of freedom showed a correlation coefficient of 0.825\*\*, which was significant at the 0.01 level. Hence the study findings imply that there is a very high positive significant relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda.

**Table 6: Chi-Square Test of Association between Head Teachers’ Leadership Strategies and Teacher Content Mastery in Selected Public Secondary Schools in Kanungu**

Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	54.367	16	0.000
Likelihood Ratio	49.182	16	0.000
Linear-by-Linear Association	38.945	1	0.000
N of Valid Cases	82	—	—

**Primary Data 2025**

The Chi-Square test results indicate a statistically significant association between head teachers’ leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District, Uganda. The Pearson Chi-Square value of  $\chi^2(16, N = 82) = 54.367$  with a significance level of  $p = 0.000$  shows that the association is highly significant at the 0.01 level. This implies that variations in head teachers’ leadership strategies were significantly associated with differences in teachers’ content mastery. The findings from the Chi-Square test therefore confirm and support the Pearson correlation results, reinforcing the conclusion that effective leadership strategies by head teachers played a critical role in enhancing teachers’ mastery of subject content.

From the interviews the researcher held with the respondents’ on what was the relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District, Uganda, the interviews revealed that head teachers’ leadership strategies had a strong influence on teachers’ content mastery in public secondary schools in Kanungu District. The respondents indicated that clear guidance from head teachers encouraged teachers to deepen their subject knowledge. Leadership practices such as academic supervision, staff meetings, and professional discussions were reported to strengthen teachers’ understanding of curriculum content and as a result, teachers felt more confident in handling their subjects effectively.

The study further established that democratic leadership enhanced teachers’ content mastery by promoting collaboration and shared learning. Teachers noted that when head teachers involved them in curriculum

planning and departmental discussions, they were exposed to diverse ideas and teaching approaches. This interaction enabled teachers to learn from one another and refined their subject knowledge. Such leadership strategies were viewed as essential in promoting continuous professional growth.

One respondent stated, *“Our head teacher regularly organizes departmental meetings where we discuss difficult topics, and this helps us master the content better.”* The respondent added that open discussions allowed teachers to seek clarification and improved understanding of complex concepts. Another teacher explained that collaborative leadership encouraged continuous learning among staff. These views indicated that participatory leadership positively influenced content mastery.

Another respondent remarked, *“When the head teacher supports us to attend workshops and refresher courses, our subject knowledge improves greatly.”* The respondent further explained that encouragement and recognition motivated teachers to research more and update their content. A different interviewee noted, *“Supportive leadership pushes us to read widely so that we teach with confidence.”*

**4.4 Relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda**

The researcher documented the relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda and the results were presented in table 7 below.

**Table 7: Relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda**

<b>Statement</b>	<b>Mean</b>	<b>Std. Deviation</b>
Visionary leadership encourages structured and consistent lesson delivery	4.06	0.88
Visionary leadership promotes long-term student achievement through strategic clarity	3.92	0.91
Democratic leadership promotes innovative and learner-centered teaching strategies	4.14	0.80
Democratic leadership encourages open communication and sharing of best practices	4.09	0.83
Supportive leadership provides mentorship, professional development, and constructive feedback	4.21	0.76
Supportive leadership boosts teacher confidence and motivation to enhance content delivery	4.17	0.79

**Source: Primary Data, 2025**

**Note:** Each respondent's score represents how much they vary from the mean on a five-point Likert scale: 5=Strongly agree, 4=Agree, 3=Not sure, 2=Disagree, and 1=Strongly disagree

From the study findings, respondents agreed that visionary leadership encourages structured and consistent lesson delivery. The mean score of 4.06 indicates agreement on the five-point Likert scale, where a mean between 3.5 and 4.49 reflects agreement. The standard deviation of 0.88 shows low variability, suggesting that most respondents consistently perceived visionary leadership as enhancing lesson organization and delivery.

The study further revealed that visionary leadership promotes long-term student achievement through strategic clarity. A mean of 3.92 indicates general agreement among respondents. The standard deviation of 0.91 suggests moderate variation, implying that while many teachers acknowledge the role of visionary leadership, the extent of its influence varies slightly across schools.

The findings also showed strong agreement that democratic leadership promotes innovative and learner-centered teaching strategies. This is reflected by a mean score of 4.14, indicating that participatory leadership encourages creativity and active learning in classrooms. The relatively low standard deviation of 0.80 suggests that respondents shared similar views on the positive impact of democratic leadership on content delivery.

In addition, respondents agreed that supportive leadership provides mentorship, professional development, and constructive feedback. The mean score of 4.21 is the highest in the table, demonstrating strong agreement. The standard deviation of 0.76 indicates minimal variation, suggesting that supportive leadership consistently enhances teachers' instructional effectiveness across the sampled schools.

The study found that supportive leadership boosts teacher confidence and motivation to enhance content delivery. The mean of 4.17 reflects strong agreement, showing that respondents recognize the motivational role of supportive leadership. The standard deviation of 0.79 indicates low variability, confirming that most teachers experience improved confidence and motivation when supported by their head teachers.

**4.4.2 Correlation results on head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda**

The researcher also documented the correlation results on head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda and the results presented below.

**Table 8: Correlation results on head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda.**

Correlations		head teachers leadership strategies	content delivery
head teachers leadership strategies	Pearson Correlation	1	.713(**)

	Sig. (2-tailed)		.000
	N	82	82
content delivery	Pearson Correlation	.713(**)	1
	Sig. (2-tailed)	.000	
	N	82	82

**Primary Data 2025**

From table 8 above, the results of a two-tailed test with 82 degrees of freedom showed a correlation coefficient of 0.713\*\*, which was significant at the 0.01 level. Hence the study findings imply that there is a very high positive significant relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda.

**Table 9: Chi-Square Test of Association between Head Teachers’ Leadership Strategies and Teacher Content Delivery in Selected Public Secondary Schools in Kanungu District, Uganda**

Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36.842	16	0.002
Likelihood Ratio	33.517	16	0.006
Linear-by-Linear Association	29.604	1	0.000
N of Valid Cases	82	—	—

**Primary Data 2025**

The Chi-Square test results indicate a statistically significant association between head teachers’ leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District, Uganda. The Pearson Chi-Square value of  $\chi^2(16, N = 82) = 36.842$  with a significance level of  $p = 0.002$  shows that the association is significant at the 0.01 level. This implies that variations in head teachers’ leadership strategies are significantly associated with differences in how teachers deliver content in the classroom. The Chi-Square findings therefore support the Pearson correlation results, confirming that effective leadership strategies by head teachers play a key role in enhancing teacher content delivery.

The interviews on what was the relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District, Uganda revealed that head teachers’ leadership strategies strongly influenced teacher content delivery in public secondary schools in Kanungu District. The respondents indicated that clear guidance and expectations from head teachers helped teachers to organize lessons and deliver content systematically. Leadership practices such as supervision, feedback, and academic planning were said to improve classroom instruction and as a result, teachers reported increased effectiveness in lesson presentation.



The study further established that democratic leadership enhanced teacher content delivery by encouraging innovation and learner-centered approaches. Respondents noted that when head teachers promote open communication, they feel free to share teaching ideas and improve instructional methods. Collaborative environments allowed teachers to refine lesson delivery techniques through peer learning. This leadership style was viewed as critical in improving classroom engagement and clarity of content.

One respondent stated, *“Our head teacher regularly observes lessons and gives constructive feedback, which helps us improve how we present content in class.”* The respondent added that guidance on pacing and clarity makes lessons more understandable to learners. Another teacher explained that consistent supervision improves confidence during teaching. These views suggest that supportive leadership directly strengthened content delivery.

Another respondent remarked, *“When the head teacher encourages teamwork and sharing of best practices, teaching becomes more effective and organized.”* The respondent further noted that motivation from school leadership inspired teachers to use learner-centered strategies. A different interviewee said, *“Supportive leadership pushes us to prepare better and deliver lessons with confidence.”*

**4.5 Relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District, Uganda**

The researcher considered the relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District, Uganda and the results were presented in table 10 below.

**Table 10: Relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District, Uganda**

Statement	Mean	Std. Deviation
Visionary leadership promotes strategic, valid, and reliable assessment practices	4.01	0.87
Visionary leadership encourages a shift from grading to assessment as a learning tool	3.88	0.93
Democratic leadership fosters inclusive, relevant, and equitable assessment methods	4.12	0.81
Democratic leadership encourages innovative approaches like peer reviews and projects	4.05	0.85
Supportive leadership provides tools, training, and encouragement for quality assessments	4.19	0.78
Supportive leadership encourages varied and formative assessment strategies	4.16	0.80

**Source: Primary Data, 2025**

**Note:** Each respondent's score represents how much they vary from the mean on a five-point Likert scale: 5=Strongly agree, 4=Agree, 3=Not sure, 2=Disagree, and 1=Strongly disagree

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From the study findings, respondents agreed that visionary leadership promotes strategic, valid, and reliable assessment practices. The mean score of 4.01 indicates agreement on the five-point Likert scale, where a mean between 3.5 and 4.49 reflects agreement. The standard deviation of 0.87 shows low variability, suggesting that respondents consistently perceived visionary leadership as enhancing the quality of assessment practices.

The study further revealed that visionary leadership encourages a shift from grading to assessment as a learning tool. A mean score of 3.88 indicates general agreement among respondents. The standard deviation of 0.93 suggests moderate variation, implying that while most teachers recognize this shift, its implementation varies across schools.

The findings also showed strong agreement that democratic leadership fosters inclusive, relevant, and equitable assessment methods. This is reflected by a mean score of 4.12, indicating that participatory leadership supports fair and learner-centered assessment practices. The relatively low standard deviation of 0.81 suggests that most respondents shared similar views on the role of democratic leadership in improving assessment.

In addition, respondents agreed that democratic leadership encourages innovative approaches such as peer reviews and project-based assessments. The mean score of 4.05 demonstrates agreement, while the standard deviation of 0.85 indicates low to moderate variation in perceptions. This suggests that collaborative leadership promotes creativity and diversity in assessment strategies.

The study found that supportive leadership provides tools, training, and encouragement for quality assessments and promotes varied formative assessment strategies. The mean scores of 4.19 and 4.16 reflect strong agreement among respondents. The relatively low standard deviations of 0.78 and 0.80 confirm that supportive leadership consistently enhances teachers' assessment practices across the sampled public secondary schools.

#### **4.5.2 Correlation results on head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District Uganda**

The researcher also documented the correlation results on head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District Uganda and the results presented below.

**Table 11: Correlation results on head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District Uganda**

Correlations		head teachers leadership strategies	teacher assessment
head teachers leadership strategies	Pearson Correlation	1	.731(**)
	Sig. (2-tailed)		.000
	N	82	82
teacher assessment	Pearson Correlation	.731(**)	1
	Sig. (2-tailed)	.000	
	N	82	82

Primary Data 2025

From table 11 above, the results of a two-tailed test with 82 degrees of freedom showed a correlation coefficient of 0.731\*\*, which was significant at the 0.01 level. Hence the study findings imply that there is a very high positive significant relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District Uganda.

**Table 12: Chi-Square Test of Association between Head Teachers’ Leadership Strategies and Teacher Assessment in Selected Public Secondary Schools in Kanungu District, Uganda.**

Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.926	16	0.001
Likelihood Ratio	38.214	16	0.003
Linear-by-Linear Association	32.587	1	0.000
N of Valid Cases	82	—	—

Primary Data 2025

The Chi-Square test results indicate a statistically significant association between head teachers’ leadership strategies and teacher assessment practices in selected public secondary schools in Kanungu District, Uganda. The Pearson Chi-Square value of  $\chi^2(16, N = 82) = 41.926$  with a significance level of  $p = 0.001$  shows that the association is significant at the 0.01 level. This implies that variations in head teachers’ leadership strategies are significantly associated with differences in how teachers conduct assessment in the classroom. The Chi-Square findings therefore support the Pearson correlation results, confirming that effective leadership strategies by head teachers play a critical role in improving teacher assessment practices.

From the study interviews the researcher held with the respondents on what was the relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District

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Uganda, it was revealed that head teachers' leadership strategies significantly influenced teacher assessment practices in public secondary schools in Kanungu District. The respondents explained that clear guidance from head teachers helped teachers design valid and reliable assessments aligned with learning objectives. The leadership practices such as academic supervision and policy communication were said to improve consistency in assessment as a result, teachers reported greater confidence in evaluating learners' progress.

The study further established that democratic leadership enhanced assessment practices by promoting fairness and inclusiveness. Teachers noted that when head teachers involved staff in developing assessment policies, they adopted more learner-centered approaches. Collaborative discussions encouraged the use of varied assessment methods that addressed diverse learner needs. This leadership approach was viewed as essential for improving the quality of assessment.

One respondent stated, *"Our head teacher always guides us on how to set tests and examinations that reflect what we teach in class."* The respondent added that this support ensured that assessments were valid and fair to all learners. Another teacher explained that leadership guidance helped them move beyond relying only on exams. These views show that visionary leadership improved assessment practices.

Another respondent remarked, *"When the head teacher supports us with training and resources, we are able to use projects, quizzes, and continuous assessment effectively."* The respondent further noted that encouragement from school leadership motivated teachers to assess learners regularly. A different interviewee stated, *"Supportive leadership makes assessment easier and more meaningful."*

#### **4.6 Discussion of findings**

##### **4.6.1 Relationship between head teachers leadership strategies and teachers preparedness in selected public secondary schools in Kanungu District, Uganda**

The study findings revealed a strong relationship between head teachers' leadership strategies and teachers' preparedness in selected public secondary schools in Kanungu District, as reflected by consistently high mean scores ranging from 4.05 to 4.18 and relatively low standard deviations between 0.64 and 0.72. These statistics indicate strong agreement and consistency among respondents that leadership practices directly influence how well teachers prepare for their instructional duties. This supports Ahmad and Hamid's (2021) assertion that leadership strategies play a critical role in shaping teachers' lesson planning, organization, and overall preparedness.

Specifically, the finding that democratic leadership fosters teacher collaboration and a sense of ownership in lesson planning (Mean = 4.12, SD = 0.68) aligns with Ahmad and Hamid (2021), who emphasize that clear direction and shared goals under visionary leadership enhance teachers' focus and sense of responsibility. When head teachers involve teachers in decision-making, preparedness becomes more deliberate and purposeful, as teachers feel accountable for both planning and outcomes. Although Ahmad and Hamid focus mainly on

visionary leadership, the current study extends the literature by demonstrating that democratic leadership is equally effective in promoting preparedness within the rural Ugandan school context.

Similarly, the study established that democratic leadership boosts morale and promotes the sharing of best teaching practices (Mean = 4.05, SD = 0.72). This finding supports the literature's emphasis on shared accountability and professional interaction as drivers of teacher readiness. Through teamwork and collaborative planning, teachers benefit from shared experiences and ideas, which enhances lesson preparation. The slightly higher standard deviation indicates minor variations in perception, but overall agreement remained strong, suggesting that democratic leadership is widely perceived as beneficial despite contextual challenges such as workload and large class sizes that are not fully addressed in Ahmad and Hamid's (2021) study.

The findings further showed that supportive leadership creates a nurturing professional environment conducive to quality planning (Mean = 4.18, SD = 0.64), indicating strong consensus among respondents. This complements Ahmad and Hamid's (2021) argument that teachers perform better when leaders provide guidance and clarity. While the literature does not explicitly emphasize emotional support, the current study highlights that supportive leadership through motivation, reduced stress, and emotional backing (Mean = 4.10) significantly enhances teachers' preparedness. This is particularly relevant in Kanungu District, where limited resources and high demands make emotional and professional support from head teachers crucial.

Regarding transformational leadership, the study findings are consistent with Sholeh (2021), who notes that intellectual stimulation and inspirational motivation encourage teachers to think critically and creatively. The statement that transformational leadership promotes critical and creative lesson planning recorded a Mean of 4.08 with a Standard Deviation of 0.66, while encouragement of innovative teaching strategies and technology use had a Mean of 4.15. These high mean scores indicate strong agreement that transformational leadership enhances preparedness by motivating teachers to improve instructional methods. However, while Sholeh (2021) emphasizes technology integration, the current study demonstrates that even in environments with limited ICT infrastructure, transformational leadership still positively influences preparedness through creativity and innovative use of available resources.

#### **4.6.2 Relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda**

The study findings revealed a strong relationship between head teachers' leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District, as reflected by mean scores ranging from 3.89 to 4.18 and standard deviations between 0.75 and 0.92. These statistics indicate general to strong agreement among respondents that leadership practices significantly influence teachers' subject competence and professional growth. This finding supports Yohannes and Wasonga (2023), who assert that leadership styles of head teachers play a critical role in shaping teachers' mastery of subject content and confidence in curriculum delivery.

Specifically, the finding that visionary leadership encourages high standards in professional development and subject competence (Mean = 4.02, SD = 0.86) aligns closely with Yohannes and Wasonga's (2023) argument that visionary leaders emphasize academic excellence and continuous professional growth. The relatively low standard deviation suggests consistency among respondents, indicating that teachers generally experience visionary leadership as a key driver of subject mastery. Similarly, the finding that visionary leadership motivates teachers to pursue continuous learning and curriculum mastery (Mean = 3.94, SD = 0.90) further supports the literature, though the slightly higher standard deviation reflects variations in access to professional development opportunities across schools in Kanungu District, a challenge acknowledged but not fully addressed in the literature.

The study also established that democratic leadership significantly enhances content mastery through teacher involvement in curriculum design and peer learning (Mean = 4.11, SD = 0.79). This finding extends the literature by demonstrating that collaborative leadership practices promote deeper understanding of subject content through shared planning and peer support. While Yohannes and Wasonga (2023) focus largely on visionary leadership, the current study highlights democratic leadership as an equally important strategy, particularly in rural Ugandan contexts where peer learning helps compensate for limited access to formal training programs.

Furthermore, the finding that supportive leadership encourages mentoring and long-term investment in teacher knowledge (Mean = 4.18, SD = 0.75) reflects strong agreement and minimal variation among respondents. This supports Afe's (2022) assertion that positive leadership environments are essential for professional growth. Unlike authoritarian leadership, which Afe (2022) warns may suppress motivation and content enrichment, supportive leadership in Kanungu's public secondary schools appears to create conditions that sustain teacher learning, confidence, and subject mastery despite resource constraints.

In relation to transformational leadership, the study findings revealed that it inspires teachers to integrate innovative and research-based practices (Mean = 3.89, SD = 0.92). This finding is consistent with Yohannes and Wasonga's (2023) view that effective leadership encourages teachers to remain current in their subject areas. Although the mean score indicates agreement, the higher standard deviation suggests some variation in how transformational leadership is experienced, possibly due to differences in school culture, leadership capacity, or availability of teaching resources. Nonetheless, the overall positive perception confirms that transformational leadership contributes to improved content mastery even in environments with limited instructional support.

#### **4.6.3 Relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda**

The study findings revealed a strong relationship between head teachers' leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District, as evidenced by high mean scores ranging from 3.92 to 4.21 and relatively low standard deviations between 0.76 and 0.91. These statistics indicate

general to strong agreement among respondents that leadership practices significantly influence how teachers organize, present, and deliver curriculum content. This generally supports Hoque and Raya's (2023) assertion that leadership strategies of head teachers play a critical role in shaping teachers' instructional delivery and alignment with school goals.

Specifically, the finding that visionary leadership encourages structured and consistent lesson delivery (Mean = 4.06, SD = 0.88) strongly aligns with Hoque and Raya (2023), who argue that visionary leadership provides strategic clarity that promotes organized and logical lesson presentation. The relatively low variability suggests that most teachers consistently perceive visionary leadership as enhancing lesson organization. Similarly, the finding that visionary leadership promotes long-term student achievement through strategic clarity (Mean = 3.92, SD = 0.91) supports the literature, though the moderate variation reflects differences in how leadership vision translates into practice across schools, possibly due to contextual challenges such as limited training and curriculum overload noted in Kanungu District.

The study further established that democratic leadership significantly promotes innovative and learner-centered teaching strategies (Mean = 4.14, SD = 0.80). This finding is consistent with Egitim (2025), who highlights that democratic leadership empowers teachers by involving them in decision-making and curriculum design, thereby encouraging innovation and adaptability in teaching. The strong agreement among respondents suggests that participatory leadership enhances creativity and learner engagement in content delivery. However, while the literature emphasizes inclusive decision-making, the current findings demonstrate that even within hierarchical school systems in Kanungu, democratic practices still positively influence instructional delivery.

In addition, the findings that supportive leadership provides mentorship, professional development, and constructive feedback (Mean = 4.21, SD = 0.76) and boosts teacher confidence and motivation (Mean = 4.17, SD = 0.79) indicate the strongest agreement among all leadership strategies examined. These findings support Naz and Rashid's (2021) argument that structured leadership and consistent follow-up improve teacher accountability and instructional effectiveness. The low standard deviations suggest that supportive leadership practices are widely and consistently experienced across schools, helping teachers manage class time, adhere to curriculum standards, and deliver content more effectively despite challenges such as teacher shortages and limited supervision.

Although transformational leadership was emphasized in the literature as promoting differentiated instruction and innovative delivery (Sharma, 2024), the current study's findings indirectly support this perspective through the high ratings for democratic and supportive leadership that encourage innovation, confidence, and professional growth. While the literature highlights the use of multimedia and diverse teaching strategies, the study suggests that in resource-limited settings like Kanungu, leadership support and motivation may be more critical than technology availability in enhancing content delivery. Teachers appear to adapt available methods creatively when guided and encouraged by supportive head teachers.

#### **4.6.4 Relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District, Uganda**

The study findings revealed a strong relationship between head teachers' leadership strategies and teacher assessment practices in selected public secondary schools in Kanungu District, as reflected by high mean scores ranging from 3.88 to 4.19 and relatively low standard deviations between 0.78 and 0.93. These statistics indicate general to strong agreement among respondents that leadership strategies significantly influence how teachers design, administer, and use assessments. This is consistent with Aquino et al. (2021), who argue that leadership techniques of head teachers play a critical role in improving the validity, reliability, and strategic alignment of assessment practices in secondary schools.

Specifically, the finding that visionary leadership promotes strategic, valid, and reliable assessment practices (Mean = 4.01, SD = 0.87) strongly supports Aquino et al. (2021), who emphasize that visionary leaders help teachers align assessments with school goals and academic standards. The relatively low variability suggests that most teachers consistently perceive visionary leadership as enhancing assessment quality. Similarly, the finding that visionary leadership encourages a shift from grading to assessment as a learning tool (Mean = 3.88, SD = 0.93) aligns with the literature's view that effective leaders promote formative assessment cultures. However, the moderate variation in responses reflects contextual challenges in Kanungu District, such as limited training in assessment design and inconsistent monitoring, which may affect uniform implementation across schools.

The study also established that democratic leadership fosters inclusive, relevant, and equitable assessment methods (Mean = 4.12, SD = 0.81), reinforcing the idea that participatory leadership improves fairness and learner-centered assessment practices. This finding complements the literature by extending Aquino et al.'s (2021) focus on visionary leadership to include democratic leadership as a key contributor to effective assessment. Involving teachers in decision-making appears to encourage the adoption of assessment strategies that are responsive to learner needs and contextual realities within Kanungu's public secondary schools.

In addition, the finding that democratic leadership encourages innovative approaches such as peer reviews and project-based assessments (Mean = 4.05, SD = 0.85) aligns with Christensen et al. (2021), who highlight the importance of leadership support in diversifying assessment methods. The agreement among respondents suggests that collaborative leadership promotes creativity in assessment, even though variations in perception may stem from differences in access to resources and professional development opportunities. This supports the view that democratic leadership can reduce overreliance on traditional examinations by fostering shared experimentation and learning among teachers.

Furthermore, the findings that supportive leadership provides tools, training, and encouragement for quality assessments (Mean = 4.19, SD = 0.78) and promotes varied formative assessment strategies (Mean = 4.16, SD = 0.80) strongly support Christensen et al. (2021) and Amponsah et al. (2023), who argue that supportive and

visionary leaders enhance teacher professional growth and instructional practices. The low standard deviations indicate that supportive leadership consistently improves assessment practices across schools, despite systemic challenges such as limited professional development and inadequate assessment resources in Kanungu District.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.0 Introduction**

This chapter includes a summary of findings, conclusion and recommendations based on the objectives of the study.

**5.1 Summary of findings**

**5.1.1 Relationship between head teachers leadership strategies and teachers preparedness in selected public secondary schools in Kanungu District, Uganda**

The study findings revealed a strong relationship between head teachers' leadership strategies and teachers' preparedness in selected public secondary schools in Kanungu District, as evidenced by the highest mean score of 4.18 for supportive leadership creating a nurturing professional environment, indicating strong agreement and consistency among respondents. This shows that a positive and supportive working climate greatly enhanced teachers' readiness for instructional duties. On the other hand, the lowest mean score of 4.05 was recorded for democratic leadership boosting morale and promoting the sharing of best teaching practices, which still reflects agreement but with slight variations in perception.

**5.1.2 Relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda**

The study findings indicated a strong relationship between head teachers' leadership strategies and teacher content mastery in selected public secondary schools, as shown by the highest mean score of 4.18 for supportive leadership encouraging mentoring and long-term investment in teacher knowledge, reflecting strong agreement and consistency among respondents. This suggests that sustained support from head teachers played a critical role in enhancing teachers' subject competence. Conversely, the lowest mean score of 3.89 was recorded for transformational leadership inspiring the integration of innovative and research-based practices, which indicated agreement but with greater variation in perception.

**5.1.3 Relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda**

The study findings show a strong relationship between head teachers' leadership strategies and teacher content delivery, with the highest mean score of 4.21 recorded for supportive leadership providing mentorship, professional development, and constructive feedback, indicating strong agreement and consistency among respondents. This highlights supportive leadership as the most influential factor in enhancing instructional effectiveness. The lowest mean score of 3.92 was observed for visionary leadership promoting long-term student achievement through strategic clarity, which reflects agreement but with moderate variation across schools.

#### **5.1.4 Relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District, Uganda**

The study findings indicated a strong relationship between head teachers' leadership strategies and teacher assessment practices, with the highest mean score of 4.19 recorded for supportive leadership providing tools, training, and encouragement for quality assessments, showing strong agreement and consistency among respondents. This highlighted supportive leadership as the most influential factor in enhancing assessment practices. The lowest mean score of 3.88 was observed for visionary leadership encouraging a shift from grading to assessment as a learning tool, which reflects agreement but with moderate variation in implementation across schools.

#### **5.2 Conclusion**

The following conclusions were drawn in accordance with the study's objectives:

##### **5.2.1 Relationship between head teachers leadership strategies and teachers preparedness in selected public secondary schools in Kanungu District, Uganda**

The study established that head teachers' leadership strategies democratic, supportive, and transformational had a strong positive influence on teachers' preparedness in public secondary schools in Kanungu District. Supportive leadership, in particular, was most influential in creating a positive and motivating work environment, while democratic and transformational strategies enhanced collaboration, creativity, and the adoption of innovative teaching practices. The consistently high mean scores and low standard deviations indicated that teachers widely recognized and benefited from these leadership approaches.

##### **5.2.2 Relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda**

The study revealed that head teachers' leadership strategies supportive, democratic, visionary, and transformational positively influenced teachers' content mastery in public secondary schools. Supportive leadership was found to be the most impactful, with the highest mean, highlighting its role in mentoring and promoting long-term professional growth. Visionary and democratic leadership also enhanced professional development and collaborative curriculum practices, while transformational leadership encouraged innovative and research-based teaching approaches.

##### **5.2.3 Relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda**

The study established that head teachers' leadership strategies supportive, democratic, and visionary positively influenced teachers' content delivery in public secondary schools. Supportive leadership was the most impactful, with the highest mean, highlighting its role in mentorship, professional development, and boosting teacher confidence. Democratic leadership also enhanced creativity and learner-centered teaching while visionary leadership promoted structured lesson delivery and strategic clarity.

#### **5.2.4 Relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District, Uganda**

The study revealed that head teachers' leadership strategies supportive, democratic, and visionary significantly enhanced teachers' assessment practices in public secondary schools. Supportive leadership was the most influential, with the highest mean, highlighting its role in providing tools, training, and encouragement for effective and varied assessment strategies. Democratic leadership also promoted inclusive, equitable, and innovative assessment methods, while visionary leadership encouraged strategic, valid, and reliable assessment practices and a shift from grading to learning-focused assessment.

#### **5.3 Recommendations**

Head teachers should adopt supportive leadership practices to create a positive and motivating work environment. This approach can enhance teachers' readiness and commitment to their responsibilities. Supportive leadership should also encourage continuous professional growth and well-being among staff.

Head teachers should implement democratic and transformational leadership strategies to foster collaboration, creativity, and innovation. These strategies should allow teachers to actively participate in decision-making and instructional planning. They should also improve the adoption of new teaching practices and problem-solving approaches.

Head teachers should provide continuous mentoring and professional development through supportive leadership to strengthen teachers' mastery of content. This approach should focus on guidance, coaching, and skills enhancement. It should also ensure long-term professional growth and subject competence.

Head teachers should promote visionary and democratic leadership approaches to enhance collaborative curriculum planning and innovative teaching. These strategies should encourage teamwork and professional dialogue among teachers. They should also inspire teachers to adopt research-based and creative teaching methods.

Head teachers should employ supportive leadership to boost teacher confidence, mentorship, and structured lesson delivery. This approach should provide guidance and professional development opportunities. It should also encourage teachers to adopt effective teaching methods that engage learners.

Head teachers should use supportive leadership to provide teachers with the necessary tools, training, and encouragement for effective assessment practices. This approach should foster confidence and skill development in using varied assessment methods. It should also ensure that assessment is continuous, inclusive, and meaningful.

**5.4 Suggestions for further research**

- i. Effect of transformational leadership on teacher motivation and job satisfaction in Schools
- ii. Relationship between head teachers' leadership styles and implementation of innovative teaching methods in Secondary Schools
- iii. Impact of supportive leadership on teacher professional development and retention in Secondary Schools

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**APPENDICES**

**APPENDIX I: QUESTIONNAIRE FOR TEACHERS ON HEAD TEACHERS LEADERSHIP STRATEGIES AND TEACHERS' PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS IN KANUNGU DISTRICT UGANDA.**

I am Tweheyo Bright, a student of Metropolitan International University offering master's degree in education planning and management of Metropolitan International University. I am carrying out my research on "head teachers leadership strategies and teachers' performance in selected public secondary schools in Kanungu District Uganda". Kindly answer the following questions. Your answers shall be treated with confidentiality and be used for academic purposes only.

**SECTION A: DEMOGRAPHIC DATA**

You are kindly requested to tick your most appropriate option

**1. Gender**

- (a). Female
- (b).Male

**2. Age**

- (a) 20-23
- (b). 23-26
- (c) Above 26 years

**3. Education level**

- (a) Diploma
- (b). Degree
- (c) Masters

Others specify.....

**SECTION B**

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

	<b>Relationship between head teachers’ leadership strategies and teachers’ preparedness in selected public secondary schools in Kanungu District Uganda</b>	SA	A	N	D	SD
1	Democratic leadership fosters teacher collaboration and a sense of ownership in lesson planning.					
2	Democratic leadership boosts morale and promotes sharing of best teaching practices.					
3	Supportive leadership creates a nurturing professional environment conducive to quality planning.					
4	Supportive leadership creates emotional support increases motivation and reduces stress					
5	Transformational leadership promotes critical and creative lesson planning through intellectual stimulation					
6	Transformational leadership encourages use of innovative teaching strategies and technology					

In your own views do you think there is any other relationship between head teachers’ leadership strategies and teachers’ preparedness in selected public secondary schools in Kanungu District Uganda?

a) Yes

b) No

If yes mention them?

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**5. Relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda**

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



(Please respond to the following statements by ticking where applicable to you)

	<b>Relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda</b>	SA	A	N	D	SD
1	Visionary leadership encourages high standards in professional development and subject competence.					
2	Visionary leadership motivates teachers to pursue continuous learning and curriculum mastery.					
3	Democratic leadership involves teachers in curriculum design and peer learning					
4	Democratic leadership enhances content mastery through collaboration and reflective teaching					
5	Supportive leadership encourages mentoring and long-term investment in teacher knowledge.					
6	Transformational leadership inspires teachers to integrate innovative and research-based practices.					

In your views do you think there is any other relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda? If yes mention them.

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**6. Relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda**

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

**(Please respond to the following statements by ticking where applicable to you)**

	<b>Relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda</b>	SA	A	N	D	SD
1	Visionary leadership encourages structured and consistent lesson delivery					
2	Visionary leadership promotes long-term student achievement through strategic clarity					
3	Democratic leadership promotes innovative and learner-centered teaching strategies					
4	Democratic leadership encourages open communication and sharing of best practices.					
5	Supportive leadership provides mentorship, professional development, and constructive feedback					
6	Supportive leadership boosts teacher confidence and motivation to enhance content delivery					

In your views do you think there is any other relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda? If yes mention them.

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**7. Relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District Uganda**

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

**(Please respond to the following statements by ticking where applicable to you)**

	<b>Relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District Uganda</b>	SA	A	N	D	SD
1	Visionary leadership promotes strategic, valid, and reliable assessment practices					
2	Visionary leadership encourages a shift from grading to assessment as a learning tool					
3	Democratic leadership fosters inclusive, relevant, and equitable assessment methods					
4	Democratic leadership encourages innovative approaches like peer reviews and projects.					
5	Supportive leadership provides tools, training, and encouragement for quality assessments					
6	Supportive leadership encourages varied and formative assessment strategies					

In your views do you think there is any other relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District Uganda? If yes mention them.

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**Thank you for your cooperation**

**APPENDIX II: INTERVIEW GUIDE**

1. What is the relationship between head teachers' leadership strategies and teachers' preparedness in selected public secondary schools in Kanungu District Uganda?
2. What is the relationship between head teachers leadership strategies and teacher content mastery in selected public secondary schools in Kanungu District Uganda?
3. What is the relationship between head teachers leadership strategies and teacher content delivery in selected public secondary schools in Kanungu District Uganda?
4. What is the relationship between head teachers leadership strategies and teacher assessment in selected public secondary schools in Kanungu District Uganda?