

MUBARAKAH SSEMPUGGA

211-045043-04033

**HEAD TEACHER MANAGEMENT PRACTICES AND TEACHER
PERFORMANCE IN GOVERNMENT AIDED SECONDARY
SCHOOLS IN MUBENDE DISTRICT, UGANDA**

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Abstract

The study was conducted to find out the various performance management approaches used by head teachers in management of government aided secondary schools, to examine the head teachers' professional development practices in government aided secondary schools, and to examine the challenges faced by head teachers in management of government aided secondary schools, and their impact on teacher performance, using a case of Mubende District. The study used both quantitative and descriptive survey research designs, and used questionnaires as instruments of collecting data from a total of 76 respondents who participated in the study as a sample selected from a target population of 83 participants. The study also used stratified ballot random sampling and census for subject selection. Data was computed using SPSS computer program and later analysed through simple descriptive statistics of frequency counts and percentages and finally inferential regression statistics. The study findings revealed that there was a high relationship of 99.2% between head teachers' management practices and teacher performance in government aided secondary schools in Mubende district and that the relationship was significant at 100%. The hypothesis which originally stated that there is no significant relationship between head teachers' management practices and teacher performance in government aided secondary schools in Mubende district, was rejected and an alternative was taken. The study also found out that there is need for improvement in management practices in government aided secondary schools of Mubende district in order to improve teacher performance. Joint decision making, having an environment suitable for teachers to work and accept responsibility delegated to them were some of the management practices that were identified lacking in most government aided secondary schools that were responsible for the low performance of teachers. The study concluded that any changes in head teachers' management practices would proportionally cause change in teacher performance either positive or negative that may impact on teacher performance in government aided secondary schools in Mudende district and in Uganda as a whole. The study therefore recommended that DEOs should ensure strict supervision of government aided schools to ensure efficient use of government resources and to ensure that head teachers exercise proper management skills, such as joint problem solving.