

## Head teachers' Planning Skills and Teachers' Professional Growth in Selected Anglican Secondary Schools in Luweero Diocese, Uganda

Bakomereza Anne Kakooza<sup>1</sup>, R. Victoria Tamale Kaggwa<sup>2</sup>, and John Paul Kasujja<sup>3</sup>

<sup>1</sup>School of Education, Nkumba University.

<sup>2</sup>Department of Foundations and Curriculum Studies, School of Education, College of Education and External Studies, Makerere University, Uganda.

<sup>3</sup>Department of Humanities Education, Faculty of Education, Kabale University, Uganda.  
Corresponding Author Email: [jonpkasujja@gmail.com](mailto:jonpkasujja@gmail.com) / [jpkasujja@kab.ac.ug](mailto:jpkasujja@kab.ac.ug)

### ABSTRACT

*This study investigated the influence of head teachers' managerial and planning skills on the professional growth of teaching staff in Anglican secondary schools within Luweero Diocese, Uganda. Employing a descriptive survey design that integrated both qualitative and quantitative approaches, data were collected from a sample of 75 respondents, selected through simple random and purposive sampling techniques. Descriptive statistical analysis of responses from 63 participants revealed that the most positively rated planning skill was the promotion of a secure work environment (Mean = 4.016, SD = 1.129), followed by the provision of adequate planning materials (Mean = 3.921, SD = 1.248) and guidance on planning (Mean = 3.730, SD = 1.417). In contrast, supervision of lesson delivery recorded the lowest rating (Mean = 2.524, SD = 1.293), suggesting a significant gap in direct instructional oversight. Other dimensions, such as checking and approving schemes of work (Mean = 3.064, SD = 1.447) and recognizing best-performing teachers (Mean = 3.333, SD = 1.403), were rated moderately. The composite mean score of 3.463 (SD = 1.323) indicates that head teachers generally exhibit effective planning skills that have the potential to foster teachers' professional growth. Nevertheless, findings revealed that despite the provision of planning materials, many teachers lacked schemes of work and lesson plans, limiting the potential benefits of these managerial efforts. The study recommends making lesson plan preparation mandatory for all teachers to ensure meaningful teaching and learning, alongside strengthening head teachers' implementation plans through the District Education Department to improve instructional leadership and sustainable professional development.*

**Keywords:** Head teachers, planning skills, teachers' professional growth, Anglican secondary schools, Luweero Diocese, Uganda



### Article information

Received 4 April 2025

Accepted 2 August 2025

Published 12 August 2025

DOI: <https://doi.org/10.26765/DRJEVS521701282571>

Citation: Kakooza, B. A., Tamale, K. R. V., and Kasujja, J. P. (2025). Head teachers' Planning Skills and Teachers' Professional Growth in Selected Anglican Secondary Schools in Luweero Diocese, Uganda. *Direct Research Journal of Education and Vocational Studies*. Vol. 7(1), Pp. 58-66. This article is published under the terms of the Creative Commons Attribution License 4.0.

## INTRODUCTION

The nature of work in post-industrial society is changing rapidly and significantly and the change affects the role of educational leadership. Understanding the role and nature of preparation for leadership must be based on recognition of how work is defined and organized in the 21st century, (Bernardes, et al, 2015). For this, Bass, (2008) argue that, there is an increasing consensus among researchers in the field of educational leadership and management in both advanced and developing countries that the leadership provided by Head teachers is absolutely crucial for secondary schools and their teaching staff. Headship roles are thus reckoned to be a quintessential factor in the success of any secondary school, as Edwards & Gill, (2012) contend that, leadership is a key item in 21<sup>st</sup> century organizations such as in secondary schools. Several scientific investigations have also unveiled that quality education depends primarily on the way schools are managed, more than on the abundance of available resources and the capacity of schools to improve teaching and learning is strongly influenced by the quality of leadership provided by the heads as Bogler and Somech, (2004) argue.

According to Niyibizi, (2012), maintaining quality and standards in education depends largely on the extent to which heads of schools effectively execute their leadership responsibilities. Heads of schools owe it a duty to establish, monitor and maintain quality and standards in education while providing avenues and environment for their professional staff development, (Northouse, 2007). On the other hand developing an understanding of teachers' behaviour and practice and their responsiveness to change continues to be a focus in the literature, Omay & Kursad, (2010). While there is general consensus about the importance of teacher professional development, on the other hand, there is less evidence about how this process occurs in secondary schools, (Salas et al., 1992). It should also be noted that, no matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce, (Sari 2007).

Historical anthropological evidence shows that between 1950-1980; most of the research on leadership behavior focused on explaining how leaders influenced the attitudes and performance of individual subordinates. In the early survey research, factor analysis of leadership behavior questionnaires found support for two broadly defined behavior categories involving task oriented and relationship oriented behavior as cited in Saunders, (2009). Leadership research from the behavioral perspective has flourished as one review identified sixty-five classification systems of behavior proposed between, 1940 and 1986. Showers et al. (1987), noted that a common theme within nearly every identified classification

system was a trend for behavior which facilitates team interaction. Building from the work of Salas Dickinson, Converse & Tannenbaum, (1992), task focused behaviors are those that facilitate understanding task requirements, operating procedures and acquiring task information, conversely person focused behaviors are those that facilitate the behavioral interactions, cognitive structures and attitudes that must be developed before members can work effectively as a team, (Emmanuel & Abdulrazaq 2025).

Leadership behaviors that directly concerned with encouraging and facilitating change did not get much attention in the early leadership research, (Yukl, 2012). During the past decade, teacher empowerment has received a great deal of attention from researchers who studied its' relation to various organizational outcomes. Bogler & Somech, (2004), state that though a thorough examination has been conducted to study the relationship between teacher empowerment and various organizational and personal characteristics. However, there is need to study how leadership behavior affects teacher empowerment.

More so, globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world as Stover et al. (2011) revealed. However, for proficient management of an organization, human resources are paramount essentials. Efficient leaders and subordinates contribute to achieve organizational goals. It's impossible to get success without managerial effort and dedication Wallen, (2008). Therefore, in order for education to realize its goals, it is important for leaders in schools (head teachers) to facilitate the necessary changes and innovations as well as single handedly creating order out of chaos among their staff (teachers) to enhance their performance in order to bring mightiness in school achievement. In order to comply with the international standards to meet the millennium development goals, Uganda embarked on providing universal primary and secondary education. The increase in the number of students graduating from primary schools which are managed by local governments has created a bulge in secondary schools which are centrally managed. More so various studies have shown that secondary education is in demand and valued in Uganda, and that the government of Uganda has given consideration to policy reform in this sector, Tschannen-Moran & McMaster, (2009). Educational indicators illustrate this change in demand for secondary education in recent years. In 2004, 54% of students completed primary education Stanovich & Jordan, (2002) from 1991 to 2004, the gross enrollment rate at the secondary level has increased from 11% to 19%; net enrollment has had a similar increase from 8% (1999) to 15% in 2004. Private secondary schools have also expanded in the past decade there are currently 627 privately owned secondary schools compared to 847 that are government-aided, often with little support or training of head teacher and teachers.

At the same time, secondary education, while officially decentralized, has not been fully decentralized in practice, Niyibizi, (2012). Head teacher and teacher deployment, student placement, and testing all remain centralized in government schools.

Globally, managerial skills are perceived to be the main factor that influences employees' performance which is measured in terms of positive outcomes. The government of Uganda is interested in reinforcing national cohesion as well as promoting reconciliation of all its citizens and the development of the country. In order to achieve these goals, it has sited education leadership and management at the top of its priorities, (MoEs, 2012) since education is one of the most realistic channels through which the marked status quo of the country can be retrieved. The government of Uganda recognizes the importance of education management in the development of the country, as it has embarked on improving the quality of education management via good management of schools as a bridge to students' performance through motivating teachers, (MoEs, 2012).

The government of Uganda has the purpose of reducing poverty and improves standards of living of it is citizens. It is on this context, the major role of education is to strive for excellence and to combat ignorance and illiteracy so as providing useful resources for social- economic development of Uganda. The more emphasis put on teacher growth since they are the one who play great role in improvement of quality education (MoEs, 2012). All school equipment such as textbooks were distributed to schools. Medium of instruction was changed to meet regional and international requirements, Schools have been rehabilitated and classrooms built.

There is a rise in teaching strategies in the twenty-first century through teamwork and innovation, Safran & Oswald, 2003). Improving teacher quality has become a vital thing to student fulfillment; teacher professionalism gained more prominence. Nowadays, instructors' continuous professional development is broadly visible as crucial for enhancing teachers' overall performance and effectiveness and enhancing dedication to their work. Teachers must always adapt to the current educational system changes to meet the students' needs and demands for the global market.

The government of Uganda has considered the significance of staff development not only as a requisite for pre-entry qualification to the teaching profession, but also as critical criteria for upward mobility for serving teachers. It is worth noting that training programs (the general approaches to professional advancement in skills and knowledge) in Ugandan schools have been tailored to suit student academic achievement by many government policy documents. Education researchers observed that teachers participate in them for anticipated social mobility associated with improved financial gains, among others. However Ugandan education system being mainly examination oriented, many teachers look at training as an avenue to enhance their effectiveness in instructional

duties, Piccolo & Colquitt, (2006). Teachers' productivity has generally been seen as a correlation between teacher training and student academic achievement in examinations. Some researchers on performance have also associated student academic achievement with teachers' effectiveness in teaching.

There exist many teachers' instructional materials in any given institution or organization and the quality of output entirely depends on the quality of staff available and used in that organization, as it is evident that quality staff deliver quality products/output, (Richard, 2000). This is because this staff will have inadequate knowledge and skills of running the organizational activities programs. Likewise, in educational institutions, there is a need to have quality teachers if the teaching/learning in those institutions is to be improved and consequently improve the institution /schools' academic performance.

If schools have competent staff the following benefits among others would be achieved. These schools would benefit from well prepared schemes of work and lesson plans, instructional materials would be designed and made, there would be adequate use of instructional materials for teaching and learning, schools would benefit from improved teacher- teacher, teacher-head teacher and teacher pupil relationship, the available school resources would be effectively utilized. Hence, there would be improved academic performance and many others. There is need to develop staff through appropriate staff development programs like Teacher Development and Management System (TDMS) upgrading in service course, organizing and conducting Continuous Professional Development courses (CPDs) to mention but a few if this is done, teachers will be equipped with the knowledge, skills and techniques of effectively delivering the content. This staff development program will in turn yield better academic standards in schools, (Ministry of Education & Sports, 2012)

However, experiences have shown that in many of the schools there is no good interpersonal relationship existing between the principals and the teachers. Lack of synergy and team work is evident and this affects the accomplishment school objectives. Principals are sometimes alleged to administer the schools with their favorite without the inputs from majority of the teachers and as such their zeal and commitment to the profession and attaining school goal are somewhat defeated. The principal's success depends largely on the efficient use of his managerial skills in the day to the day administration of the school, (Moolenaar et al., 2010). Since the teachers are the interpreters and implementers of schools plan and policies, there is need for absolute synergy and confident building on a good interpersonal relationship between the principal and teachers, effective communication and teachers' integration in the decision-making process of the school.

Unfortunately, the absence of quality synergy between the principals and teachers in the day to the day administration of schools, may have been responsible for,

why some parents prefer some private schools no matter the distance over others which is due to the seeming increase of students' cultism, truancy, indiscipline, examination malpractices just to mention a few, among students of secondary schools in Luweero Anglican secondary schools. Luweero diocese has 26 Anglican secondary and Luweero district has 15 Anglican secondary schools under Luweero diocese with over 685 teachers.

### **Head teachers' planning skills and teachers' professional growth**

Moolenaar et al. (2010) established that the Head-teacher's planning process in a school is inclusive of designing policies and rules of admission, publicizing dates of admission, convening meetings of the staff, and discussing with teachers' annual activities and programs. The Head-teacher is also expected to ensure that various registers needed for different purposes are available in the school, (Miller et al., 1991). At this point, the planning function of a head teacher is diverse. To make this information relevant to the present study, the researcher ascertained the availability of these functions in the selected primary schools and found out the influence of such functions on teacher-effectiveness.

Many professional development activities are arranged without the intended audience's input. In the case of a school, the audience is often comprised of classroom teachers. Administrators, on the other hand, frequently determine on their own what is "best" for their teachers and are perplexed when the results are less than gratifying. Teachers are more likely to identify what is needed to increase student accomplishment if they are allowed to "focus in" on crucial material and instructional concerns based on their own experiences. If they are involved in professional development decisions, they are considerably more likely to attend sessions with excitement and to put what they learn into practice, (McLeskey & Waldron, 2002).

School leaders can utilise a variety of ways to obtain feedback from teachers on their professional development requirements. One quick and simple solution is to invite teachers to engage in a brainstorming session during a staff meeting so that they are aware of the discussion topic and may plan accordingly. A brainstorming session allows teachers to hear what other people are thinking and to contribute their own thoughts. The school's improvement plan can be used to stimulate debate, McLeskey & Waldron, (2002).

Without a professional development plan in place, a school risks holding haphazard events that do little to increase instructional skills or raise student achievement. School leaders can design a coordinated plan that handles school problems as a continuous process rather than a sequence of unrelated events by taking teachers' needs and the school's overall improvement goal into account. A successful plan defines the actions to be carried out, the

target group for each activity for example, mathematics instructors, interdisciplinary teams, or all teachers, and a procedure for following up. To handle this job, the school will need a professional development team directed by the administrator or another instructional leader. Representatives from all academic disciplines and career/technical fields, as well as counselors and other key faculty, should be included on the team, (Mbwiria, 2010). Full-day programmes are strongly recommended. They allow teachers enough time to learn new tactics and prepare how to use them in the classroom. If full days are not available, some schools use a flexible schedule that allows for weekly, bimonthly, or monthly staff development. Students are dismissed early on these days so that teachers can participate in staff development and plan their future moves. Several of these days can be scheduled with a succession of short activities lasting around two hours each. This allows teachers to experiment with different ways in the classroom before returning for the following session to discuss their findings and seek solutions to challenges, (Bogler & Somech, 2004). The training, award-bearing, deficit, cascade, standards based, coaching, mentoring, community of practice, action research, and transformative models are identified by school leadership. These models help to improve teachers' performance in class, and finally, students' academic performance will also be improved.

Strategies for increasing effectiveness: Careful planning up to this point ensures that an event runs successfully. However, the professional development team can take a number of steps to improve the event and set the stage for future activities. For example, rather than waiting until the day of the event, the team will wish to organize teachers into teams in preparation. Teachers have expressed dissatisfaction with being allocated at random. They would rather be part of a team that will remain together after the session. When teams are formed ahead of time, teachers can contribute and become accustomed to the idea of collaborating with others during the workshop and in the future. Instead of all English professors or all math teachers, each team should be balanced. Teachers gain from cross-fertilization because it exposes them to a wide range of ideas and perspectives. Another method for forming a team is to group teachers who have similar planning periods. This technique is especially appropriate in schools where teachers and students collaborate in clusters or academies, (Bauman & Del Rio, 2006).

Denton & Hasbrouck, (2009), did a study about planning and teacher effectiveness using this same knowledge of lesson planning, and he discovered that planning and structuring instruction for at-risk kids helps to boost teacher effectiveness. The findings found that instructional preparation, which includes meaningful lessons that communicate high expectations to students, was a strong signal for pupils who were at danger of failing or dropping out of school. It is the adults' expectations that surround them, (Devon, 2002). However, in the context of this study, the lack of literature revealing aspects of planning that

appear to be especially important for teacher effectiveness, such as planning for and protecting instructional time, maintaining high expectations, examining resources and lessons for bias, and using a variety of instructional activities to enhance student learning necessitates the need to conduct this study in the Luweero District, where teachers are employed.

Furthermore, McLeskey & Waldron, (2002) observe that good teachers do not focus solely on basic abilities during lesson preparation, even if pupils are lacking in these skills; rather, they plan for mastery of the basics while infusing higher-level, meta-cognitive thinking into the class. This contradicts the assumption that "academically hard work and literacy should be delayed for poorest children until they have attained full mastery of basic abilities." As a result, competent teachers arrange and structure instruction in such a way that students are exposed to the content and abilities required to attain their goals. Teachers decide how to provide content and skills in the classroom. What kids should learn is influenced by school district curriculum, state standards, and national standards, but it is up to the instructor to arrange how children should learn it. Planning is a purposeful procedure that results in teachers being well-prepared for the day before going through the classroom door, (Skiba & Peterson, 2003). Similarly, this study suggests that, as much as teachers in Luweero District primary schools are prepared to ensure mastery of skills, the continuous report on declining teacher effectiveness leaves room for further investigation to determine whether there is a positive or negative relationship between this aspect of planning and teacher effectiveness in Luweero District.

Further research found that competent teachers examine or recollect students' [pupils'] biases and misconceptions about the subject topic during instructional planning time. Pre-assessments can assist in determining learners' prior knowledge of the material. For Stover et al. (2011), effective teachers use this method to consider their students' [pupils'] abilities, capabilities, limitations, and levels of interest. Thus, teachers who tailor instruction depending on student performance and interest levels address both students' affective and cognitive demands (Nzarugarura & Ndagijimana, 2025). Whereas this literature is relevant in that it contributes to the advancement of the relevance of teachers' preconceptions on learner achievement, the study tries to discover the relationship between preconceptions inherent in planning and teacher effectiveness.

According to Bogler & Somech, (2004), because students learn at different rates, effective teachers plan academic enrichment and remediation opportunities for them so that, based on the teachers' knowledge of the students, alternatives can be offered to a student or a small group of students who have mastered the material faster than the rest of the class to allow them to study the concept at a deeper level. Students who lack the necessary information or abilities must be given time by the teacher to study the fundamental content on which to create the

new piece. A goal of planning is to provide relevant learning experiences for all pupils. This is also a planning technique that is expected of teachers in Luweero District. By creating a unit that takes into account the students' prior knowledge, performance, and learning preferences, a teacher can use effective instructional tools, Daniels & Perry, (2003). Teachers tend to teach in the manner in which they learn best. Effective teachers, on the other hand, go beyond their comfort zone to incorporate multiple learning styles. For example, during a water cycle lesson, the teacher may solicit ideas from students about what they already know; run an action simulation in which students roll dice to determine where they will go next in the water cycle; incorporate a writing experience in which students personify the water droplet to tell about their journey; graph where the droplets went; and then discuss what they observed and compare it to what they had previously thought, (Desimone et al., 2009).

According to Bass & Bass, (2008), planned teacher-centered activities allow teachers to introduce information while also establishing prior knowledge and student ideas. Teachers may teach pupils, display informative movies and posters, conduct drills, pose problem-solving activities, schedule museum trips, and organize concert outings. These are all instances of activities centred on the teacher. All of these exercises include the Multiple Intelligences into the curriculum. Lessons should be confined to a few activities that lay the groundwork for students to subsequently perform more exploratory tasks that demonstrate understanding of the content. A teacher may begin an instructional unit or lesson with teacher centered activities and then proceed with student centered teachings. Cochran-Smith & Lytle, (1999), in other words, believes that teacher-centered approaches are beneficial. However, these studies were done in 2002 and have been in force since 2009; the thematic curriculum that was implemented does not support a teacher-centered approach to teaching in any way. Nonetheless, as a component of planning, it is vital to study whether it explains the relationship between planning and teacher effectiveness in Luweero Diocese secondary schools.

According to Evertson & Neal, (2006), a lesson plan is the instructor's (teacher's) road map for what students (pupils) need to learn and how it will be accomplished efficiently during class time. Before planning a lesson, teachers should first determine learning objectives for the class meeting, then construct relevant learning activities and develop techniques for obtaining feedback on student learning. This is usually done in a diverse environment with students from many cultures. In the Luweero district, about 70% of the schools have cross-cultural classrooms, and teachers are supposed to carefully plan to employ tactics that enable each of the kids understand, regardless of their degree of comprehension. This study is based on the assumption that all teachers are equipped to have such competencies, and hence there is a need to examine whether they are implemented during lesson planning.

The teacher plays a planning role at the beginning, mid,

and end of the term. Among regular school tasks, a head teacher handles allotment of tasks to teachers, urging teachers to balance class-sizes and classify students into suitable groups or sections; preparing and monitoring preparation of time tables; and ordering for assembly of pupils to receive instructions, rules, and regulations following any adjustments made in school programs, (Fishman, 2003). This is done in America, European countries, the Middle East, and parts of East Africa, including Uganda. In the event where a head-teacher is believed to be influential towards teacher-effectiveness, there is still a lack of evidence to indicate how these various functions of the head-teacher influence teacher-effectiveness in primary schools. Thus, a study was required in Anglican secondary schools in Luweero diocese.

Whereas Evans & Alire, (2013), describes the head-functions teacher's throughout the term, observed that the head-term teacher's plans include attending classes with or without informing teachers to see how they handle lesson planning, and he holds valedictory and annual functions, as well as annual work appraisal. Furthermore, the head-teacher develops annual budgets based on projected expenditures during the school year and requests that instructors provide annual activity reports.

Aside from their legal responsibilities, head teachers are thought to be in the best position to lead schools on policy matters. The head-teacher is in charge of the professional management of a school, which includes actions to promote teacher effectiveness, Evans & Alire, (2013). As a result, the purpose of this research was to determine whether there is evidence that head teachers manage schools in terms of having competent personnel in various disciplines, and whether this overall condition has an impact on teacher effectiveness.

To Duck, (2007), the head teacher's responsibilities include preparing initial proposals for school development, receiving and administering funds collected for or granted to the school, providing advice to the District Education Board and the local authority education committee, providing physical facilities required by the school, and ensuring school discipline. Plans to allocate and appropriate funding for infrastructural improvements, as well as maintaining school discipline, improve teacher effectiveness. As a result, the purpose of this research is to determine the impact of these identified planning functions of the ahead-teacher on teacher effectiveness.

The principal works with local officials to make schools more accessible to students with SNE by providing aids and support services such as brailers, wheelchairs, and hearing aids, (Fleishman et al, 1992). The principal also changes school facilities to make them more accessible to students with SNE, such as by installing ramps and extending building entrances. As previously stated, the majority of the work done by the head-teacher is to improve teacher effectiveness. In this regard, the principal lays the groundwork because if SNE students have all they need to study; teachers will have no reason not to carry

out their responsibilities properly. On that basis, the purpose of this study is to determine whether there are SNE learners in respective schools and how the methods in which such schools' Principals handle SNE programmes influence teacher effectiveness in primary schools.

As the leading management authority in the school, the head-teacher provides direction and clear channels of communication for optimal interactions in the school. To support teachers and other staff, the head-teacher ensures the availability of appropriate communication policies and procedures and that all parties work in harmony within a school environment, (Bass, B. M., & Bass, R., 2008). The ground for open communication fostered by Head teachers is expected to prevail even between teachers and students. It is important to understand the interests and opinions of every stakeholder as they may affect the project work. All the stakeholders may not share the same opinion and may have different priorities. Hence, conducting a stakeholder analysis has become so important because of the increased interconnected nature of the world, (Bogler, & Somech, 2004). Hence, finding out what the problem is and what the right solution is might be taken as a way to overcome this problem. This will also help in identifying the stakeholders who are part of this crucial aspect of problem solving.

Stakeholder analysis mainly helps in better organizational performance and fulfilling its mission. Fulfilling the mission should arise from "producing fundamental decisions and actions that shape and guide what the organization is, what it does, and why it does it," (Bogler & Somech, 2004). Hence, it is quite important to study and find out the key players amongst the stakeholders themselves for the successful completion of the project. Schools make a difference to students' achievement, and the head-teacher's communication of school activities to other stakeholders is one of the factors that contribute to success or failure. School leaders only have an impact on student outcomes if they have sufficient autonomy to make important decisions about the curriculum and teacher recruitment and development and if their major areas of responsibility are focused on improving student learning. Countries are increasingly opting for decentralized decision making and balancing this with greater centralization of accountability regimes such as standardized testing. The aspect of decision-making by head-teachers plays a significant role, especially considering whether decisions are made after consulting other members or not. This study investigated the power of the teacher to make decisions and its influence on teacher effectiveness.

Yukl, (2012) conducted another study on how time management and material preparation prior to training are critical factors of effective teaching. Individual and group planning can help students and pupils create effective learning experiences. They discovered in their research that team planning allows teachers to evaluate critical issues jointly and establish a collective approach to

**Table 1:** Influence of Head teacher planning skills on the teachers' professional growth in Anglican secondary schools in Luweero diocese.

	N	Min	Max	Mean	S.D
Head teachers provide teachers with enough planning materials	63	1.00	5.00	3.9206	1.24825
Checks and approves schemes of work at the beginning of every term	63	1.00	5.00	3.0635	1.44661
Guides teachers where need be on planning	63	1.00	5.00	3.7302	1.41657
Ensures that teachers make lesson plans before going to class	63	1.00	5.00	3.6508	1.32176
Supervises lesson delivery	63	1.00	5.00	2.5238	1.29337
Promotes security of work environment	63	1.00	5.00	4.0159	1.12869
Recognizes best performing teachers per week	63	1.00	5.00	3.3333	1.40276
Valid N (list wise)	63			3.4626	1.32257

Source; Primary data, 2025

instruction. Furthermore, they discovered that both time management and material preparation are components of the larger activity of carefully organizing instruction. Thus, once the plans are formed, competent teachers adhere to the instructional or lesson plan while constantly modifying it to meet the needs of various students, (Bauman & Del Rio, 2006).

Based on the findings of Denton & Hasbrouck, (2009), it is obvious that team planning is crucial for instructors to be effective and to achieve strong academic performance for students. However, in some cultures, such as Uganda, the concept of collaborative planning appears to be foreign. This is due to the fact that individual teachers create lesson plans while at home. In fact, teachers can delegate fellow teachers to teach in their absence on some occasions more simply than they can prepare team lesson plans. If this is the case, it is vital to determine whether it has a positive or negative impact on teacher performance.

Furthermore, in partnership with staff and students, the Head-teacher organizes school activities such as sports, scouting, girl guiding, red cross, parent-teacher association, religious and social functions, and festivals. He or she is also certain that classrooms and libraries are adequately outfitted, (Denton & Hasbrouck, 2009). The researcher examined the tasks that Head teachers do in partnership with other school administrators and students in this study, then investigated how these performances influence teachers' professional growth in selected Anglican secondary schools in Luweero Diocese found in Uganda.

## METHODOLOGY

This study used a descriptive correlation design because the study wished to look for the relationship between the independent and dependent variables, without causation, (Cochrane, 2011). The target population of the study comprised of 5 Head teachers from Church of Uganda secondary schools in Luweero Diocese, 4 Education officers from the district and 66 teachers, who all totaled 75. These were selected using purposive and simple random techniques. The study used a descriptive analysis technique to analyses data.

## RESULTS AND DISCUSSION

The study focus was set to establish the influence of Head teacher planning skills on the teachers' professional growth in Anglican secondary schools in Luweero Diocese and findings were presented in (Table 1). As reported in (Table 1), the majority of the respondents responded positively to the influence of head teacher planning skills on the teachers' professional growth in Anglican secondary schools in Luweero diocese. The table shows that a mean range of 2.52 to 4.01 for all the items measuring the construct. The results in (Table 1) show that head teachers provide teachers with enough planning materials (M=3.92, SD=1.24), and checks and approves schemes of work at the beginning of every term, (M=3.06, SD=1.45). Also Head teachers' guides teachers where need be on planning (M=3.73, SD=1.41) and ensures that teachers make lesson plans before going to class (M=3.65, SD=1.32), Supervises lesson delivery (M=2.52, SD=1.29), promotes security of work environment (M=4.01, SD=1.12) and recognizes best performing teachers per week (M=3.33, SD=1.40). The results also show that generally (overall) with (M=3.46, SD=1.32), influence of head teacher planning skills on the teachers' professional growth in Anglican secondary schools in Luweero diocese were highly motivated.

## Conclusion

The study found out that the head-teacher checks and approves schemes of work at the beginning of every term. This informs the study in such a way that the head-teacher is bound by responsibility to ensure that content delivered by teachers is valid and only that which is advocated for by the ministry of education and sports, thus explaining teacher effectiveness. Also head-teachers in all schools stated that one of their duties in making teachers effective in class is to check and approve the nature and quality of work that teachers plan to give pupils throughout the study term. The study also found out that the head-teachers supervise lesson delivery. Like in checking schemes of work, supervising lesson delivery helps to ensure delivery of the most appropriate content to pupils and this is a role

of the head-teacher. Furthermore, the study established that, to some extent, the head-teacher promotes the security of the workplace in primary schools. It was also established that head teachers take the initiative to recognize the best performing teachers in the schools. Therefore, planning responsibilities of Head teachers, in turn, have a concussive influence on teachers' professional growth, as Head teachers' planning duties which included, ensuring that the school has access to the various registers required for a variety of purposes. The institution's top management figure, the head teacher, provides direction and encourages open lines of communication to make sure that student interactions are successful. What was missing in their duties, or seemed neglected was teachers' professional growth.

## Recommendation

The study recommended that, the issue of teachers' failure to prepare lesson plans was found to be on the increase in Luweero diocese, therefore, the District Education Office at Luweero be financially strengthened by the Ministry of Education and Sports to closely monitor the head teacher's supervisory practices so that teachers perform their duties as required without failure from the head teachers' roles.

## REFERENCES

- Bass, B. M., & Bass, R., (2008). *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*. New York: Free Press
- Bauman, S., & Del Rio, A. (2006). Pre-service teachers' responses to bullying scenarios: Comparing physical, verbal, and relational bullying. *Journal of Educational Psychology*, 219-231.
- Bernardes, A.G., Cummings, G., Gabriel, C. S., Martinez, É. Y.D., Gomes, M. V., & Coleman, M.G. (2015). Implementation of a participatory management model: analysis from a political perspective. *Journal of Nursing Management*, 23(7), 888-897.
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and teacher education Journal*, 20(3), 277-289.
- California: SAGE Publication Inc.
- Cochrane, K. J. (2011). *Qualitative Research Methods Group. Cochrane Handbook for Systematic Reviews of Interventions*. Oxford, UK: The Cochrane Collaboration.
- Cochran-Smith, M., & Lytle, S. L., (1999). The teacher research movement: A decade later. *Educational Researcher*, 28(7), 15-25.
- Daniels, D. H., & Pery, K. E. (2003). "Learner-centered" according to children. *Theory into Practice*, 42(2), 102-108.
- Denton, C. A., & Hasbrouck, J., (2009). A description of instructional coaching and its' relationship to consultation. *Journal of Educational and Psychological Consultation*, 19(1), 150-175
- Desimone LM, Smith T, and Frisvold, D., (2009). How similar are student and teacher reports of classroom instruction? *Educational Policy* (in press)
- Devon, W., (2002). What Are the Four Important Types of Managerial Skills?
- Duck, L., (2007). Using sounder foundations to help avoid the "why new teachers cry phenomenon". *The Clearing House*, 81(1), 29-36.
- Edwards, G., & Gill, R. (2012). "Transformational leadership across hierarchical levels in UK manufacturing organizations." *Leadership Organ. Dev. J.* 33(1):25-50
- Emmanuel Sinaburaga, Abdulrazaq Olayinka Oniye (2025). The effect of leadership in implementing English as the medium of instruction on academic performance: A comparison of public and private primary schools in Karongi District, Rwanda. *African Journal of Empirical Research*, 6(2), 747. [10.51867/ajernet.6.2.62](https://doi.org/10.51867/ajernet.6.2.62)
- Evans, G. E., & Alire, C. A. (2013). *Management basics for information*
- Evertson, C. M., & Neal, K. W. (2006). *Looking into learning-centered classrooms: Implications for classroom management* Washington, DC: National Education Association.
- Fishman, B. J., Marx, R. W., Best, S., & Tal, R. T. (2003). Linking teacher and student learning to improve professional development in systemic reform. *Teaching and Teacher Education*, 19(1), 643-658.
- Fleishman, E. A., Mumford, M. D., Zaccaro, S. J., Levin, K. Y., Krotokin, A. L., & Hein, M.B. (1992). Taxonomic efforts in the description of leader behavior: A synthesis and functional interpretation. *The Leadership Quarterly*, 2(4), 245-287.
- Kennedy, E., & Shiel, G. (2010). Raising literacy levels with collaborative on-site professional development in an urban disadvantaged school. *The Reading Teacher*, 63(5), 372-383.
- Mbwirira, K.N. (2010). *Influence of principals' leadership style on teachers' career commitment*. Kenya: Chuka University College.
- McLeskey, J., & Waldron, N. L. (2002). Professional development and inclusive schools: Reflections on effective practice. *The Teacher Educator*, 37(3), 159-172.
- Miller, S. P., Harris, C., & Watanabe, A. (1991). Professional coaching: A method for increasing effective and decreasing ineffective teaching behaviors. *Teacher Education and Special Education*, 14(3), 183-191.
- Ministry of education, (2012). *Educational Statistics*, January 2012.
- Niyibizi, E. (2012). *Head Teacher's leadership behavior and commitment of teachers in selected secondary schools of Gisagara district Rwanda*. Thesis presented at Kampala International University for master degree. Kampala, Uganda.
- Northouse, G., (2007). *Leadership theory and practice*. (3rd ed.) Moolenaar, N. M., Daly, A. J., & Slegers, P. J.C. (2010). Occupying the principal position: examining relationships between transformational leadership, social network position, and schools' innovative climate. *Educational Administration Quarterly*, 46(5), 623-670. London: Sage Publication, Inc.
- Northouse, P.G. (2010). *Management: theory and practice*, (5th Ed.)
- Nzarugarura, M. E., & Ndagijimana, J.-B. (2025). Effects of head teachers' professional development programs on effective school leadership: A case of secondary schools in Rubavu district, Rwanda. *African Journal of Empirical Research*, 6(2), 504-521. <https://doi.org/10.51867/ajernet.6.2.42>
- Obidah, J. E., & Howard, T. C., (2005). Preparing teachers for "Monday morning" in the urban school classroom. *Journal of Teacher Education*, 56(3), 248-255.
- Omay, C., & Kursad, Y., (2010). The relationship between leadership behavior and organization commitment in Turkish primary school. *Faculty of educational science, university of ANKARA*: 54, PP.75-92
- Piccolo, R. F., & Colquitt, J. A. (2006). Transformational leadership and job behaviors: The mediating role of core job characteristics. *Academy of Management journal*, 49(2), 327-340. professionals: American Library Association.
- Richard, L.D. (2000). *Management* (5th ed.), Harcourt College Publisher, USA.
- Safran, S. P., & Oswald, K (2003). Positive behavior supports: Can schools reshape disciplinary practices? *Exceptional Children*, 6-3), 361-373.
- Salas, E., Dickinson, T. L., Converse, S. A., & Tannenbaum, S. I. (1992). *Toward an understanding of team performance and training*.
- Sari, H. (2007). The influence of an in-service teacher training (INSET) programme on attitudes towards inclusion by regular classroom teachers who teach deaf students in primary schools in Turkey. *Deafness Education International*, 9(3), 131-146.
- Saunders, B., (2009). A Defence of Weighted Lotteries in Life Saving Cases. *Ethical Theory and Moral Practice*, 12(3): 279-90.
- Showers, B., Joyce, B., & Bennett, B. (1987). *Synthesis of research on staff development: A framework for future study and a state-of-the art analysis*. *Educational Leadership*, 45(3), 77-87.
- Skiba, R., & Peterson, R. (2003). *Teaching the social curriculum: School*

- discipline as instruction. *Preventing School Failure*, 47(2), 66 –73.
- Stallings, D. (2008). Public school facilities and teacher job satisfaction. Ph. D. dissertation
- Stanovich, P. J., & Jordan, A. (2002). Preparing general educators to teach in inclusive classrooms: Some food for thought. *The Teacher Educator*, 37(3), 173-185.
- Steyn, G. M. (2002). The changing Principal-ship in South Africa Schools, *Educare*, 32(12):251 –254.
- Stover, K., Kissel, B., Haag, K., Shoniker, R. (2011). Differentiated coaching: Fostering reflection with teachers. *The Reading Teacher*, 64(7), 498-509.
- Tschannen-Moran, M., & McMaster, P. (2009). Sources of self-efficacy: Four professional development formats and their relationship to self-efficacy and implementation of a new teaching strategy. *The Elementary School Journal*, 110(2), 228-245.
- Wallen, R. P. (2008). *Management: Meeting and Exceeding Customer Expectations*, (9<sup>th</sup>edition), South-Western Cengage Learning.
- Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *The Academy of Management Perspectives*, 26(4), 66-85.