

Relationship Between Head Teachers' Working Experience And Teacher Quality In Government Secondary Schools Of Kasese District, Uganda

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Abstract

The purpose of the research was to determine the influence of head teachers' working experience on school performance in government secondary schools of Kasese district. The hypothesis of the study was that there is no significant relationship between head teachers' years of experience and school performance in Kasese public secondary schools. The research design was correlational research design and its purpose was to determine the effect of head teachers' years of experience on school performance of Kasese district public secondary school. 4 out of 22 schools were selected using convenient and purposive sampling techniques. 99 out of 396 teachers were selected and 198 students out of 1100 students were selected using convenient, stratified and simple random sampling methods. Primary data was collected by self-constructed questionnaires for teachers and students and interview guides for head teachers. From the findings, 25% head teachers who participated in the study between 40 to 49, 50% were between 50 to 59 and 25% were above 59 years planning to retire, meaning they had enough experience necessary for good school performance. Additionally, most of the head teachers (50%) had spent 10 & above years, 25% had spent only 1-5 years, while 25% had spent 6-9 years in the schools they are heading. Therefore, the head teachers under study had enough working experience. Teacher quality had an average of 2.704 which is an above average mean meaning that the quality of teachers was good. The study recommended that, ministry of education and sports and the education service commission should also consider other actors like academic qualification, appraisals, seminars attendance.

Keywords: Teacher's Experience, Quality, Government-aided schools, school performance.

Introduction

Education is recognized as important means of promoting economic and social development both at individual and national level (Anthony, Kazaara, Kazaara, et al., 2023). It is a tool for social economic transfiguration and human capital development through equipping the popular with skills and expertise necessary for inventions, innovation and provision of man power (Christopher, Komunda, et al., 2022)

Most importantly, secondary school education is an important sub sector that links basic education to territory education (Anthony, Kazaara, & Kazaara,

2023). It is a subsector where a learner is introduced to knowledge values and skills to be used in future and create an idea of a profession or career to follow. It is therefore fundamental in natural building and development and one of the fundamental human rights. (UNESCO, 2016). Leadership is one of the most important factors in any organizations that determines performance some studies have established that leader factor plays an important role in organization development (Ntirandekura, Friday, et al., 2022), and Education leaders' hip is not an exemption. In Uganda government secondary schools

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are headed by a head teacher assisted by a deputy head teacher. He/she is the overall administrator and manager of the school. He/she therefore plans organizes, directs and coordinated the teaching programs and activities of the staff and students (Education service commission Advert No. 04/2020) he/s he has for decades past been required to be having a Bachelor Degree the recent revision of the curriculum and the 2019 educational policy that is to be effected in 2029 (Richard, 2022), a head teacher is required to be having a Bachelor Degree in Education or Bachelor Degree with a post in graduate Diploma in education from a recognized university or master's degree in Education which is an added advantage with a minimum of twelve (12) years teaching experience in government aided owned school of which three (3) should have been spent at a 'Level of substantive deputy head teacher (ESC Advert No. 04/2020) all these requirements are designated to help a head teacher suit his/her roles and responsibilities for improved school performance (Christopher, Moses, Muhindo, & Komunda, 2022). School performance a factor of several variable including role of student , leaders, community, head teacher, parents, guardians, non-academic staff teachers non-governmental organizations (Alex & Kazaara, 2023) .

(OJIJO, 2012) but the head teacher is at the pivot of the interplay of all deeming on necessary to stud y how he/she influences school performance (Victoria et al., 2023). This is because the performance of secondary school head teacher affects the performance of secondary school teachers and students directing through building academic report with stakeholders such as parents, students and teachers and administering their task more effectively with a culture

of collegiality (Anthony, Kazaara, Kazaara, et al., 2023).

Teacher's experience is essential for improving student academic performance since experienced teachers have more confidence and mastery of the subject content thus executing effective syllabus coverage. (Oguta, 2022)

This may also apply for head teachers as well as far as influencing school performance is concerned since novice principals head teachers have been confirmed to face various dilemmas including being worried over their duties as principals due to limited knowledge and expertise to manage the school as well as having great character, be energetic, proactive, assertive, enthusiastic and accountable (Seth & Ntirandekura, 2022)

Head teachers are key members of the educational system, responsible for leading and managing the entire school. As such, their influence on teacher quality is immense. It is therefore important to consider how the years of working experience of a head teacher can impact teacher quality. This paper aims to discuss the influence of head teacher's years of working experience on teacher quality, focusing on research that has been conducted on the topic (Anthony, Kazaara, Kazaara, et al., 2023).

A number of studies have found that head teachers with more years of working experience tend to have a greater influence on teacher quality. For example, a study by McBarron (2009) found that head teachers with at least 5 years of experience were better able to support teachers in the development of their professional skills. The study also found that head

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teachers with more years of experience had a better understanding of the needs of the school, and were better able to identify and implement strategies to improve teacher quality (Christopher, Komunda, et al., 2022).

Research conducted by Kim and Park (2016) suggests that experienced head teachers are better able to provide emotional and instrumental support to teachers, which can lead to greater job satisfaction and engagement for teachers (Brighton et al., 2023). This in turn can lead to improved teacher quality. The study also found that experienced head teachers are better able to set clear expectations for teachers, which can help ensure that teachers are held accountable for their performance.

Additionally, research conducted by Park (2017) found that experienced head teachers were better able to foster a positive school climate, which can be conducive to better teacher quality. The study found that experienced head teachers were better able to create a supportive environment in which teachers felt appreciated and valued. This in turn can lead to improved motivation and engagement among teachers, which can lead to better teacher quality (Oromo et al., 2023).

A study conducted by Smith and Johnson (2015) examined the impact of head teacher experience on teacher effectiveness in a sample of 100 schools. The researchers found that schools led by head teachers with greater years of experience had a significantly higher proportion of effective teachers compared to schools led by less experienced head teachers (Mark et al., 2023).

Furthermore, a longitudinal study by Thompson et al. (2018) delved deeper into this issue and followed the progress of teachers under the guidance of head teachers with varying levels of experience. The results revealed that as head teachers gained more years of working experience, they were better equipped to effectively mentor and support their teaching staff, ultimately leading to improved teacher quality. Additionally, a meta-analysis conducted by Brown and White (2017) synthesized the findings of multiple studies on this topic and concluded that head teachers with extensive experience were more likely to possess a broader repertoire of leadership strategies, a deeper understanding of instructional practices, and stronger interpersonal skills. These attributes, in turn, positively influenced teacher quality within their schools (Faridah et al., 2023).

It is important to note that the influence of head teachers' years of working experience on teacher quality is not solely attributed to their accumulated time in the profession. Rather, it is a combination of their experience, expertise, and ability to effectively lead and support their teaching staff that contributes to the improvement of teacher quality (Turyatamba et al., 2022).

Numerous studies have been conducted to examine the correlation between the head teacher's experience and teacher quality. According to a study by Smith (2016), head teachers with extensive years of experience tend to possess a deeper understanding of effective teaching methodologies, which in turn positively impacts the overall quality of the teaching staff. These experienced head teachers demonstrate a superior ability to provide guidance and support to teachers, leading to improved

instructional practices and ultimately enhancing the quality of education (Gracious, 2023).

Moreover, research by Johnson and Thompson (2018) suggests that experienced head teachers possess strong leadership skills, including effective communication and decision-making abilities. This enables them to foster a positive work environment that attracts and retains high-quality teachers. The study further highlights that the leadership style of an experienced head teacher plays a vital role in creating a professional culture that promotes continuous professional development among the teaching staff. As a result, teachers are more likely to engage in reflective practices, collaborate with colleagues, and engage in professional learning opportunities, which ultimately enhances their effectiveness in the classroom (Musaibah et al., 2023).

Another aspect to consider is the impact of an experienced headteacher on teacher morale and job satisfaction. A study conducted by Davis and Williams (2019) found that head teachers with extensive experience were better able to understand and address the needs and challenges of their teaching staff. This empathetic approach positively influenced teacher morale, resulting in increased job satisfaction and motivation (Micheal et al., 2023). Consequently, satisfied and motivated teachers are more likely to exhibit high levels of dedication and investment in their teaching practices, which ultimately reflects in the quality of instruction provided to students.

In conclusion, the experience of a headteacher plays a crucial role in influencing teacher quality. From enhancing instructional practices to fostering a

positive work environment and improving teacher morale, an experienced headteacher brings a wealth of knowledge and skills that positively impacts the overall effectiveness of the teaching staff. It is therefore essential to recognize and value the years of working experience of head teachers, as it directly correlates to the quality of education provided in schools (Godfrey et al., 2023).

Head teachers years of working experience also influence teacher quality through instructional leadership and motivational practices and lastly school performance in the following ways: These days with the progress in knowledge and learning with emerging innovation, this require diverse kinds of leadership in education institutes, to a achieve school improvement and academic change, institutional leadership should be well established to facilitate teachers in teaching problems. The head teacher is supposed to encourage the teachers, support them and allows them to learn new knowledge to meet the academic and social needs of the students (Anthony, Kazaara, & Kazaara, 2023). There is fundamental duty of the head teacher as instructional direction to take interest in the instructing and learning procedure of the school: inspect classroom and working with them to /upgrade teaching and learning, setting the school objectives, conveying the objectives, directing and assessing instruction, organizing the educational improvement and progress of students, keeping high standards, giving high rise of the impetuses to instruction / teachers giving advising proficient improvement creating and implementing school standards and providing motivating forces to learning (Hallinger, 2010). Research conducted by (Abid Hussain, Saghiur Ahmed, Misbah malik & Ayesha Batool, 2017), confirmed that male head

teachers in public secondary schools are better than their counterparts, this is because of the difference in head teachers' perception regarding instructional leadership. Commonly a difference in school performance between different schools is a result of difference in instructional leadership between Head teachers. Head teachers should put emphasis on school vision and mission which in turn, will support and

create a climate of shared goals (Racheal et al., 2023). Since the effectiveness of schools in terms of academic achievement depends on the quality of teaching and learning in the classroom, the focus on two important aspects, namely maximizing teaching time and emphasis on academics should be the focus of the schools' leadership (Anthony, Kazaara, Kazaara, et al., 2023)

Statement Of The Problem

Teachers are motivated intrinsically and extrinsically and encouraging from head teachers gives them a sense of satisfaction (Micheal et al., 2023). Head teacher play a virtue role in motivating teachers. Motivational practices like recommending teachers who deserve promotion, giving monetary incentives, involving teachers in decision making offering conducive working environment, collective budgeting organizing fundraising venue and developing duties have a positive impact on teachers performance and thus school performance (Winny et al., 2023) through improving regular reporting to work supervision of school practice, regular assessment of students and working students work leading to improved performance. The concept of school leadership revolves around the school and its stakeholders. The various stakeholders who can affect the performance of a school are school principal / head teacher, teachers and community (Christopher, Moses, Muhindo, & Nturanabo, 2022). However the major role play is the head teacher since in an education institution the head teacher acts as an anchor for all the stake holders as far as improving quality of education and of school performance (Micheal et al., 2023).

Additionally Education institutions are a complete system to manage and has variety of challenges ranging from micro to macro and those require to addressed in ordered to improve performance in schools which require strong leadership with experience to unit all stakeholders in a given school (Ntirandekura, Ainebyoona, et al., 2022)

Often head teacher performance in Uganda is measured by the rate of performance of schools they lead and this is measured by teacher motivation discipline enforcement, and instructional leadership provided by the head teacher yet all these varieties are dependent on working experience beside this through this factors influence on school performance has been taken lightly what is perceived as toxic in one organization culture could be considered desirable in another (Ntirandekura, Friday, et al., 2022). Therefore, it is inevitably signification to find out its impact on school performance.

Objective Of The Study

To determine the influence of head teachers' working experience on teacher quality in government secondary schools of Kasese district.

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Research Hypothesis

Head teachers' working experience has no significant influence on teacher quality in government Secondary Schools Of Kasese District.

Methodology

The study carried out adapted a correlational research design. Correlational research design was adopted to investigate the relationship between head teachers working experience and school performance. The research study was carried out in Kasese district which comprise of 22 public secondary schools. In order to obtain a reliable sample, the study was carried in 4 public secondary schools. The target population comprised 4 of head teachers, 99 teachers and 198 students in Kasese district public secondary schools. These are 22 head teachers and approximately 700 teachers and also 280 s.4 and s.6 students are selected because they are mature enough to provide reliable information. The study adopted purposive sampling techniques to obtain the sample size All the head teachers in the four schools participated in the study. Students were selected using simple random sampling technique while teachers were selected using convenient sampling technique. Data was analyzed inform of tables, frequencies and percentages using SPSS & STATA (Nelson et al., 2022)

RESULTS

Teachers` views on how head teachers influence their quality

To find out the rate of public secondary school performance in terms of teacher quality, academic performance, school discipline enforcement and co-curricular activities, the researcher used Likert Scale and depended on the extent at which each respondent agreed or disagreed with the statement. According to the table 1 below, 32.0% of the 99 teachers that participated in the research with a high mean of 2.65 agreed that the head teacher is supportive to teachers through supervision, motivation and instructional leadership, 29.3% strongly disagreed but since those who agreed are more than those who disagreed we conclude that the head teacher are supportive to teachers through supervision, motivation, and instruction leadership.

Still about table 1, 29.3% with a high mean 2.90 of the teachers strongly agreed that head teachers influence teachers` lives outside school, but even though those who disagreed are many by a percentage of 24.2%, we conclude that head teachers influence teachers` personal lives outside school. Lastly table 5 shows that 30% of the teacher with a high mean of 2.67 strongly agreed that head teacher gives teachers freedom to excuse their tasks democratically than 27.3% who disagreed

Still table 1 shows that 33.3% with a high mean of 2.63 agreed that head teacher unites teachers and often intervenes to resolve conflicts between teachers but 26.2% disagreed but since the positive outweighs the negative, we say the

head teacher intervenes to resolve conflicts between teachers. In conclusion, the average mean of teacher quality is 2.674 which is high enough to conclude that teachers are of good quality.

Table 1: Teachers` views on how head teachers influence their quality

	Scale	Freq	%	Mean	Int.
The head teacher is supportive to teachers through supervision, motivation and instructional leadership	SD				
	D	25	25.3	2.65	
		29	30.0		High
	A	32	32.0		
The head teacher unites teachers and often interview to resolve conflicts between teachers	SA	21	21.2		
	SD	18	18.2		
	D	26	26.2	2.63	High
	A	33	33.3		
The head teacher influences teachers` personal life outside school	SA	23			
			23.3		
	SD	20	20.2	2.90	High
	D	24	24.2		
The head teacher gives teachers freedom to excuse their tasks democratically	A	26	26.2		
	SA	29	29.3		
	SD	17	17.2	2.67	High
	D	27	27.3		
	A	26	26.2		
	SA	29	30.0		

****SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree****

Legend:

Strongly Agree	3.50-4.49	Very High
Agree	2.50-3.49	High
Disagree	1.50-2.49	Low
Strongly Disagree	1.00-1.49	Very low

Students` views on how head teachers influence teacher quality

Majority of students 55 (27.7%) with a mean of 2.46 disagreed that teachers do not normally miss lessons, though 49(24.7%) with of the students strongly that they do not normally miss lessons, we conclude that teachers miss lessons which is not a good behavior that hampers with academic performance in most public schools globally. A good number of students that is 64(32.2%) agreed that students consult teachers with ease and are helped though 23.7% disagreed, the positive by far outweighs the negative.

A high number of respondents by a percentage of 40.1% and a high mean of 30.0 strongly agreed that teachers are interested in students` personal life even outside school. This show that the schools have good quality teachers but they are only limited the behavior of missing lessons.

Table 2: Students` views on how head teachers influence teacher quality

Item	Scale	Freq	%	Mean	Int.
Teachers do not normally miss lessons	SD	47	23.4	2.47	
	D	55	27.7		Low
	A	46	23.3		
	SA	49	24.7		

Students' consultant teachers and are helped as SD they ought to		38	19.2		
	D	47	23.7	2.62	High
	A	64	32.3		
	SA	49	24.4		
Teachers are interested in students' personal life SD even outside school		34	17.2		
	D	37	18.7	3.00	High
	A	56	28.4		
	SA	79	40.1		

***SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree*

Legend:

Strongly Agree	3.50-4.49	Very High
Agree	2.50-3.49	High
Disagree	1.50-2.49	Low
Strongly Disagree	1.00-1.49	Very low

Academic performance According to teachers

According to table 3 below, 37(37.4%) teachers with a high mean of 2.64, agreed that the academic department is well supported and has laid down good academic strategies for academic excellence.

Majority of the respondents by a percentage of 51.5% and a mean of 3.95 also agreed that performance improves year after year. Still on table 19 below, 28(28.3%) of the respondents with a low mean of 2.47 agreed that performance is good and 27(27.2%) disagreed but since the positive response outweighs the negative, we conclude that performance in these schools is good, according to teachers' response.

Table 3: Academic performance of schools

	Scale	Freq	%	Mean	Int.
The academic department is well supported has laid down good academic strategies for academic excellence	SD	16	16.1		
	D	21	21.2	2.67	High
	A	37	37.8		
	SA	24	24.2		
The academic performance improves year after year	SD	9	9.0		
	D	14	14.1		
	A	51	51.5	2.92	High
	SA	25	25.3		
Academic performance is good	SD	23	23.2		
	D	27	27.3		
	A	28	28.3	2.47	Low
	SA	21	21.2		

****SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree**

Legend:

Strongly Agree	3.50-4.49	Very High
Agree	2.50-3.49	High
Disagree	1.50-2.49	Low
Strongly Disagree	1.00-1.49	Very low

Relationship between Head Teachers years of working experience and school performance

The researcher used chi-square test to test the significance or participation of the dependent variable in the research. Chi-square testing tool is a non-parametric designed to analyze group differences when the dependence variables measured at nominal level (MED(Zareb), 2013)

According to the non-parametric chi-square the four variables: teacher quality, co-curricular activities, discipline enforcement, and academic performance are all statistically related to the performance of the six schools since the level of significance of all the schools is $p=0.000 < 0.05/0.01$. We therefore, conclude that the four variables are significant to performance of the six schools (Nelson et al., 2023).

Table 4: Showing significance of the four variables to school performance

	Teacher quality	Co-curricular activities	Discipline enforcement	Academic performance
Chi-square of df	145.102	71.221	53.043	61.112
<u>Assump. Sig.</u>	14	11	12	11
	<u>.000</u>	<u>.000</u>	<u>.000</u>	<u>.000</u>

Years spent in school by the head teacher and the school performance according to students.

The hypothesis of the study was tested and results recorded accordingly. However, before ascertaining the value of the hypothesis the researcher sought to establish the general relationship between years spent in school by the head teacher and the school performance.

The results in table 4 below indicate that the r-square, as computed using the regression is 0.691, showing that the predictor variable, represented by years spent in school, contributes (69.1%) to students' academic performance in secondary schools.

Table 5: Showing the relationship between performance and years spent in school by head teachers.

R	r- squared	Adjusted r Squared	r- squared Change	Sig. f change
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0.791	0.691	0.573	0.691	0.031
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As highlighted in the table above, the regression coefficient (r) 69.1 % or 0.791. There is thus, a strong relationship between the years spent in the school and school performance in secondary schools. In other words, school performance in secondary schools may be explained by the given time spent in school by the head teacher (Nelson et al., 2023).

Table 6: The relationship between head teachers' years' of experience and the academic performance.

		Academic
Years of experience	R	-0.228
	p-value	0.649
	N=99 significance at 0.05 level	

The correlation was not significant since $r = -0.228$ this was a weak negative correlation and $p = 0.649 > 0.05$ level of significance therefore we conclude that reduced years of experience of head teachers reduce about 0.228 unit to performance of secondary schools.

Table 7: Correlation between years of working experience of head teachers and school discipline enforcement

		School discipline enforcement
Years of experience	R	-0.281*
	p-value	0.597
	N=145 * significance at 0.05	

Findings from the table above, the relationship between head teachers years of experience and school discipline enforcement show a small negative rank correlation of $r = -0.281$ which is not significant and with a $p\text{-value} = 0.597$

< 0.05 levels of significance therefore, there is no relationship we accept the stated hypothesis that there is no significant relationship between years of experience of head teachers and the performance of secondary schools in terms of school discipline enforcement in public schools. The correlation between school discipline enforcement and head teachers' years of experience is $r = -0.281$.

Table 8: *The relationship between head teachers' years of experience and teacher quality*

		Teacher quality
Years of experience	R	0.497*
	p-value	0.216
N=145 * significance at 0.05		

According to the table above, the findings show that there is an average relationship between head teachers' years of experience and teacher quality with a correlation coefficient of 0.497 which is significant with p-value of 0.216, showing that teacher quality is good in these schools which may be attributed to the act that government school employ qualified teachers.

Table 9: *The relationship between head teachers' years of experience and co-curricular activities performance in public schools*

		Co-curricular activities performance
Years of experience	R	0.612*
	p-value	0.290
N=145 * significance at 0.05		

The table above shows that there was very high positive correlation between head teachers' years of experience and co-curricular activities performance with $r = 0.612$ and p value of $0.290 > 0.05$ hence we reject the null hypothesis that there is no significant relationship between head teachers' years of experience and co-curricular activities

The general regression coefficient for the whole research in this case is thus $r = 0.600$, and hence r squared is 0.360 . The percentage influence of head teachers' years of experience on school performance is thus $0.36 \times 100 = 36\%$. Head teachers' years of experience therefore influence school performance by a percentage of 36.

Conclusion

Head teachers' years of working experience is not enough alone to influence school performance in secondary schools, there lies many other variables that play vital role in determining school performance since head teachers' years of experience only 36%. This was mainly due to poor academic performance and poor discipline enforcement in public secondary schools. Though head teachers were found to be having reasonable years of working experience, these two variables hampered school performance in these schools.

Recommendations

Recommendations were derived from the findings the study suggestions the respondents in this case head teachers who were interviewed weather they believe that head teachers should have reasonable years of experience before they are appointed by ESC to head school? (Why), weather there some competences in leadership that they have gained through experience and you cannot attach them to university training, weather there are some of the regrettable mistakes that you did will a novice in education leadership, and weather there was an increase in school performance in schools they are heading with increase in years of headship? The study gives the following recommendations:

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