

## Administrative Support and Teachers' Performances in Private Secondary Schools in Nyamitanga Sub-Country, Mbarara District, Uganda

Silaji Turyamureeba and Nanyonga Saidat

Department of Education, Kampala International University, Uganda

---

### ABSTRACT

The aim of this research was to establish the roles of leadership skills and teachers performances by examining the role of motivation of teachers and analyzing the relationship between administrative support and teachers' performances in private secondary schools in Mbarara City. This study was guided by a descriptive survey design using both qualitative and quantitative approaches. The target population comprised of teachers, head teachers and the LC3 chairperson and school founders from the selected private secondary schools. The researcher obtained responses from selected school founders, head teachers, teachers by using a structured questionnaires and interview guide documentary analysis and focus group discussions. It was revealed that most of the respondents, 119 accounting to 73% strongly agreed that leadership skills lead to improved concentration in class, 8 respondents disagreed while 1.8% strongly disagreed. On the other hand, it was revealed that most of the respondents, 122 (75%) strongly agreed that motivation of teachers leads to enough time dedicated to school, 29 (17.9%) agreed, 8 accounting to 5% disagreed while 3 (1.7%) strongly disagreed with the statement. Most of the respondents, 122 accounting to 75% strongly agreed that there is an interpersonal relationship between administrative support and teachers' performances, 29 respondents accounting to 17.9% agreed, 8 accounting to 5% disagreed while 5 respondents accounting to 1.8% strongly disagreed. It was concluded that administrative support is a requirement for the performance of teachers. Such support as offering of free counselling services and good interpersonal relationships enhanced the performance of teachers. It was recommended that; school authorities should improve on leadership skills but not dwelling on them as the most important motivational practice required for the performance of teachers. This is because whereas the performance of teachers was good, some leadership skills were poor.

Keywords: Teachers, job, performance, administrative, support, secondary schools, Mbarara city and motivation.

---

### INTRODUCTION

The administrative supports are complex concepts as far as development of schools is concerned. According to [1], the most suggested administrative supports are improved leadership styles, on job training, payments and promotions on merit among others. On the other hand, in their study on the effects of a time management professional development seminar on administration and job satisfaction of beginning Agri-science teachers in West Texas, found out that the beginning teachers had slight to moderate administration.

The study conducted by [2], assessed the relationship between the levels of teachers' job satisfaction, motivation and

their teaching performance in Rivers State, Nigeria. The results of the survey revealed that teachers' dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement. Also, [3] found that the job satisfaction of teachers in Cambodia was closely associated with salary level and welfare conditions.

In [4], it was defined administration as any external stimulus that cause wear and tear on one's psychological and/or physical wellbeing. This means that administration is a body condition that occurs in response to actual or anticipated difficulties in life.

In [5], it was indicated that administration is a dynamic condition in which an individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Administration can manifest itself in either a positive or negative way. It is positive when a situation offers an opportunity for one to gain something, but when constraints or demands are placed on us then it is negative [6][7]. According to [6], the degree of administration which teachers experience is positively related to the degree which he/she perceives as a lack of control over a potentially threatening situation. [7] found that 26 percent of the teachers reported that being a teacher was very or extremely administrative [8][9]. According to [8], higher levels of dissatisfaction with work and occupational administration have been associated with teacher performance, absenteeism and leaving the job. The author in [9] listed the main sources of administration faced by teachers as teaching pupils who lacked motivation, maintenance of discipline, time pressures and workload, coping with changes, being evaluated by others, dealing with colleagues, self-esteem and status, administration and management, role conflict and ambiguity and poor working conditions and these could also affect teachers' productivity as earlier research work had shown [10-14]. In [10], the study in India on occupational administration in teachers: a comparative study of private aided secondary schools in Hyderabad city found out that it was a fact that teachers working in private aided secondary schools as compared to working in private secondary schools lack resources like advanced technologies such as Internet and variety of teaching methods are not available for them. Somehow, these could be considered contributing factors to their administration level [15-19].

Hyderabad city did a comparative study between teachers working in private aided secondary schools using the Arduversion of the occupational administration developed by [11]. Teachers working in private secondary schools should not be

Turyamureeba and Saidat compared to those in private aided secondary schools because the two schools are under different management and they can access new methods of technology like internet while those in most private aided secondary schools struggle with minimum resources, this study was general. It is not clear on whether the study addressed all the teachers from pre-school to the university level [20-26]. According to [12] in his study on the wellbeing of New Zealand teachers, the relationship between health, administration, job demands and teacher efficacy, over 39% of teachers considered teaching to be either very administration or extremely administration. This means that most teachers need the above mentioned support for the improvement of their performance. The major challenges are outlined as follow: the goal of administrative support in schools found in developing countries like Uganda is to equip teachers with new skills, tacit knowledge, cultures, attitudes, behaviors and innovative ways of solving day to day problems while at school for better future which increases their morale and performance. Education is aimed at supplying the economy with human capital that can convert efficiently other resources into output of high value for quality life (UNESCO, 2010) [27-32].

According to [13] teachers' performance in secondary schools in Nyamitanga Sub-county is still poor and this is reflected by poor schemes of work, poor preparation of teaching materials, irregular and late reporting to work, disruptive strikes, poor pupils' academic performance, absenteeism and disrespect [13][18][5][15]. If not solved, it may result into underdevelopment of schools, neglect of students' rights and lack of responsibilities by teachers. Different scholars like [14], have conducted research on teacher's performance, but none of them has looked at Administrative support and teachers' performance. Therefore, the researcher intended to carry out the study about the impact of administrative support and teachers' performance in selected private secondary schools in Mbarara City [33-38]

The main purpose of the study was to establish the effects of Administrative support on the teachers' performance in private aided secondary schools in Mbarara City. The following research questions guided the study: (1) What is the role of leadership skills and teachers' performance in private aided secondary

#### **Research Methodology**

This research methodology was discussed under the following headings: Research design, study population, sampling

#### **Research Design**

The study was guided by a descriptive survey design using both qualitative and quantitative approaches. Quantitative approach was used in the study to tap information that was not obtained through the use qualitative approach. Quantitative method involved collecting data that was

#### **Study population**

The target population comprised of head teachers, teachers, LC3 chairperson and school founders were selected from around the selected private aided

#### **Sampling Strategies**

Sampling was done at two levels. The first one at school level where some schools were sampled from the secondary school in Mbarara City. All the population in the sample was offered equal chances of being selected. The researcher used the random sampling methods so that each member of the population would get equal chances of being selected. The researcher used

#### **Study Sample**

To determine the sample size the researcher used guide lines from a table developed by [16]. The participants for the study were head teachers, teachers, LC3 Chairperson and School founders in selected six randomly selected private aided secondary school in Mbarara City. The selected schools were Kibaare, Nyeihanga, Kanyantura, Murago, Kaiho and Kakigani secondary schools. Head teacher of four secondary schools were purposively selected to participate in the study since they were the school managers and therefore with an essential contribution to make to the study. Both

schools in Mbarara City? (2) What is the role of motivation and teachers' performance private aided secondary schools in Mbarara City? (3) Is there a relationship between administrative support and teachers' performance in private aided secondary schools in Mbarara City?

techniques, data collection instruments, validity and reliability of methods, data analysis and study procedure.

measurable. On the other hand, a descriptive survey design was preferred because of the need by the researcher to allow respondents express their personal opinion on every item that was put to them to judge or answer [15][39][40].

secondary school. The total population from six schools is 280 respondents and since the population could not exceed 280 a simple of 162 is simply adequate

stratified random sampling in which the population was divided into further number of strata and the sample was drawn from each stratum. There researcher adopted the above techniques because they were reliable, highly representative and presented general view of the results [15].

male and female teachers were systemically selected to participate in the study. Here, simple random sampling was used to reduce the bias and maintain consistency. A total of 43 teachers participated. In each school seven teachers were randomly selected to participate in the study. Study leaders were purposely including in the study. This sample size was determined while considering constraints such as time funds and poor accessibility of the people as talked about by [16]. A sample size of 138 is adequate as determined by Krejcie and Morgan's table (*Ref. Appendix E*)

**Table one: Sample Size**

Category	Population	Sample size	Sampling method
Head teachers	6	6	Purposive sampling
Teachers	72	43	Simple random sampling
LC3 Chair person	1	1	Purposive sampling
School founders	201	112	Simple random sampling
Total	280	162	

**Source: Krejcie and Morgan's, (1970) [16]**

In summary there are 6 head teachers, 72 teachers, 1 LC3 Chairperson and 201 School founders developed by researcher. Sample size determination using [16] table whereby the ever increasing need for the representative statistical sample in

#### **Research Instruments**

The researcher obtained responses from selected community members, head teachers, teachers by using a structured questionnaire. Another set of questionnaire is to be administrated to the School founders. This questionnaire was adopted because of its objectivity and standardization to observations so far obtained another advantages of questionnaire was its importance and its

#### **The Questionnaire**

The researcher designed and administered the questionnaire to the participants because of the advantage to collect information for many respondents in the shortest time possible. All respondents were asked the same question depending

#### **Documentary Analysis**

The researcher studied documents with information concerning teachers' performance in secondary schools in Mbarara City. The information obtained

#### **Focus Group Discussions**

Teachers and School founders were separately met in focus group discussions. This was to enable the researcher get information that was exploratory

#### **Interviews**

The research carried out form interviews alongside the interview guide and this was used on head teachers, teachers and selected community members of five

#### **Validity of the research Instruments.**

In order to establish, the validity of instruments, the research employed a technique known as triangulation to examine how data collected answered the questions under study from different perspectives. This involved comparing responses from interviews and data

empirical research created the demand for an effective method of determining sample size. Therefore, the researcher used the table in [15] to determine the sample size for finite population as it helped him to reach to the required sample size.

saving nature and since the subject was within the reach of the researcher. The questionnaire comprised of closed end questions for pupils and other subjects except administrators who were given structured questions. The respondents were asked to choose from the options given to suit their choice so as to get enough information from them.

on their understanding and grades, but with a few little exceptions in some technical area the respondents were given options from which to pick the possible alternatives.

guided the researcher in analyzing, interpreting and discussing the data collected.

illuminating and enlightening which one would not be comfortable with when interviewed alone as was noted by [17]

sampled school. This was particularly where sensitive and complex issues were investigated [15]

collection through focus group discussions and documentary source. Triangulation does not only provide stronger information but also reveals discrepancies that single technique might not reveal. The researcher piloted the questionnaire before finally administering

it so as to test its validity that was the extent to which actually measures what was intended to measure in terms of content rather than measuring something else. The questionnaires were given to experts to test them before use. The content of the validity of the questionnaire  
CVI =  $\frac{n}{N}$

was determined by giving the questionnaires to two independent experts. The content validity index (CVI) was computed. The result from the experts gave above 0.7 results which confirmed that the instruments were valid to be used.

Where

N = number of relevant items in the instruments

n = total number of items in the instruments.

**Reliability of research Instruments**

Reliability refers to the extent to which the constructs are free from errors and yield consistent results [18]. If the results of a study can be reproduced under a similar methodology, then the research instrument used in the study is considered to be reliable [19][41][5][42][43]. To ensure

reliability of the research instruments which were used in this study, Cronbach's Alpha coefficient value which has an index of 0.7 was applied. Cronbach alphas was calculated using the Statistical Package for Social Sciences (SPSS) version 21.0.

**Procedure of Data Collection**

Respondents were briefed by researchers about the purpose and objectives of the study. Furthermore, respondents were informed that the study was for their own benefit and Mbarara City and County at large. All information gathered served to enrich the material for consultation by the school administrators, teachers, pupils and parents. This discussion took place in a frank, realistic but humble atmosphere between respondents and the researcher. A covering letter from the Faculty of education and research of Kampala International University helped in establishing the report with head teachers, teachers, selected community members and the pupils. The researcher presented a letter from university seeking permission from the head teacher to collect data. Then

the researcher had a brief discussion with the respondents and explained the objectives of the study and as for the pupils questionnaire, the research requested the head-teacher of the respective schools to administer the instrument on his behalf. The questionnaires to the school administrators and teachers were distributed by the researcher and they were asked to complete them during their free time. The researcher personally interviewed the school head-teacher of each school. He also requested for the files containing relevant information for the study and was given. The researcher collected the completed questionnaires personally on the agreed date.

**Data Analysis**

The collected data was turned into frequency tables and graphs were used symmetrically. This data was used to describe basic statistics collected during

the study after analysis by experts. The data collected was analyzed coded, edited and entered in Statistical Package for Social Scientists (SPSS) tool.

**Ethical Considerations**

Consent was obtained from the participants as it was their right before taking part in the study. The data collected was not altered. All information from all

respondents was confidentially kept. All sources of information were acknowledged.

**Limitations/delimitation**

Personal biases, respondents' dishonesty and uncontrolled variables of the study such as fear, sickness, refusal to

participate, lack of time would cause low retrieval of questionnaires, withdrawal

from participating and misinterpretation of questionnaires by the participants.

The researcher therefore increased the number of questionnaires that exceed the minimum sample size. The researcher requested participants to sign informed consent to build confidence. The researcher expected to meet respondents who would not be willing to cooperate and respond positively. The researcher, however, contacted respondents who were willing to cooperate and talk to their

friends to convince them to respond accordingly to the questionnaire and interviews. Lack of enough resources. The researcher being a low income earner and had limited means of financing research study; this would delay the process of research to some extent. But a budget was made to fix all the expenditure that may affect the study.

**RESULTS AND DISCUSSION**

This section focuses on analyzing the demographic characteristics of the respondents followed by the effects of domestic violence on grades attained by the students at school, the relationship

between domestic violence and student enrollment at school and the relationship between domestic violence and student drop-out rate in Mbarara City.

**Demographic characteristics  
Gender of respondents**

This section precisely and concisely documents biographic data of the respondents.

**Table 1: Gender of respondents**

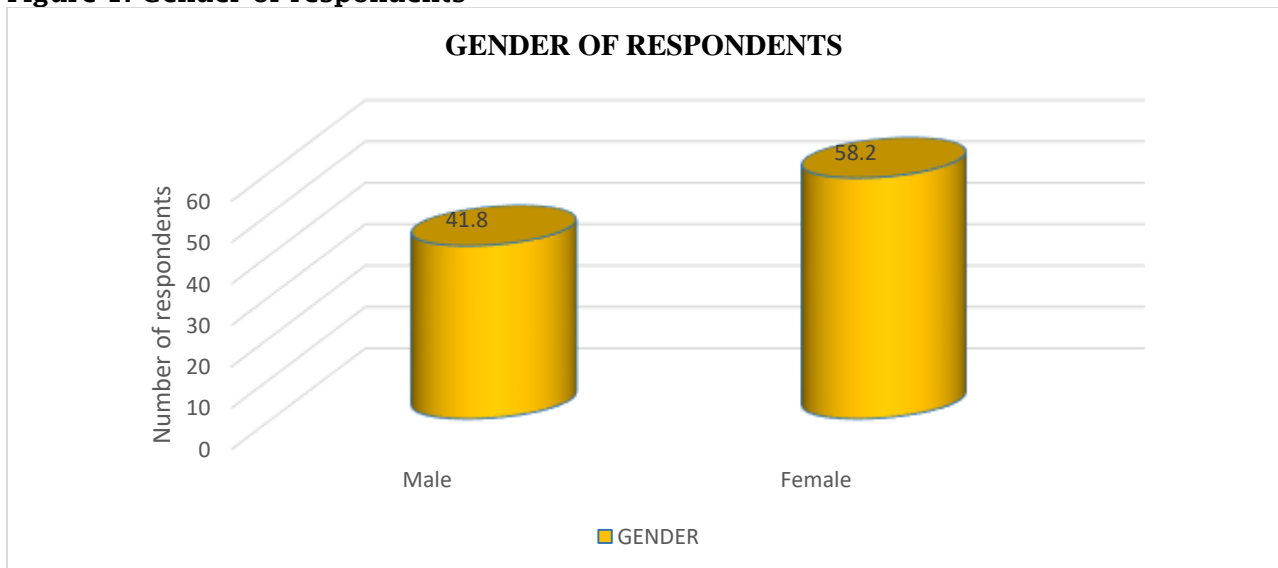
Gender	Frequency	Percentage
Male	68	41.8
Female	94	58.2
<b>Total</b>	<b>162</b>	<b>100</b>

*Source: Field data, January, 2022*

Looking at sex characteristics of the respondents 41.8% (68) were males and 58.2% (94) were females. This was because

of the gender balance put into consideration and females outnumbered males among the targeted population.

**Figure 1: Gender of respondents**



**The age structure of respondents**  
**Table 2: The age structure of respondents**

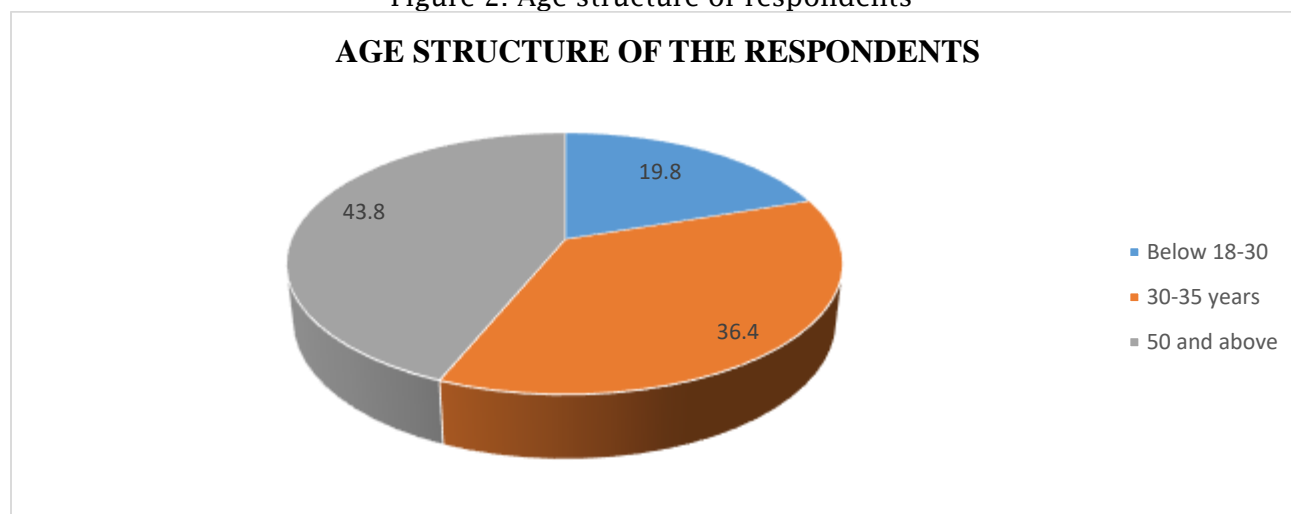
Age	Frequency	Percentage
Below 18-30	32	19.8
30 - 35	59	36.4
35 Above	71	43.8
<b>Total</b>	<b>162</b>	<b>100</b>

**Source: Field data, January, 2022**

Regarding age characteristics, 19.8% (32) were aged below 15 years, 36.4% (59) were aged between 15-18 years and 43.8% (71) were aged above 18 years. This helped the researcher to get more views from elder people who were mature enough to understand the effects of domestic violence on grades attained by the students at

school, the relationship between domestic violence and student enrollment at school and the relationship between domestic violence and student drop-out rate in Mbarara City. Also, those below 15 years helped to disclose the current influence on their school attendance.

Figure 2: Age structure of respondents



### Marital status

**Table 3: Showing Marital status**

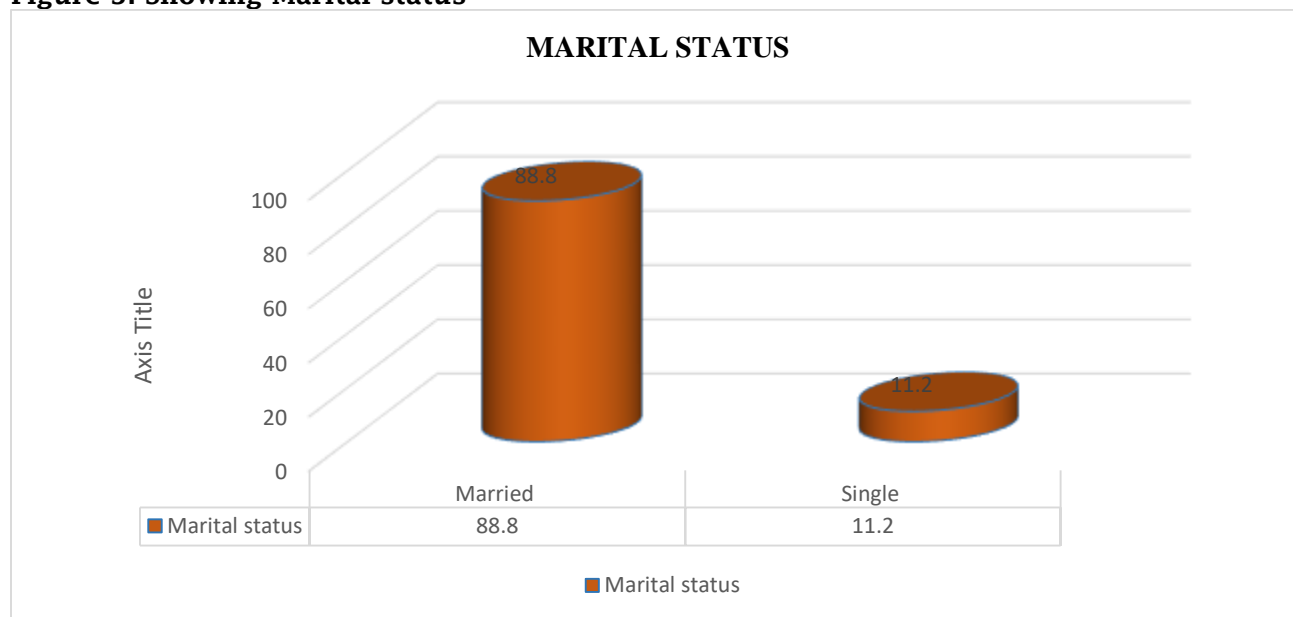
Sex	Frequency	Percentage
Married	144	88.8
Single	18	11.2
<b>Total</b>	<b>162</b>	<b>100</b>

**Source: Field data, January, 2022**

On documenting the marital status of the respondents, it was realized that most people involved in the study were single as shown by 88.8% (144) and only 11.2% (18)

were married. This meant that the study was mostly composed of single couples who were students.

**Figure 3: Showing Marital status**



**Educational level**

**Table 4: Showing Educational level**

Educational level	Frequency	Percentage
Secondary	144	88.8
Tertiary (post-secondary)	18	11.2
<b>Total</b>	<b>162</b>	<b>100</b>

*Source: Field data, January, 2022*

Considering education levels of the respondents, the great number of respondents had attained a Secondary level of education 144 (88.8%), followed by those with tertiary level of education 18 (11.2%). Such educational background helped the researcher to fully get the needed information because the large

**The role of leadership skills and teachers' performance in private aided secondary schools in Mbarara City.**

Respondents were asked about the effects of domestic violence on grades attained by

number was mature enough to give out reliable and valid information about the effects of domestic violence on grades attained by the students at school, the relationship between domestic violence and student enrollment at school and the relationship between domestic violence and student drop-out rate in Mbarara City.

the students at school and the following are the results in table 6.



**Table 5: Role of leadership skills and teachers' performance.**

Role of leadership skills and teachers' performance	Response			
	1	2	3	4
Improved concentration in class	119 (73%)	35 (21.6%)	8(5%)	3(1.8%)
Improved awareness	127(78.3%)	32(20%)	3(1.7%)	0(0%)
Improved decision making	105(65%)	19(11.7%)	27(16.7%)	11(6.7%)
Improved accessibility of resources	113(70%)	35(21.6%)	3(1.7%)	11(6.7%)
Improved awareness	92(56.7%)	46(28.3)	16(10%)	8(5%)

**Source: Field data, January, 2022**

From table 5 above, most of the respondents, 119 accounting to 73% strongly agreed that leadership skills lead to improved concentration in class, 35 respondents accounting to 21.6% agreed, 8 respondents accounting to 5% disagreed while 3 respondent accounting to 1.8% strongly disagreed. On another hand, most of the respondents, 127 accounting to 78.3% strongly agreed that leadership skills lead to improved awareness, 32 respondents accounting to 20% agreed, 3 accounting to 1.7% disagreed while none of the respondents strongly disagreed. On the point about whether leadership skills improve decision making, most of the respondents, 105 accounting to 65% strongly agreed 19 respondents accounting to 11.7% agreed with the statement, 27 accounting to 16.7%

disagreed while 13 respondents accounting to 6.6% strongly disagreed with the statement. Highest percentage of the respondents, 113 accounting to 70% strongly agreed with the fact that leadership skills improve accessibility of resources followed by 35 respondents accounting to 21.6% who agreed, followed by 3 respondent accounting to 1.7% who disagreed with the statement lastly with 11 respondents accounting to 6.7% who strongly disagreed with the above statement.

The researcher also found out that leadership skills improved awareness whereby 116 (56.7%) strongly agreed, 92(56.7%) agreed, 46(28.3%) disagreed and 16(10%) strongly disagreed with the statement.

### The role of motivation and teachers' performance in private aided secondary schools in Mbarara City.

During the study, the researcher identified the following about the role of motivation

and teachers' performance as presented in the table below:

**Table 6: Showing the role of motivation and teachers' performance**

Role of motivation and teachers' performance	Response			
	1	2	3	4
Motivation leads to enough time dedicated to school	122 (75%)	29 (17.9%)	8(5%)	3(1.8%)
Improved working conditions	105(65%)	19(11.7%)	27(16.7%)	11(6.6%)
Availability of interpersonal relationship	127(78.3%)	32(20%)	3(1.7%)	0(0%)
Increased morale	92(56.7%)	46(28.3)	16(10%)	8(5%)
Motivation improves on the copying up with school culture	113(70%)	35(21.6%)	3(1.7%)	11(6.7%)
Motivation leads participation in extracurricular activities	78(48.4%)	30(18.3%)	38(23.3%)	16(10%)

**Source: Field data, January, 2022**

From table 6 above, most of the respondents, 122 accounting to 75% strongly agreed that motivation leads to enough time dedicated to school, 29 respondents accounting to 17.9% agreed, 8 accounting to 5% disagreed while 3 respondent accounting to 1.7% strongly disagreed with the statement. About whether motivation leads to improved working conditions, most of the respondents, 105 accounting to 65% strongly agreed, 24 accounting to 11.7% agreed with the statement, 34 accounting to 16.7% disagreed while 13 respondents accounting to 6.6% strongly disagreed with the statement. On another hand, most of the respondents, 127 accounting to 78.3% strongly agreed that motivation leads increased morale by teachers, 32 respondents accounting to 20% agreed, 3 accounting to 1.7% disagreed while none of the respondents strongly disagreed. The researcher also found out that motivation leads to availability of interpersonal

relationship, 92 (56.7%) strongly agreed, 46 (28.3%) agreed, 16(10%) disagreed and 8(5%) strongly disagreed with the statement. Highest percentage of the respondents, 113, accounting to 70% strongly agreed that motivation improves on the copying up with school culture followed by 35 respondents accounting to 21.6% who agreed, followed by 3 respondent accounting to 1.7% who disagreed with the statement lately with 11 respondents accounting to 6.7% who strongly disagreed with the above statement. Finally, 78(48.4%) strongly agreed that motivation leads participation in extracurricular activities 30(18.3%) agreed with the statement, 38(23.3%) disagreed while 16(10%) strongly disagreed with the statement. The biggest percentage of the respondents strongly agreed and agreed with the role of motivation and teachers' performance hence revealed correct.

### The relationship between administrative support and teachers' performance in private aided secondary schools in Mbarara City.

During the study, the researcher identified the following about the relationship between administrative support and

teachers' performance as presented in the table below:

**Table 7: Showing relationship between relationship between administrative support and teachers' performance**

Relationship between administrative support and teachers' performance	Response			
	1	2	3	4
Interpersonal relationship	122 (75%)	29 (17.9%)	8(5%)	3(1.8%)
Responsibility sharing relationship	105(65%)	19(11.7%)	27(16.7%)	11(6.6%)
Awareness	127(78.3%)	32(20%)	3(1.7%)	0(0%)
Cooperation and responsibility assignment	92(56.7%)	46(28.3)	16(10%)	8(5%)
Respect and consideration	113(70%)	35(21.6%)	3(1.7%)	11(6.7%)

**Source: Field data, January, 2022**

From table 7 above, most of the respondents, 122 accounting to 75% strongly agreed that there is an interpersonal relationship between administrative support and teachers' performance, 29 respondents accounting to 17.9% agreed, 8 accounting to 5% disagreed while 5 respondent accounting to 1.8% strongly disagreed. On another hand, most of the respondents, 105 accounting to 65% strongly agreed that there is a responsibility sharing relationship between administrative support and teachers' performance, 27 respondents accounting to 16.7% agreed with the statement, 11 respondents accounting to 6.7% disagreed while none of the respondents strongly disagreed. About the relationship of awareness between administrative support and teachers' performance, most of the respondents, 127 accounting to 78.3% strongly agreed with it, 32 respondents accounting to 20% agreed with the statement, 3 accounting to 1.7% disagreed while none of the respondents disagreed

with the statement. Highest percentage of the respondents, 92 accounting to 56.7% strongly agreed with the statement that there is a relationship of cooperation and responsibility assignment between administrative support and teachers' performance followed by 46 respondents accounting to 28.3% who agreed, followed by 16 respondent accounting to 10% who disagreed with the statement lately with 8 respondents accounting to 5% who strongly disagreed with the above statement. Finally, the researcher also found out that there is a relationship of respect and consideration between administrative support and teachers' performance whereby 113 (70%) strongly agreed, 35(21%) agreed, 3(1.7%) disagreed and 11(6%) strongly disagreed with the statement. From the above responses of the respondents, the highest percentages strongly agreed with all the relationships, therefore shows that administrative support has a great impact on teachers' performance.

#### Summary of Findings

#### **The role of leadership skills and teachers' performance in private aided secondary schools in Mbarara city**

In relation to the role of leadership skills and teachers' performance, most of the respondents revealed that domestic violence reviews were used in data collection exercises. Findings were found out that the rate at which parents involve their children in domestic chores in relation to domestic violence was high therefore there was a need for the study.

The descriptive statistics also indicated that to a large extent, the roles of leadership skills were improved concentration in class, improved awareness, improved decision making, improved accessibility of resources and improved awareness. The above is in agreement with [20][44][45][21][29], Observations were made and found out

that lack of respect, poor facilitation and lack of appreciation of administration make some teachers to lose hopes in their schools' administration work.

Furthermore, few of the private aided secondary schools endeavoured to provide teachers with housing facilities especially for teachers who come from far. To a

### **The role of motivation and teachers' performance in private aided secondary schools in Mbarara City.**

In relation to the role of motivation and teachers' performance in selected schools, most of the respondents revealed that highest percentage of the respondents, 113, accounting to 70% strongly agreed that motivation improves on the copying up with school culture followed by 35 respondents accounting to 21.6% who agreed, followed by 3 respondent accounting to 1.7% who disagreed with the statement lately with 11 respondents accounting to 6.7% who strongly disagreed with the above statement. From the descriptive statistics, it was established that as part of fringe benefits in form of motivation to school teachers were given as recognition in their respective schools and free meals were being provided to the

### **The relationship between administrative support and teachers' performance in private aided secondary schools in Mbarara City.**

The study objective sought to establish the relationship of administrative support on teachers' performance in private aided secondary schools in Mbarara City. The study established that there was a statistically significant relationship between administrative support and teachers' performance in private aided secondary schools in Mbarara City with a highest percentage of 91%. According to [26] [29][48], effective administrative support plays important roles in school leadership, pupils' discipline, academic work, guidance and counselling practices and four dimensions, which is a vision of

Leadership skills plays big roles in connection with administration and are the most important in enhancing the performance of teachers. This is because whereas the leadership skills were good, administration was in support for teachers' performance. There were lack of concentration in class, lack of awareness, poor decision making and poor resource

smaller extent, some teachers are offered scholarships for further studies in their schools. This is in agreement with [22] who noted that in 1994 the Uganda Teachers Association (UTA) advanced the matter of small pay in a manner that brilliantly exposes the teachers' underprivileged situation [22] [46].

teachers. Teachers' recognition is reflected in many ways, like thanks, giving gifts, increment in salary, promotions at school, giving allowances to teachers, [23][24][47]. This study finds support from the two factor theory of motivation. According to [25], he mentioned two levels of motivators for different workers. He identified the two levels as 'hygiene' and 'motivation'. To him, each level provides different purposes for a teacher in this case (worker), Apart from making money, teachers have got reasons for working as per expectations, therefore school administrators take concern to create a smooth teaching environment, if teachers are to achieve their objectives that would lead schools to achieve their set goals.

building school, development of goals and priorities, motivating staff and development of a collaborative school culture. Furthermore, [27][49][5][15][29], revealed that administrative support plays fundamental roles in school's survival like leads to good academic performance of students, effectiveness and efficient of teachers in schools and once it becomes inactive, the reverse becomes true. In this argument, [28] also realized that some teachers have left teaching profession due to lack of administrative support as they seek assistance from them but all in vein [48].

### **CONCLUSION**

allocation due to poor motivation of teachers. Administrative support is a probable requirement for the performance of teachers. Such support as offering of free counselling services and good interpersonal relationships enhanced the performance of teachers. It was concluded that the relationship between administrative support and teachers'

performance is also requirement necessary for the performance of teachers. Such environment includes interpersonal

Turyamureeba and Saidat relationship, responsibility sharing relationship and awareness.

#### REFERENCES

- Ritz, R., Burris, S., Brashears, T., & Frazee, S. (2013). The Effects of a Time Management Professional Development Seminar on Stress and Job Satisfaction of Beginning Agriscience Teachers in West Texas. *Journal of Agricultural Education*, 54(3), 1-14.
- Ololube, N. P. (2005). School effectiveness and quality improvement: Quality teaching in Nigerian secondary schools. In *The African Symposium* (Vol. 5, No. 4, pp. 17-31).
- Lee, M. (2006). What Makes a Difference between Two Schools? Teacher Job Satisfaction and Educational Outcomes. *International Education Journal*, 7(5), 642-650.
- Thomack, B. (2012). Time management for today's workplace demands. *Workplace health & safety*, 60(5), 201-203.
- Eze, C. E., Eze, V. H. U., Ezenwaji, O. I., & Nwabueze, A. I. (2023). Principals' Administrative Strategies as Correlates of Teachers' Job Performance in Public Secondary Schools in Obollo-Afor Education Zone of Enugu State, Nigeria. *IDOSR Journal of Humanities and Social Sciences*, 8(1), 76-87.
- Robbins, S. P., DeCenzo, D. A., & Coulter, M. (2001). Fundamentals of management. *Upper Saddle River, New Jersey: USA*.
- Rowlands, I. J., Abbott, J. A., Montgomery, G. W., Hockey, R., Rogers, P., & Mishra, G. D. (2021). Prevalence and incidence of endometriosis in Australian women: a data linkage cohort study. *BJOG: An International Journal of Obstetrics & Gynaecology*, 128(4), 657-665.
- Kyriacou, C., & Chien, P. Y. (2004). Teacher stress in Taiwanese primary schools. *The Journal of Educational Enquiry*, 5(2).
- Kyriacou, C., Kunc, R., Stephens, P., & HULTGREN, A. G. (2003). Student teachers' expectations of teaching as a career in England and Norway. *Educational Review*, 55(3), 255-263.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational review*, 53(1), 27-35.
- Siddiqui, A. T., & Masud, M. (2012). An e-learning system for quality education. *International Journal of Computer Science Issues (IJCSI)*, 9(4), 375.
- Siddiqui, F. A., & Soomro, N. P. (2019). Emotional Intelligence, Occupational Stress, Problem Focused and Active Avoidance Coping Strategies of Female Teachers. *Bahria Journal of Professional Psychology*, 18(2).
- Beckley, J. (2011). *The wellbeing of New Zealand teachers: the relationship between health, stress, job demands and teacher efficacy: a thesis presented for the partial fulfilment for the requirements of Master of Educational Psychology at Massey University, Albany, New Zealand* (Doctoral dissertation, Massey University).
- Nahurira, B., Barigye, E., & Tibanyendera, B. (2022). The Effectiveness of Home Learning Among Secondary School Students in Nyakayojo Mbarara City South. *East African Journal of Education Studies*, 5(4), 169-176.
- Ugwu, C. N., & Eze, V. H. U. (2023). Qualitative Research. *IDOSR of Computer and Applied Science*, 8(1), 20-35.
- Turyamureeba, S. (2018). *Motivational practices and teachers' performance in private secondary schools in Mbarara district, Uganda* (Doctoral dissertation, Kampala International University, College of Education, Open and Distance Learning).

17. Rwanyonga, C., Omoding, A., & Kakooza, J. (2005, March). Improving the Teaching of Reading in Primary Schools Using Phonic Approach: A Case of Enhancement of Universal Primary Education in Kampala (EUPEK Project). In *Aga Khan Development Network International Conference, Mombasa*.
18. Eze, V. H. U., Eze, M. C., Ogbonna, C. C., Valentine, S., Ugwu, S. A., & Eze, C. E. (2022). Review of the Implications of Uploading Unverified Dataset in A Data Banking Site ( Case Study of Kaggle ). *IDOSR Journal of Applied Science*, 7(1), 29-40.
19. Krejcie, R. V., & Morgan, D. W. (1970). Sample size determination table. *Retrieved July, 19(2018)*, 38.
20. Byaruhanga, C. (2018). *Essential approaches to Christian religious education: Learning and teaching in Uganda*. Globethics. net Praxis.
21. Ngai, E. W., Heung, V. C., Wong, Y. H., & Chan, F. K. (2007). Consumer complaint behaviour of Asians and non-Asians about hotel services: An empirical analysis. *European Journal of Marketing*, 41(11/12), 1375-1391.
22. Asianzu, E., & Maiga, G. (2012). A consumer based model for adoption of e-tax services in Uganda.
23. . Kamau, N. (2003). Do Women Bring a Different Perspective Into Political Leadership. *Perspectives on Gender Discourse: Women in Politics, Challenges of Democratic Transition in Kenya*, 103-118.
24. Murage, A. W. (2003). *Job satisfaction among deputy head teachers of public secondary schools in Nairobi province* (Doctoral dissertation).
25. Kachope, G. (2000). *Attitudes of parents and students of Uganda advanced certificate of education towards the teaching profession* (Doctoral dissertation, MA Dissertation, MUK).
26. Bennell, P. (2004). Teacher motivation and incentives in sub-Saharan Africa and Asia. *Knowledge and Skills for development, Brighton*, 1(1), 1-52.
27. Kagoda, A. M., & Ezati, B. A. (2013). Contribution of primary teacher education curriculum to quality primary education in Uganda. *Problems of Education in the 21st Century*, 52, 35.
28. 25. Knoop, R. (1994). Work values and job satisfaction. *The Journal of psychology*, 128(6), 683-690.
29. Eze, C. E., Eze, V. H. U., & Jovita, U. N. (2023). Educational Administrative Strategies and Its Effect on Employers Job Performance: A Review. *INOSR Journal of Experimental Sciences*, 11(1), 67-76
30. Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School effectiveness and school improvement*, 17(2), 201-227.
31. Loeb, S., Miller, L. C., & Strunk, K. O. (2009). The state role in teacher professional development and education throughout teachers' careers. *Education Finance and Policy*, 4(2), 212-228.
32. Luekens, M. T. (2004). *Teacher attrition and mobility: Results from the teacher follow-up survey, 2000-01*. National Center for Education Statistics.
33. Ademola Olatide Olaniyan (2022). Assessing Novice Preservice Physics Teachers' Conceptual Knowledge of Mechanical Waves. *International Journal of Research and Scientific Innovations (IJRSI)*, 9(12), 85-93.
34. Ademola Olatide Olaniyan and Esther Ore Omosewo (2013). Teachers' Assessment of the Implementation of the Senior School Physics Curriculum in Osun State, Nigeria. *Journal of Education and Practice*, Volume 4, Issue 18, Pages 135-140.
35. Asiimwe Specioza, Niyikiza Yoboka Henry (2023). Head Teachers' Leadership Styles and Students'

- Discipline in the Selected Secondary Schools in Nyagatare District, Rwanda. *IJARIE*, 9(1): 379-386.
36. Dinensio Kiyundo Zikanga Dinensio Kiyundo Zikanga, Blessing Ijeoma Anumaka Blessing Ijeoma Anumaka, Maurice Bakaluba Tamale Maurice Bakaluba Tamale, Wilson Mugizi Wilson Mugizi (2021). Remuneration and job performance of teachers in government aided secondary schools in Western Uganda. *Interdisciplinary Journal of Education Research*, Volume 3, Issue 2, Pages 10-22.
37. Josephat Tumwesigye (2022). Level of Teachers' Motivation and learners' performance in Primary Schools in Kayunga District, Uganda. *IJARIE*, 8(6): 1400-1407
38. Kayindu Vincent, Bisaso Ritah Asimwe Specioza, Nakiyingi Sarah (2020). Association between Remuneration and Employee Performance: The Case of Teachers in Private Secondary Schools in Buikwe District, Uganda. *International Journal of Research and Innovation in Social Science (IJRISS)*, Volume 4, Issue 3, Pages 41 - 45.
39. Mugizi, W., Dafiewhare, A. O., Manyange, M., & Zikanga, D. K. (2020). Talent development practices and work engagement of in-service teachers at a private university in Western Uganda. *Journal of Educational Research and Reviews*, 8(5), 57-66.
40. Mugizi, W., Musinguzi, M. N., & Dafiewhare, O. A. (2019). Human resource career development practices and retention of secondary schools' teachers in Rubabo County, Rukungiri District, Uganda. *Journal of Education Research and Rural Community Development*, 1(2), 18-37
41. Mugenyi, A., Anumaka, I., & Gaite, S. (2017). Entry qualifications and teacher trainees' competencies in primary teachers' colleges of Wakiso and Kampala Districts, Uganda. *Turyamureeba and Saidat American Journal of Academic Research*, 2, A31-A45.
42. Muyombano, A., & Mbabazi, M. (2016). Contribution of Umwalimu Savings and Credit Cooperative (UMWALIMU SACCO) On Socio-Economic Development of Teachers in Rwanda. *International Journal of Scientific and Research Publications*, 6(12).
43. Nakijoba, R., Ddungu, R. M., and Awobamise A. O. (2022). COVID-19 School Closures in Uganda and their Impact on the Well-being of Teachers in Private Institutions in Semi-urban Districts. *Advanced Journal of Social Science* 10 (1), 52-62.
44. Rahim, A. (2023). Emotional Maturity of Secondary School Teachers In Relation To Their Academic Qualification and Social Status. *IAA Journal of Communication* 9 (1), 17-20
45. Rahim, A. (2023). Emotional Maturity of Secondary School Teachers in Relation to Their Type of Management and Religion. *IAA Journal of Social Sciences*, 9(1), 7-11
46. Rahim, A., & Lakshmi, B. (2018). Job Satisfaction of secondary school teachers. *International Journal of Advance Research, Ideas and Innovations in Technology*, 4 (6), 675-677
47. Seth, A., & Ntirandekura, M. (2022). Delegation of Responsibilities and Teachers' Performance in Selected Secondary Schools in Kabale Municipality. *International Journal of Academic Pedagogical Research*, 6(6), 31-48.
48. Ssentanda, M., Southwood, F., & Huddleston, K. (2019). Curriculum expectations versus teachers' opinions and practices in teaching English in rural primary schools in Uganda. *Language Matters*, 50(2), 141-163.
49. Nakimuli, A., Sumil, N., Kibuuka, M., Mwebesa, E., Byabashaija, D., & Bamaiyi, P. (2017). Administrative behaviour and institutional efficiency in selected universities

[www.iaajournals.org](http://www.iaajournals.org)  
in central Uganda. Academic Affairs  
Directorate, Kampala International  
University (KIU), Uganda, East

Turyamureeba and Saidat  
Africa Institute for Social Research,  
KIU.