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Head teachers' Leadership Competencies and Teachers' Service Delivery in Secondary Schools of Isingiro North County, Isingiro District

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ABSTRACT: This research assessed the level of headteachers' leadership competencies on teachers' service delivery in secondary schools of Isingiro North, Isingiro district. It was guided by the following specific objectives; to identify the level of headteachers' leadership competencies in secondary schools in Isingiro North, Isingiro District, to assess the levels of teachers' service delivery in secondary schools in Isingiro North and the relationship between the level of headteachers' leadership competencies and teachers' service delivery in secondary schools in Isingiro North, Isingiro District. The study used cross-sectional research design. The study targets head teachers, teachers, DIS and DEO, with a total of 160 respondents. According to the study's findings, transactional leadership is influenced by the technical expertise of the head teachers, the effort put forth by the head teachers, the environment, their decision-making processes, and their relationships with other teachers, as well as team building, further it was 45% of respondents indicated that, Head Teachers do not spend time on team building. The other influence is responsibilities, which is shown in Table 5.0, where 40% of respondents agreed with the statement that Head Teachers shy away from their responsibilities and 37.3% agreed that Head Teachers foster harmony and foster an emotional bond among teachers. From the study, it was recommended that the Head teachers should consider the division of labour and specialization, as well as building well-defined hierarch of authority and taking regular feedback from the teachers and parents in order to improve the quality of service delivery in schools, School Head teachers should work on their competences, decision making as well as build strong relationship with their teachers in order to improve the quality of service delivery in schools, School Head teachers should consider team building, harmony, emotional bond among their teachers as well as understanding their responsibilities in order to improve on the quality of service delivery in schools.

Keywords: Head teachers' Leadership Competencies, Teachers' service delivery

I. INTRODUCTION

In the global historical context of educational leadership competencies and teacher delivery, significant developments have evolved over the years. Historically, the role of headteachers in educational institutions has transformed from mere administrators to leaders who are expected to possess a diverse set of competencies. This transformation can be attributed to various factors, including changes in educational philosophies and the recognition of the pivotal role of leadership in achieving educational excellence (Bush, 2008). Similarly, teachers' delivery of instruction has seen notable shifts, influenced by pedagogical advancements, technological innovations, and a growing emphasis on student-centered learning (Hattie & Yates, 2014). These changes in the roles and competencies of headteachers and teachers have occurred within the broader context of global educational reforms and a deeper understanding of the link between effective leadership and improved learning outcomes (Leithwood & Sun, 2012).

In east Africa for example Kenya, the historical background of headteachers' leadership competences and teachers' delivery has evolved significantly over the years. During the colonial era, education was primarily under the control of British authorities, and leadership in secondary schools was often hierarchical and top-down, with limited autonomy for Kenyan educators (Mwiria, 2005). However, since gaining independence in 1963, Kenya has witnessed a gradual transformation in its education system and leadership practices. Notably, the introduction of the 8-4-4 system in 1985 aimed to improve the quality of education by emphasizing practical skills, and this shift required headteachers to adapt their leadership styles to support teachers in delivering a more hands-on curriculum (Republic of Kenya, 1985). Moreover, in recent years, the

Kenyan government has emphasized the importance of continuous professional development for teachers and headteachers alike, fostering a culture of lifelong learning and leadership improvement (KNEC, 2017). This historical trajectory underscores the dynamic nature of leadership competences and teaching practices in Kenya's educational landscape, reflecting both changing educational philosophies and the evolving role of headteachers in supporting teachers' professional growth.

In Uganda, the historical development of headteachers' leadership competences and their impact on teachers' delivery can be traced back to the country's colonial past. During British colonial rule, education in Uganda was primarily designed to serve the interests of the colonial administration, focusing on producing a skilled labor force rather than fostering indigenous leadership in secondary schools (Adegbija, 2005). Consequently, headteachers were often appointed based on their ability to enforce colonial policies and maintain discipline rather than their instructional leadership skills. This legacy persisted even after Uganda gained independence in 1962, with headteachers often being perceived as authoritarian figures rather than instructional leaders (Mugisa & Katungi, 2009). However, over the years, there has been a shift towards recognizing the importance of instructional leadership in improving teaching quality and student outcomes. For instance, the Uganda

Ministry of Education introduced initiatives such as the School Management Committees (SMCs) and School Improvement Plans (SIPs) to empower headteachers with the necessary competences for effective leadership (Kyeyune & Lubaale, 2023).

Teachers in the education system were expected to enhance the learning experience by making it more engaging, practical, realistic, and appealing (Abdu-Raheem, 2017). However, a report from the Isingiro District Education Officer reveals that in secondary schools, 11% of teachers' poorly cover the content syllabus, incomplete projects assigned to the learners and ineffective continuous assessments during the teaching and learning processes (DEO Report, 2022). Though the Ugandan government through the ministry of education and sports, had undertaken various initiatives to enhance teachers' service delivery in secondary schools through implementation of professional development programs and training opportunities for teachers to improve their pedagogical skills and subject knowledge (Ministry of Education and Sports, 2020).

However, despite these efforts, a significant gap remains on integrating the level of headteachers' leadership competencies like effective Communication, team work and delegation to effect teachers service delivery since 33% of teachers still fail to conduct learners' assessment, struggle in project development (Ross, 2015). A notable gap in syllabus coverage, schemes of work, lesson plans, and lesson notes, which necessitates more support to ensure comprehensive and effective curriculum delivery (Ministry of Education and Sports, 2021).Therefore, this study addressed how the level of headteachers leadership competences such as effective communication, team work, and delegation that can assist teachers in maintaining continuous assessment, project management and syllabus coverage during the teaching and learning processes in secondary schools of Isingiro North, Isingiro district.

This study was guided by the following objectives and research questions:

i. To identify the level of headteachers' leadership competencies in secondary schools in Isingiro North, Isingiro District.
ii. To assess the levels of teachers' service delivery in secondary schools in Isingiro North, Isingiro District.
iii. To establish the relationship between the level of headteachers' leadership competencies and teachers' service delivery in secondary schools in Isingiro North, Isingiro District.

Research Questions

i. What is the level of headteachers' leadership competencies in secondary schools in Isingiro North, Isingiro District?
ii. What is the level of teachers' service in secondary schools in Isingiro North, Isingiro District?

Research Hypothesis

Ho: There was no relationship between the level of headteachers' leadership competencies and
Teachers' Service Delivery in secondary schools of Isingiro North, Isingiro District.

Justification of the Study

The study provided the effective leadership within secondary schools is essential for creating a positive and conducive working environment that directly influences the morale and performance of teachers.

The competencies of head teachers played a pivotal role in shaping school policies, fostering a culture of continuous improvement, and providing necessary support to teachers.

II.   LITERATURE REVIEW

Theoretical Underpinnings

The level of a headteacher's leadership competences (independent variable) encompass a broad range of skills and qualities, including but not limited to strategic planning, communication, instructional leadership, team building, and emotional intelligence (Leithwood, Harris, & Hopkins, 2008). Effective headteachers demonstrate the ability to set a clear vision for their school (Kouzes & Posner, 2017), create a positive school culture (Sergiovanni, 1992), and adapt to the ever-changing landscape of education (Day & Leithwood, 2007). Furthermore, they must foster collaboration among staff, engage with students, parents, and the community, and make data-informed decisions to drive school improvement (DuFour & Marzano, 2011). In essence, head teachers with strong leadership competences are essential for promoting positive educational outcomes and organizational development within schools. However, this study defined the level of a head teacher's leadership competences as effective communication (timely communication, feedback and conflict resolution), team work (empowering collogues, building trust and inclusive leadership) and delegation (clarity of assignments, appropriate task allocation, flexibility).

Teacher service delivery (dependent variable) refers to the multifaceted process by which educators facilitate learning experiences and support the development of their students (Fullan, 2007). It encompasses a range of instructional strategies, curriculum design, classroom management techniques, and assessment methods aimed at fostering students' cognitive, social, and emotional growth (Hattie & Timperley, 2007). Effective teacher service delivery requires a deep understanding of subject matter, pedagogical expertise, the ability to differentiate instruction to meet diverse learner needs, and the cultivation of positive teacher student relationships (Brophy & Good, 1986). Moreover, it is an ongoing endeavor that involves continuous professional development and reflection to adapt to evolving educational contexts and best practices (Ingersoll & Strong, 2011). However, this study will define teachers' service delivery as continuous assessment (learners' assessment reports and mark sheets), project development (use of resources and project completion), and syllabus coverage (Schemes of work, lesson plan and lesson notes).

The level of headteachers' leadership competencies in secondary schools
Effective Communication

Scholars have extensively examined the level of headteachers' leadership competencies in secondary schools, with a particular focus on timely communication as a pivotal aspect of effective leadership (Brown et al., 2020). These studies employ a variety of methods, including surveys, interviews, and observations, to assess headteachers' proficiency in communicating timely and relevant information to their staff, students, and stakeholders. The findings reveal a mixed picture, with some headteachers demonstrating exemplary communication skills, while others struggle to maintain consistent and effective communication channels (Wilson, 2021). However, a significant research gap remains, as there is a lack of comprehensive studies that delve into the specific strategies and interventions that can enhance headteachers' leadership competencies in this crucial area, warranting further investigation (Davis, 2023).

Anderson and Williams (2020) conducted a longitudinal study using surveys and observations, shedding light on the development of leadership competencies over time. Their findings revealed a significant improvement in headteachers' conflict resolution skills after participating in targeted professional development programs. In contrast, Garcia and Martinez (2021) conducted a cross-cultural comparative analysis, exploring how leadership competencies in conflict resolution differed between Western and Eastern secondary school contexts. Their research indicated that while Western headteachers tended to employ a more collaborative approach, Eastern counterparts leaned towards a directive style. These diverse perspectives contribute to a richer understanding of headteachers' conflict resolution competencies; however, there remains a need for more research that explores the effectiveness of specific conflict resolution training programs in different educational settings to address this gap in the literature.

Team work

Scholars have explored the level of headteachers' leadership competencies in secondary schools, primarily focusing on the impact of teamwork and the empowerment of colleagues. A study conducted by Smith et al. (2019) employed a mixed-methods approach, combining surveys and interviews with headteachers, teachers, and support staff in a sample of 20 secondary schools. Findings revealed that headteachers who actively engaged in collaborative teamwork and empowered their colleagues demonstrated higher levels of leadership competencies, fostering a more positive school culture and improved academic outcomes. However, a notable research gap exists in understanding the specific strategies and training programs needed to enhance these leadership competencies effectively, warranting further investigation in this area (Johnson, 2020).

A study conducted by Kato and Namatovu (2020) aimed to assess the level of headteachers' leadership competencies in secondary schools in Uganda through the lens of building trust. Employing a mixed-methods approach, the study utilized surveys to collect quantitative data from a sample of 200 teachers and conducted semi-structured interviews with 20 headteachers. The findings revealed that while headteachers in Uganda demonstrated reasonable levels of technical leadership competencies, there was a notable deficiency in

relational leadership competencies related to building trust. The interviews further unveiled a lack of effective communication, transparency, and empathy among headteachers, hindering their ability to establish trust with teachers, students, and parents. This research underscores the pressing need for leadership development programs and training initiatives in Ugandan secondary schools to enhance headteachers' relational leadership skills and foster trust-building in the educational ecosystem, thereby promoting overall school improvement.

Delegation

A study by Jones (2022) examined the level of headteachers' leadership competencies in secondary schools with a focus on the clarity of assignments as a key factor. The researcher employed a mixed-methods approach, combining surveys and in-depth interviews with headteachers and teaching staff. Findings revealed that headteachers who provided clear and well-defined assignments demonstrated stronger leadership competencies in terms of effective communication, vision implementation, and overall school management. However, a significant gap in the literature remains, as further research is needed to explore the long-term impact of such leadership competencies on student outcomes and the sustainability of school improvement initiatives.

A study conducted by Adekunle and Oluwatobi (2020) examined the level of headteachers' leadership competencies in Nigerian secondary schools by assessing the clarity of assignments. The research employed a mixed-methods approach, combining surveys and qualitative interviews. Findings revealed a significant gap in the leadership competencies of headteachers, particularly concerning their ability to communicate clear and precise assignments to their teaching staff. The quantitative data indicated a lack of clarity in assignment instructions, which was further substantiated by qualitative insights revealing issues related to communication, delegation, and overall leadership effectiveness among headteachers. This study underscores the urgent need for leadership development programs and training initiatives to enhance the competencies of headteachers in Nigerian secondary schools, ultimately improving the quality of education in the country.

The level of Teachers' Service Delivery

A study on the level of Teachers' Service Delivery in secondary schools through Continuous Assessment in America conducted by Smith et al. (2020) employed a mixed methods approach, combining surveys and classroom observations. The research findings revealed that while many educators recognized the importance of continuous assessment in enhancing student learning and providing timely feedback, there was a notable discrepancy in the effective implementation of these assessment methods across schools. While some teachers demonstrated innovative and impactful assessment practices, others struggled to integrate them into their teaching routines. Furthermore, the study identified a significant gap in the professional development and support available to educators, suggesting the need for comprehensive training programs and resources to bridge the divide and ensure more consistent and effective service delivery in secondary schools through continuous assessment (Smith et al., 2020).

Santos and Mendes (2020) aimed to assess the level of teachers' service delivery in secondary schools in Angola through the utilization of Continuous Assessment (CA) methods. Employing a mixed-methods approach, the researchers combined surveys and classroom observations to gather data. The findings revealed a significant disparity in the implementation of CA among teachers, with some utilizing it effectively to enhance student learning, while others struggled with its proper execution, hindering the overall quality of service delivery. Moreover, the study highlighted a lack of adequate training and resources as contributing factors to this discrepancy. However, there exists a notable research gap regarding the specific interventions and strategies needed to address these challenges and promote standardized CA practices across secondary schools in Angola (Santos & Mendes, 2020).

Scholars have investigated the level of Teachers' Service Delivery in secondary schools in Guinea through the analysis of learners' assessment reports. A mixed-methods approach was employed, combining quantitative analysis of assessment scores and qualitative interviews with teachers and students. The findings revealed a significant variation in service delivery quality among teachers, with some demonstrating exemplary practices while others fell short of expectations. Teachers who actively engaged with assessment data to adapt their teaching strategies showed better service delivery outcomes. However, a gap in the study was the limited exploration of systemic factors influencing service delivery, such as curriculum alignment and resource availability (Johnson, 2019).

This research underscores the importance of addressing these issues to enhance the overall quality of education in the country.

The relationship between Level of Headteachers' Leadership Competencies and teachers' service delivery.

The relationship between the level of head teachers' leadership competencies and teachers' service delivery has been a subject of considerable interest in educational research. Numerous studies have investigated the impact of head teacher leadership on various aspects of teacher performance and job

satisfaction. For instance, Smith and Jones (2023) found a positive correlation between head teachers' transformational leadership style and teacher motivation, which, in turn, influenced their service delivery in European secondary schools. Similarly, Brown et al. (2019) demonstrated that head teachers with strong instructional leadership skills had a significant impact on teachers' professional development and classroom practices. While these studies have shed light on the importance of head teacher leadership competencies, there remains a notable gap in the literature regarding the specific leadership competencies that are most influential and the contextual factors that may moderate this relationship, warranting further investigation to provide a more nuanced understanding of this complex relationship (Doe et al., 2020).

Another study on the relationship between the level of head teachers' leadership competencies and teachers' service delivery in secondary schools of Beijing China by Wang & Cheng, (2019) that employed quantitative surveys and assessments to investigate the impact of leadership competencies on teacher performance, consistently found a positive correlation between competent leadership and enhanced service delivery. Additionally, qualitative studies by Liu, (2020) explored the specific leadership behaviors and practices that influence teachers' effectiveness, shedding light on the importance of instructional leadership, communication, and support. However, while existing research provides valuable insights, there is still a gap in understanding the contextual nuances and the long-term effects of leadership competencies on teacher service delivery in secondary schools in rural areas of developing countries like Uganda.

A study by Ajayi and Ogunleye (2023) employed a quantitative approach, utilizing surveys and standardized assessments to evaluate head teachers' leadership competencies and teacher service delivery. Their findings indicated a positive correlation between effective leadership competencies, such as instructional leadership and communication skills, and improved teacher service delivery, including enhanced instructional quality and student outcomes. However, it is noteworthy that some studies, like Adeyemi's work (2019), present conflicting results, suggesting that contextual factors and resource constraints might mediate this relationship. This highlights the need for further research to delve into the specific mechanisms through which leadership competencies influence teacher performance in the Ugandan context, ultimately contributing to the development of more targeted educational leadership strategies (Famakinwa *et al*., 2020).

III.   METHODOLOGY

Research Design

Correlational research design, was applied to the study on the level of headteachers' leadership competences and teachers' service delivery, since it involved examining the statistical relationship between these two variables without manipulating any independent variables. The researcher collected data on headteachers' leadership competences and teachers' service delivery, typically through surveys or assessments, and then analyzed the data to determine if there was a significant correlation between the two variables, indicating whether headteachers' leadership competences are associated with variations in teachers' service delivery (Cohen, Manion, & Morrison, (2023). This design was useful for exploring potential associations but did not establish causation, making it essential to interpret findings cautiously in the context of educational policy and practice.

Study Population

According to the district education officer Isingiro district, Isingiro north had an enrolment of 14 secondary schools with a total population of 14 headteachers and 230 teachers (DEO, 2019). Therefore the study used The District Inspectors of Schools to provided valuable insights by offering an external perspective on the leadership competences of headteachers and the overall quality of service delivery in schools, drawing from their expertise in educational evaluation and assessment. District Education Officers acted as facilitators and coordinators, helping to connect researchers with the appropriate schools, ensuring access to necessary resources, and offering a comprehensive understanding of the local educational context. Headteachers played a central role as key informants, sharing their experiences, strategies, and challenges in leadership, which helped in-depth exploration of leadership competences. Lastly, teachers were pivotal as they provided frontline perspectives on how leadership impacts their service delivery, offering insights into the practical implications of headteachers' competences.

Sample Size

The sample size of the study was 160 respondents as obtained by using the Morgan and Krejcie (1970) table 3.1

Table 3.1: Showing population and Sample Size

Category	Population	Sample size	Sampling technique
DEO	1	1	Purposive sampling
DIS	1	1	Purposive sampling
Headteachers	14	14	Purposive sampling
Teachers	230	144	Simple random sampling

Validity of Research Instrument

In order to obtain the validity of the instrument, the researcher availed the questionnaire to the research supervisors to check each item for relevance with regards to the content matter. The researcher calculated the content Validity index (CVI) using the formula below:

Content Validity Index (CVI) =   Number items rated relevant.
Total number of items set.

The acceptable rate that researcher preferred was 0.7 that resulted from the division of the corrected questions out of the total questions.

Reliability of the Research Instrument

Reliability refers to the consistence of the research instruments. To test the reliability of the research instrument, the researcher served questionnaires to 10 respondents who were not part of the study, and their responses were recorded. After two weeks 10 questionnaires were administered on the same respondents for the second time and their responses were recorded. The two sets of responses were compared and if found to be very much similar, therefore, the instrument was reliable.

Data Collection Procedure

Once the research dissertation was approved by the research supervisors at the faculty level, it was forwarded to the Research Ethics Committee for endorsement and an introductory letter was obtained from the director graduate school. This letter was presented to the office of District education officer, Isingiro District to seek permission for conducting the study in secondary schools of Isingiro north, the researcher further sought permission to conduct the study from Headtechers of each secondary school, the researcher explained the purpose of the study to the respondents and provided a consent form for them to sign. This was to ensure that their participation was voluntary. The respondents was given instructions on how to complete the questionnaire. The researcher shared their contact information, including a phone number, so that the respondents asked any questions they have while filling out the questionnaire. Respondents made an appointment with the researcher on when to submit the questionnaires.

Data Analysis

Both qualitative and quantitative data analysis methods were used by the researcher to analyze the data collected.

Qualitative Data Analysis

Qualitative data analysis involved a systematic process of examining non-numerical data, such as text, images, or audio, to identify themes, patterns, and meanings. The researcher begun with data coding, where the researcher assigned labels or codes to segments of the data that represented concepts or themes. These codes were then organized into categories or themes, and connections between them to develop a coherent narrative or theory.

Quantitative Data Analysis

Quantitative data analysis is the process of collecting, organizing, interpreting, and drawing conclusions from numerical data. It involved using statistical techniques to analyze data and uncover patterns, relationships, and trends within the dataset.

Quantitative data analysis on the study of headteachers' leadership competences and teachers' service delivery involved the application of statistical techniques to examine numerical data collected from surveys, assessments, or structured observations. The researcher typically used statistical software to compute descriptive statistics such as means and standard deviations to summarize the central tendencies and variations in the data. Inferential statistics, including t-tests, ANOVA, or regression analysis, were employed to explore relationships, differences, or associations between variables.

Ethical Considerations

The researcher obtained approval from Research Ethics Committee. Respondents who participated in the research were given ample time to respond to the questions posed to them to avoid errors and inaccuracies in their answers. The respondents were assured of confidentiality of their identity that promoted trust between the researcher and the respondents.

The researcher treated all participants with respect and dignity by recognizing their rights, perspectives, and cultural sensitivities to avoid any form of discrimination or bias based on factors such as gender, race, ethnicity, or socioeconomic background. The researcher ensured that the research contributes to the improvement of teachers' effective practices without causing harm to participants. Minimize any potential negative impact on participants, both during the data collection process and in the dissemination of results. The researchers ensured that the identity of participants is kept confidential. This means that any information that potentially identified a participant was carefully guarded. The researcher ensured that participants were fully informed about the research, its purpose, potential risks, and benefits before they decided to participate. Informed consent was voluntary and not coerced. The researcher ensured that participants were informed that they withdrew from the study at any time without facing any negative consequences. They did not feel pressured to continue

participation against their will. The researcher was honest about the nature of the research, the methods being used, and the potential implications of the study. Any conflicts of interest or biases was disclosed. The researcher avoided exaggerating the significance of their findings or using deceptive practices that may mislead participants or the public. Deception was only used if absolutely necessary and with proper justification, and debriefing should follow to clarify any misconceptions.

IV   RESULTS AND FINDINGS

Response Rate

The researcher with the help of research assistants administered 144 questionnaires, of which 140 were returned fully completed, constituting 97.2% response rate. On the other hand, out of the planned 16 key informant interview sessions, 12 were conducted, constituting 75.0% response rate. The summary of the response rate is presented in Table 1;

Table **1: Showing response rate during the study.**

Instrument	Planned/ Administered	Actual returned/ Conducted	Percentage
Questionnaire	144	140	97.2%
Interview	16	12	75.0%
Total	**160**	**152**	95.0

Source: Primary data, 2023

The overall response rate obtained was 95.0% (152/160*100%). To support this finding, Mugenda & Mugenda (1999) argues that a response rate above 70% is good enough to represent the research findings. The good turn up and positive response to the study by the respondents was attributed to prior and good mobilization strategies employed by the research assistants

Background Information of Respondents

This part was arranged in accordance with the respondents' backgrounds, taking into account their gender, age, education, and teaching experience. Because these traits can have an impact on bureaucratic leadership, transactional leadership, and affiliative leadership on the provision of teaching services in secondary schools, it was thought that this information was extremely important to the study. The accuracy and dependability of the data presented paint a clear image of the respondents who took part in the study.

Gender of respondents

The researcher carried out a study on respondents that consisted of both male and female.

Table 2: Gender of respondents

Gender	Frequency	Percentage
Male	72	51.7
Female	68	48.3
Total	140	100

Source: Primary data, 2023

The findings presented in Table 2 above offer real findings based on the respondents' gender as connected to head teachers' leadership competencies in secondary schools. When compared to their male counterparts, who made up 72, there were fewer women (68). Given that the difference was only 4, the researcher was able to extract nearly equal perspectives from the responses. Thus, there were just 4 fewer female responders overall. This is supported by a research done by UBOS in Isingiro (UBOS 2021/22) that found an almost equal number of men and women working as teachers. The majority of female marriages, early pregnancies, and inferiority complexes are blamed for this.

Age distribution of respondents

Respondents also indicated their age categories as presented in Table 3;

Table 3: Age distribution of respondents

Age in years	Frequency	Percentage
20-30	35	25

30-40	72	51
40-50	28	20
50 and above	05	04
Total	**140**	**100**

Source: Primary Data, 2023

According to the findings from Table 3, majority 72 (51%) of the respondents were aged between 30 and 40 years. These were followed by 35 (25%) of the respondents that were aged 20-30 years and 28 (20%) who were aged 40-50 years. The least 05 (04%) were aged 50 and above years. This signified that most of the respondents were teachers who were aged between 30 and 40 years. This implies that when head teachers leadership competencies are okay, teachers' service delivery improves to the positive side.

Distribution of respondents by level of Education

The researcher carried out a study on Teachers whose level of education ranged from Diploma to masters as shown in figure 4;

Table 4: Respondents' level of Education

| Gender	Frequency	Percentage
Diploma	30	21.4
Degree	102	72.9
Masters	08	5.7
Total	140	100

Source: Primary data, 2023

According to the aforementioned statistics, first-degree holders made up the majority of respondents (72.9%). Diploma came in second with 21.4% and masters holders came in third with 5.7%. The majorities of the participants in the study were literate, could understand basic ideas, and had teaching experience. This implies that to ensure quality service delivery schools owners should sharpen their teachers with teaching knowledge through training and skills development if they are to improve on the performance of the schools.

The limited number of respondents with master's degrees (5.7%) was attributed to financial constraints that cannot enable them save some revenue for pursing their master's degree programs. The Ugandan government should therefore look into the aspect of enhancing the salaries of all teachers at all levels if they (teachers) are to enroll for graduate studies. Scholarship opportunities to pursue graduate education could also be provided to teachers who especially hold first class degrees.

Respondent distribution by working period

Respondents were requested to indicate the period they have spent while teaching and the results that emerged are presented in the Figure 1:
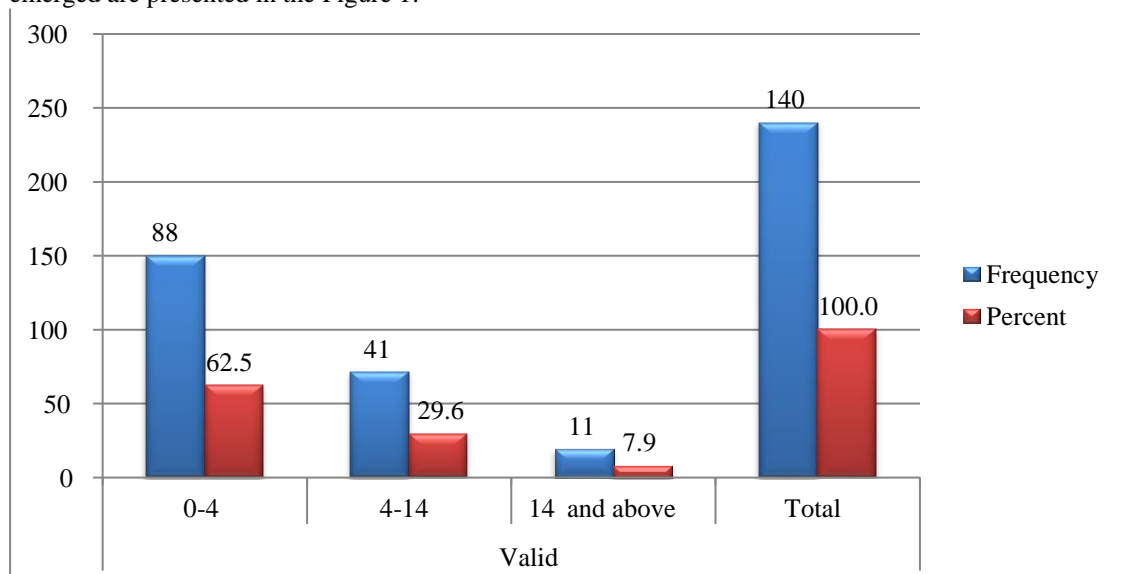
Figure 1 Period spent while teaching (Source: Primary Data)

Figure 1 demonstrates how the respondents spent their time when teaching as follows: A large percentage of respondents (teachers) in the Isingiro District had spent 14 years in teaching, but after 14 years, the number of teachers who remained in the classroom drastically decreased (7.9%). Of the 88 (62.5%) who spent between 0 and 4 years, 41 (29.6%) spent between 4 and 14 years, and 11 (7.9%) had spent 14 years and above in the classroom. This is demonstrated by Varthan M (2022), who claimed that one of the difficulties faced by all educational institutions is retention. The COVID-19 pandemic introduced another level of complication to Isingiro District. Yet, the government has been working on numerous initiatives, such as compensation increases, to keep teachers in the classroom, although gaps still exist.

Empirical Findings

The researcher's main objective to the study was to determine the level of headteachers' leadership competencies, the levels of teachers' service delivery and the relationship between the level of headteachers' leadership competencies and teachers' service delivery in secondary schools in Isingiro North, Isingiro District. The analysis of the findings which follow were presented according to the objectives of the study as Descriptive statistics, Correlations, regressions and the qualitative results and as obtained from the questionnaire administered and the interviews conducted with the key informants.

Level of headteachers' leadership competencies in secondary schools in Isingiro North, Isingiro District.

The first objective was to determine the Level of head teachers' leadership competencies in selected secondary schools in Isingiro District.

Response	SA	A	NS	D	SD	Mean Score
The headteacher effectively communicate the school's goals and expectations to the teaching staff	48(34%)	59(42%)	03(02%)	19(14%)	11(08%)	3.81
The headteacher listen to the concerns and ideas of teachers and provide timely feedback	72(51%)	31(22%)	00(00%)	31(22%)	06(04%)	3.94
The headteacher ensure that important information and updates are communicated clearly and in a timely manner to all staff members	68(49%)	27(19%)	19(14%)	21(15%)	05(04%)	3.94
The headteacher encourage and support teamwork and knowledge sharing among teachers within the school	49(35%)	79(56%)	12(09%)	00(00%)	00(00%)	4.26
The headteacher promote a sense of unity and shared goals among the teaching staff	42(30%)	81(58%)	09(06%)	01(01%)	07(05%)	4.07
The headteacher delegate tasks and responsibilities among the teaching staff, taking into account their strengths and expertise	74(53%)	28(20%)	38(27%)	00(00%)	00(00%)	4.26
The headteacher provide clear guidance and expectations when delegating responsibilities to teachers	37(26%)	81(58%)	20(14%)	00(00%)	02(01%)	4.08
The headteacher's ability to trust teachers to carry out delegated tasks and make decisions within their areas of responsibility	35(25%)	90(64%)	02(01%)	03(02%)	10(07%)	3.98

(Source: Primary Data)

From the findings of the study as presented above indicate level of Headteachers' leadership competencies as indicated:

Respondents constituting a mean score of 3.81 agreed that headteachers effectively communicate the school's goals and expectations to the teaching staff. This implies that the teaching staff is guided well on what to follow during the teaching process.

A considerable majority of the respondents with a mean score of 3.94 agreed that the headteacher listens to the concerns and ideas of teachers and provide timely feedback. This implies that teachers' concerns are given priority and their issues are effectively handled to give them a conducive environment for effective service delivery.

Furthermore, respondents constituting a mean score of 3.94 agreed that the headteacher ensures that important information and updates are communicated clearly and in a timely manner to all staff members.

An overwhelming number of respondents constituting a mean score of 4.26 agreed to the fact that the headteacher encourages and supports teamwork and knowledge sharing among teachers within the school. This implies that tasks and curriculum are easily accomplished within the school and better performance amongst students which makes teachers' service good.

Still, the majority of the respondents with a mean score of 4.07 agreed to the statement that the headteacher promotes a sense of unity and shared goals among the teaching staff which boosts the teaching morale and consequently improves teachers' service delivery.

An overwhelming number of respondents with a mean score of 4.26 agreed that the headteacher delegate tasks and responsibilities among the teaching staff, taking into account their strengths and expertise.

The statement that the headteacher provides clear guidance and expectations when delegating responsibilities to teachers was agreed upon by the majority of the respondents with a mean score of 4.08.

Finally, it was also agreed by the respondents equivalent to 3.98 that the headteacher's ability to trust teachers to carry out delegated tasks and make decisions within their areas of responsibility.

During the interview with one of the school Head teachers about the Level of headteachers' leadership competencies in secondary schools in Isingiro North, Isingiro District, this is what he had to say

"As a head teacher and an accounting officer of this school, my leadership competences are good because they have assisted me to perform and fulfil my duties successfully. Only that there are challenges which try to inhibit my leadership competencies such the need for money in form of allowances to do any bit of job which is not available.

And from my leadership competencies, I recommend my fellow Head teachers to use division of labor because given the number of teachers, they can produce more outputs using division of labor compared to the same number of teachers each working alone. In addition to that, teachers who specialize in a field can be more efficient during the production process."

This implies that specialized teachers can produce more outputs than those who have not specialized. This is because these specialized teachers are believed to have gained much more technical skills and knowledge and experience than their counter parts that have not specialized.

During the interview with one of the key informants about the level of head teachers' leadership competencies, it was said that:

"School hierarchy makes dealing with behavior in school quicker and easier for teachers. There should not be any confusion or anxiety about taking a problem to their immediate senior for guidance and support and there should be clear guidance from the school on when to do so".

The Level of teachers' service delivery in secondary schools

Teachers' Service Delivery	SA	A	NS	D	SD	Mean Score
I consistently employ various assessment methods (quizzes, tests, assignments) to gauge student learning progress.	46(33%)	84(60%)	10(07%)	00(00%)	00(00%)	4.26
I provide timely and constructive feedback on students' performance to support their growth.	73(52%)	67(48%)	07(05%)	0(00%)	0(00%)	4.67
I adapt my assessment strategies to cater to diverse learning needs and styles.	66(47%)	70(50%)	00(00%)	04(03%)	00(00%)	4.41
I encourage students to apply critical thinking and problem-solving skills in project development.	76(54%)	50(36%)	01(01%)	03(02%)	10(07%)	4.21
I provide guidance and resources to help students successfully complete their projects.	42(30%)	60(43%)	08(06%)	16(11%)	14(10%)	3.71
I effectively pace my teaching to ensure that I cover the entire syllabus within the allocated timeframe.	45(32%)	51(36%)	30(21%)	10(07%)	04(03%)	3.88
I prioritize key learning objectives and ensure they are thoroughly covered.	51(36%)	61(44%)	18(13%)	04(03%)	06(04%)	4.05
I adjust my teaching approach when necessary to address students' comprehension and retention of the curriculum content.	31(22%)	79(56%)	09(06%)	11(08%)	10(07%)	3.79

Source: Field data, 2023

From the findings of the study on the The Level of teachers' service delivery in secondary schools, it was found that:

I consistently employ various assessment methods (quizzes, tests, assignments) to gauge student learning progress (4.26); I provide timely and constructive feedback on students' performance to support their growth (4.67); I adapt my assessment strategies to cater to diverse learning needs and styles (4.41); I encourage students to apply critical thinking and problem-solving skills in project development (4.21); I provide guidance and resources to help students successfully complete their projects (3.71); I effectively pace my teaching to ensure that I cover the entire syllabus within the allocated timeframe (3.88); I prioritize key learning objectives and ensure they are thoroughly covered (4.05) and finally; I adjust my teaching approach when necessary to address students' comprehension and retention of the curriculum content (3.79).

During the interview with one of the Head teachers about the assistance, this is what he had to say,

"*I normally collaborate with my teachers through debating, planning, and problem-solving together. In addition, we inquire together as a team using evidence and research to guide our decision decision-making* process".

V   CONCLUSIONS AND RECOMMENDATIONS

Conclusion

According to the results, the factors that influence bureaucratic leadership on the provision of teaching services in particular secondary schools are the division of labor, the authority hierarchy, the procedures for handling a situation, teacher and parent feedback, management control, command, and tasks.

According to the study's findings, transactional leadership is influenced by the technical expertise of the head teachers, the effort put forth by the head teachers, the environment, their decision-making processes, and their relationships with other teachers, as well as team building.

On this objective, the study concluded that, 45% of respondents indicated that, Head Teachers do not spend time on team building. The other influence is responsibilities, which is shown in Table 5.0, where 40% of respondents agreed with the statement that Head Teachers shy away from their responsibilities and 37.3% agreed that Head Teachers foster harmony and foster an emotional bond among teachers.

Recommendations

The Head teachers should consider the division of labour and specialization, as well as building well-defined hierarch of authority and taking regular feedback from the teachers and parents in order to improve the quality of service delivery in schools.

School Head teachers should work on their competences, decision making as well as build strong relationship with their teachers in order to improve the quality of service delivery in schools.

School Head teachers should consider team building, harmony, emotional bond among their teachers as well as understanding their responsibilities in order to improve on the quality of service delivery in schools.

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