

The Secondary School Head Teacher's Leadership Role in Educational Policy Implementation in Uganda

Kaziba Abdul Mpaata^{1*} Zaid Mpaata²

1.Faculty of Management Studies, Islamic University in Uganda, P.O. Box 2555, Mbale, Uganda

2.Faculty of Management and Public Policy, Makerere University Business School, P.O. Box 1337, Kampala, Uganda

Abstract

The study was designed to investigate the leadership role of the secondary school head teacher in the implementation of educational policies in government aided secondary schools using eleven (11) schools in Eastern Uganda. The specific objectives were; (1) to examine the relationship between the routine role of the head teacher to administer and manage teachers and the educational policy implementation practices; (2) to ascertain the relationship between the head teacher's leadership role in availing the required resources for teaching and learning and the educational policy implementation practices; (3) to determine the relationship between the head teacher's leadership role in engaging the community and the educational policy implementation practices; and (4) to analyze the effect of the head teacher's leadership role on the educational policy implementation by secondary schools in Uganda. Results reveal that; (i) there is a significant and positive relationship between the routine role of the head teacher to administer and manage teachers and the educational policy implementation practices [$r = .945^{**}$, $p < 0.0001$]; (ii) there is also a significant and positive relationship between the head teacher's leadership role in availing the required resources for teaching and learning and the educational policy implementation practices [$r = .740^{**}$, $p < 0.0001$]; and (iii) the study similarly registered a positive and significant relationship between the head teacher's leadership role in engaging the community and the educational policy implementation practices [$r = .676^{**}$, $p < 0.0001$]. Regression results however indicated that it is only the head teacher's leadership role in routine administration and management of teachers that has a significant and positive effect on the educational policy implementation [$\beta = .934$, $t = 18.064$, $p < 0.0001$], implying the dire need for head teachers in this region to practice routine administration and management of teachers to enhance performance. It was then concluded that for schools especially in the Eastern region of Uganda, head teachers need be given refresher courses on education policy and its implementation strategies so that they are able to not only administer and manage teachers but also engage the community and avail the required resources for teaching and learning. This will enable them to play their role as gatekeepers of educational reforms and central pillars on whom effective teaching and learning process ultimately depends.

Keywords: Leadership role, Educational Policy Implementation, Teaching and Learning

1. Introduction

The present complexity and disillusion that Ugandans have been subjected to concerning not only the behavior but the specific roles of head teachers in monitoring of teaching, attendance, discipline, and the general way in which they provide students with relevant education has created uncertainty of assurance in the way the Ministry of Education plans to provide quality education for the future generation in the country. The general learning environment therefore has continued to attract increasing criticism from the different stakeholders. Suffice to note from the outset here is that the education service policy demands that the head teacher as a custodian of the day to day administration of the school has to ensure that all policies of the Ministry of Education are fully implemented so that there is a valued investment by the tripartite social contract involving government, parents and students in the schooling process. If policies concerning teaching, attendance and discipline that govern teachers are not seriously attended to and implemented by the head teacher therefore, the quality of education is most likely to not only be compromised but also abused. The study here therefore focuses on the role of the head teacher in implementing education policies especially teaching, attendance, and discipline which form the basis on which the career, development and achievement of the students depends. It has already been observed by Mutazindwa and Okoth (2018) that the rate of teacher absenteeism from school currently stands at 45% while that of head teachers stands at 20% countrywide. The study further noted that about UGX 72billion is lost to teacher absenteeism annually and therefore the country cannot improve the education system unless head teachers play their role in schools.

It can be argued here that while there is no doubt that the current education policies in Uganda have expanded the functional capacity of educational structures and reduced on the inequities of access to education between sexes, geographical areas, and social classes, head teachers as supervisors ought to be active teachers in the classroom which in turn is expected to motivate the subordinates to attend class with proper schemes of work and teach their lessons with the required motivation and professional facilitation expected of them. As Uganda undertakes the strategy to enact a countrywide Universal Secondary Education (USE) policy perceived as a tool

for educational empowerment and equality (Molyneaux, 2011), a number of challenges are anticipated ranging from (1) lack of qualified teaching staff; (2) inadequate workshops; (3) insufficient laboratories and libraries; (4) lack of enough funds; and (5) absence of guidance and counseling services (Okoroma, 2003).

The study by Vaillant (2015) has demonstrated the significant role head teachers play in ensuring that the education policy agenda is implemented as a priority. The study therefore is an addition to earlier studies in this area and it is designed to investigate the secondary school head teacher's leadership role in educational policy implementation with specific reference to government aided secondary schools in Eastern Uganda. The study is premised on the assumption that the availability of effective leadership is critical to the implementation of the educational policies in Uganda because any serious academic institution must have a head teacher with equanimous qualities and frugality in managing teaching, resources as well as engaging the community from where the school draws its learners.

The specific objectives of this study therefore were;

- i) To examine the relationship between the routine role of the head teacher to administer and manage teachers and the educational policy implementation practices.
- ii) To ascertain the relationship between the head teacher's leadership role to avail the required resources for teaching and learning and the educational policy implementation practices.
- iii) To determine the relationship between the head teacher's leadership role in engaging the community and the educational policy implementation practices by secondary schools in Eastern Uganda.
- iv) To analyze the effect of the head teacher's leadership role on the educational policy implementation by secondary schools in Eastern Uganda.

Consequently, the tested null hypotheses were;

- i) There is no significant relationship between the routine role of the head teacher to administer and manage teachers and the educational policy implementation practices.
- ii) There is no significant relationship between the head teacher's leadership role to avail the required resources for teaching and learning and the educational policy implementation practices.
- iii) There is no significant relationship between the head teacher's leadership role in engaging the community and the educational policy implementation practices by secondary schools in Eastern Uganda.
- iv) There is no significant and positive effect of the head teacher's leadership role on the educational policy implementation by secondary schools in Eastern Uganda.

This study is significant because as Oliver and Pawlas (2001) observed, the head teacher as a leader is supposed to provide a congenial environment that engages other teachers in shared work central to curriculum and instruction and also ensure that management and policy decisions are implemented collaboratively through team work. Similarly, Hope (2002) noted that head teachers are not only supposed to be at the forefront of the vehicle that implements changes and actualizes the realities in the education policy implementation process but they are also key drivers who should have the ability to motivate teachers and staff to accept and contextualize such policies so as to improve the quality of education in Uganda.

2. Literature Review

There are numerous studies that have been conducted on head teachers as the central pillars and prime mover in the school management process be they public, private, primary, secondary or kindergartens. Studies by OECD (2011) emphatically observed that school leaders play a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Thus, effective school leadership is essential in improving the efficiency and equity of schooling because of which policy makers have the opportunity to enhance the quality of school leadership and make it sustainable.

Similarly, Mpaata (2017) concluded that school effectiveness and the ultimate delivery of education cannot be realized if the leadership function is not performed well. The study noted the urgent need to allocate enough resources to ensure that qualified teachers are recruited and prepared so that they can keep staff attendance registers, maintain personal files for each pupil, maintain an updated enrolment list and prepare pupils' progress or report cards as per regulations. In this way, the school policy on teaching and learning as well as attendance would be realized.

According to Hope (2002), head teachers implement more central and local government education policies at present more than ever before. These policies are related to a number of directives including zero tolerance, school safety, multicultural education, bilingual education, grouping, scheduling, dress code, and technology. Educationists such as Fejohn, and Faniran (2016) argue that it is unlikely for a policy to be implemented if the head teachers oppose it since its success requires them to be advocate for and act on behalf of the policy. It is important to note that head teachers are vital in every aspect of school life at all levels of education. Consequently, their decision making and influence reverberate throughout the school and in the community. Head teachers can be; (1) initiators by getting projects started; (2) innovators by developing new ideas; (3)

motivators by encouraging to reach goals and objectives; (4) calculators by planning for programs and activities; and (5) communicators by disseminating information. Given such qualities, head teachers are essential in the effective implementation of educational policies in Uganda just like elsewhere.

It was Mohammed (2016) who noted that effective leadership can determine proper implementation of the education policy by identifying and correcting weaknesses through constant interaction with teachers and also monitoring. In the same vein, the study by Hope (2002) equally assert that monitoring as a form of supervision involves inspection to determine if teachers who are the implementers of education policies are achieving the results intended by the policy and if implementation is congruent with policymaker's intent. Monitoring detects variations, shortcomings and compliance in the process. This means that when shortcomings are detected, the head teacher can intervene to assist teachers and staff to implement the policy in accordance with expectations. That is why consistent monitoring is an important supervisory activity for the head teacher which involves visiting classrooms to observe activities that are congruent with the policy and reviewing data from indicators that reflect change towards the policy's goals.

According to the Reform Support Network (2015), limited school leadership capacity poses a real challenge to many countries in meeting educational goals since head teachers are the centerpiece of high-quality policy implementation. Moreover, Fullan (2001) observed that it is the way head teachers respond to policy demands that help them to shape and adapt new policies in relation to their schools and the community environment. This not only promotes systemic policy development but also provides an opportunity for the head teacher to come up with a priority list on how to implement them. Therefore, Vaillant (2015) concluded that retraining and training of head teachers is very important since they are the people who apply education policies in schools and if they are poorly trained and supported, no policy, be it national or regional or local, can be effective.

The study by Day and Sammons (2013) revealed a number of leadership practices that determine the effectiveness of head teachers including; (1) developing harmony on school goals that are focused on student learning; (2) developing teacher knowledge and skills to effectively teach; (3) creating workplace conditions and relationships that support teaching and learning such as community engagement; and (4) managing the instructional program to support the realization of school goals including resourcing, staffing, monitoring as well as the use of assessment data for decisions about improvement in teaching and learning.

According to UNESCO (2009), whereas head teachers have competent staff to whom they can delegate some of their day-to-day responsibilities, they still have a duty of leading staff on many occasions such as meeting parents, noting their opinions and involving them in the school; motivating teachers and other staff involved in education and ensuring that they work together and above all else interpreting policy and explaining it to all. Meanwhile, Grantmakers for Education (2011) observed that the implementation of any new policy is an essentially difficult endeavor involving various stakeholders and systems. It is interesting to note here that policy makers who develop and politicians who enact the policy are not charged with determining its application. This underscores the importance of head teachers in not only understanding the details of the educational policy but also in the general management and implementation process.

To support the above view, Moorman, et al (2008) avers that school leadership plays a major role in education policy implementation. Therefore, the top-down and bottom-up strategies for school policy implementation need to be combined and synchronized (Hopkins, et al, 2008). In this direction therefore, while higher levels of the educational system can provide policy directions for schools, their success often depends on the motivations and actions of leaders at the school level in terms of not only teaching and learning but also discipline and attendance. Unless school leaders feel a sense of ownership of the policy and agree with its purposes, it is unlikely that they will engage their staff and students in externally defined policy objectives. Education policies are more likely to be successful if head teachers as school leaders are actively involved in policy development and formulation. In other words, continuous dialogue and consultation between policy makers and head teachers who lead schools at the front line are essential for successful large scale policy implementation.

3. Methodology

The study population comprised all senior teachers who have served in government aided secondary schools for a period of at least 5years and above. For convenience in obtaining the sample, government schools in the Eastern Region of Uganda were selected. Only those secondary schools that have operated for more than 3 decades were used in the study given the importance that the stakeholders have historically attached to government schools in terms of performance.

Questionnaires were therefore administered to 165 teachers teaching in 11 government aided secondary schools. However, only 113 respondents returned completed questionnaires representing a return rate of 68.5%. The questionnaire was designed on a five point Likert Scale ranging from (5 = Strongly Agree to 1 = Strongly Disagree) for the different items concerning the head teacher's leadership role and educational policy implementation.

The reliability of the questionnaire was ascertained using Cronbach's Alpha coefficient. The coefficient for this questionnaire was 0.983 which demonstrated that the questionnaire was reliable for use.

4. Analysis

4.1 Descriptive statistics on routine administration and management of teachers

Descriptive statistics was analyzed and as indicated in table 1, most of the respondents (79.6%) agreed that head teachers ensure that teacher supervision and appraisal are done and with feedback. In addition, 71.7% agreed that head teachers seek teachers' cooperation while 81.4% agreed that head teachers allocate class responsibility to specific teachers. The analysis also reveals that 67.3% of the respondents agreed that head teachers interview teachers in order to ascertain strengths and it was also agreed that head teachers establish communication and feedback mechanism among all stakeholders (73.5%). Finally 85.8% agreed that head teachers consult with education officers, teachers and colleagues in developing work programmes.

4.2 Descriptive statistics on availing the required resources for teaching and learning

Descriptive statistics in table 1 do reveal that 88.5% of the respondents agreed that head teachers procure, store and supervise use of text books, institutional materials, school supplies and equipment. In addition, 92% of the respondents also agreed that head teachers explore mechanisms for ensuring that laboratory equipment is available. Further analysis also revealed that 84.1% of the respondents agreed that head teachers look for relevant text books, instructional materials, equipment and school supplies. Finally, 87.6% of the respondents agreed that head teachers inspect storage facilities, establish a mechanism for allocation, use and monitoring of material.

4.3 Descriptive statistics on community engagement

In terms of community engagement, table 1 reveals that head teachers regularly communicate results of school activities/practices to stakeholders such as student performance. In addition, it was also agreed that head teachers make sure that teachers operate in a knowledge-based environment (88.5%) and that the community supports school through provision of a range of resources (87.6%). Table 1 also reveals that majority of the respondents agreed that head teachers mediate conflicts (94.7%) and create supportive environment for the free flow of communication among stakeholders (91.2%).

Table 1. Some Responses on Head Teacher's Leadership Role

No.	Variable	Item	SA & A	N	D & SD
1.	Routine administration and management of teachers	The head teacher... Ensures that teacher supervision and appraisal are done and with feedback.	79.6	10.6	9.7
		Seeks teachers' cooperation.	71.7	17.7	10.6
		Allocates class responsibility to specific teachers.	81.4	13.3	5.3
		Interviews teachers in order to ascertain strengths.	67.3	12.4	20.4
		Establishes communication and feedback mechanism among head teacher, teachers, Ministry of Education and the Community.	73.5	8.8	17.7
85.8	0.0	14.2			
2.	Equips the school labs and the library	Procures, stores and supervises use of text books, institutional materials, school supplies and equipment.	88.5	3.5	8.0
		Explores mechanisms for ensuring that laboratory equipment is available	92.0	0.9	7.1
		Looks for relevant text books, instructional materials, equipment and school supplies.	84.1	2.7	13.3
		Inspects storage facilities; and establish a mechanism for allocation, use and monitoring of material.	87.6	0.0	12.4
3.	Community Engagement	Communicates regularly results of school activities/practices to stakeholders, e.g. student performance	86.7	2.7	10.6
		Makes sure that teachers operate in a knowledge-based environment.	88.5	5.3	6.2
		Makes sure that community supports school through provision of a range of resources.	87.6	0.9	11.5
		Mediates conflicts.	94.7	0.0	5.3
		Creates a supportive working environment for the free flow of communication among stakeholders.	91.2	1.8	7.1

Pearson Product Moment Correlation results

In order to test the hypothesis that there is a significant correlation between the selected variables of head teacher's leadership role and the educational policy implementation practices, a correlation matrix was developed as indicated in table 2. The finding here is that there is a significant correlation between the routine role of the head teacher to administer and manage teachers and the educational policy implementation practices ($r = .945^{**}$, $p < 0.0001$). This implies that it is the responsibility of the head teacher to among other things ensure that teacher supervision and appraisal are done and with feedback, allocate class responsibility to specific teachers and also interview teachers in order to ascertain their strengths, among others.

Similarly, there is a significant and positive relationship between the head teacher's leadership role to avail the required resources for teaching and learning and the educational policy implementation practices ($r = .740^{**}$, $p < 0.0001$). The implication here is that the head teachers' roles cannot be complete unless they attend to issues of procurement, storage and supervising the use of text books, instructional materials, school supplies and equipment as well as exploring mechanisms for ensuring that laboratory equipment is available in the school.

Table 2 also reveals that there is a positive and significant relationship between the head teacher's leadership role in engaging the community and the education policy implementation practices ($r = .676^{**}$, $p < 0.0001$). This shows that it is also the incumbent upon the head teacher to communicate regularly results of school activities/practices and also make sure that community supports school through provision of a range of resources.

4.4 Descriptive statistics on policy implementation practices

It can be deduced from table 3 that in implementation of policy on teaching and learning, majority of the respondents agreed that schools maintain good record keeping in classroom (73.5%), identify students with special needs and provide appropriate intervention (71.7%) and ensure safety for all students while they are engaged in various activities (67.3%). In addition, an average number (51.3%) agreed that schools prepare and avail appropriate learning materials and an equal number (51.3%) also agreed that schools create a conducive learning environment for students in terms of good seating arrangement, a clean and tidy environment among others. Table 3 also reveals that 58.4% of the respondents agreed that schools observe, monitor, record and assess students' development and learning as well as writing assessment reports. Finally, 54% of the respondents agreed teachers in schools are resourceful, creative and role models in the development of students' character and personality.

Descriptive statistics in table 3 also reveals that while implementing the policy on discipline, schools ensures that there is punishment on personal uncleanness, inappropriate attire and manner in keeping with teachers' dress code (83.2%). Similarly, it was also agreed that schools ensure that there is punishment on smoking in front of the class, in classroom and school's compound (73.5%). Table 3 also reveals that schools have a punishment in place on absence from duty without leave (78.8%), showing of pornographic films and pictures to students (92%), and child abuse that is both physical and emotional (69.9%). In addition, an average number (54%) agreed that schools ensure that there is punishment of teachers on displaying effects of hang over. Finally, it was also agreed by an average number that schools ensure that there is punishment of teachers on fighting and gambling (61.1%), vulgar and inappropriate behavior such as inappropriate relationships with students (61.9%), and bringing on duty under the influence of alcohol or any prohibited substance (65.5%).

In terms of implementing the policy on attendance, majority of the respondents agreed that schools publish the time at which all students are expected to be in class (80%) and there is a clear system of signing in and signing out by the staff (79.6%). Table 3 also reveals that teacher attendance is recorded during each period of the day (72.6%) and an average number (53.1%) agreed that schools require statements from parents or doctors explaining why the child has missed school. However, 70.8% of the respondents disagreed with the statement that completing an attendance register is the responsibility of the class teacher.

Table 3 also reveals that on implementing the policy on student homework, teachers are well aware that homework is integral to the instructional program (92%). It was also agreed that teachers coordinate assignments given to students (75.2%). In addition, 78.8% of the respondents agreed that students complete homework assignments independently and that home works in turn help students to practice previously learned skills, write essays, practice fluency and enhance student mastery of a concept.

Table 2. Some responses on Policy Implementation Practices

No.	Variable	Item The school...	SA & A	N	D & SD
1.	Policy on Teaching and learning	Creates a conducive learning environment for students in terms; of good seating arrangement, provision of a clean and tidy environment.	51.3	4.4	44.2
		Prepares and avails appropriate learning materials	51.3	14.2	34.5
		Ensures safety for all students while they are engaged in various activities	67.3	7.1	25.7
		Identifies students with special needs and provide appropriate interventions.	71.7	10.6	17.7
		Observes, monitors records, and assesses students' development and learning as well as writing assessment reports.	58.4	8.0	33.6
		Is resourceful, creative and a role model in the development of students' character and personality.	54.0	9.7	36.3
		Maintains a good record keeping in the classroom	73.5	2.7	23.9
2.	Policy on Discipline	The school enforces discipline on...	SA & A	N	D & SD
		Personal uncleanliness, inappropriate attire and manner in keeping with teachers' dress code	83.2	9.7	7.1
		Smoking in front of the class, in classroom and school's compound	73.5	9.7	16.8
		Absence from duty without leave or adequate excuse	78.8	8	13.3
		Displaying effects of hangover	54.0	15.9	30.1
		Bring on duty under the influence of alcohol or prohibited substance	65.5	8	26.5
		Vulgar/inappropriate behavior by teachers in school such as inappropriate relationships between teacher and student including sexual harassment.	61.9	2.7	35.4
		Showing of pornographic films and pictures to students	92.0	0	8
		Child abuse that is both physical and emotional	69.9	8	22.1
Fighting and gambling by teachers in school	61.1	10.6	28.3		
3.	Policy on Attendance	In this school...	SA & A	N	D & SD
		Teacher attendance is recorded during each period of the day.	72.6	25.7	1.8
		Completing an attendance register is the responsibility of the class teacher	24.8	4.4	70.8
		There is a clear system of signing in and signing out by the staff	79.6	13.3	7.1
		The school publishes the time at which all students are expected to be in class.	80.5	10.6	8.8
		The school require statements from parents or doctors explaining why the child has missed school	53.1	36.3	10.6
4.	Policy on student homework	Homework is integral to the instructional program	92.0	0.0	7.1
		Students complete homework assignments independently	78.8	1.8	20.4
		Home works help students to practice previously learned skills, write essays, practice fluency and enhance student mastery of a concept.	80.5	2.7	15.0
		Teachers coordinate assignments given to students	75.2	6.2	18.6

Influence of the head teacher's leadership role on the educational policy implementation

In order to determine the leadership variables that significantly influence educational policy implementation, a multiple regression analysis was performed using educational policy implementation as the dependent variable. As indicated in table 4, it is only the routine role of the head teacher in the administration and management of teachers that has a significant influence on the educational policy implementation [$\beta = .934$, $t = 18.064$, $p < 0.0001$]. This was measured by the extent to which the head teacher allocates class responsibility, ensures effective teacher supervision and appraisal, interviews teachers in order to ascertain strengths and establishes

communication and feedback mechanism among stakeholders. The head teacher's engagement of the community was found to have an insignificant influence on the educational policy implementation [$\beta = .196, t = 1.349, p < 0.180$]. This is perhaps the major finding for this research in that head teachers in the government aided secondary schools in Eastern Uganda have neglected their role in mobilizing the community through communicating regularly results of school activities/practices and making sure that community supports school through provision of a range of resources. This has been left to parents, politicians, and other community leaders. Similarly, the results here reveal that head teachers have not played a significant role in ensuring that resources are always available for teaching and learning purposes [$\beta = -.161, t = -0.983, p < 0.328$]. While it is the responsibility of government to ensure that all resources for teaching and learning purposes are provided in sufficient quantities, it is head teachers who are expected to manage these scarce resources with the required frugality, motivation, commitment, and discretion. The overall model in table 4 consequently indicates that the head teacher's role in educational policy implementation contributes about 89.3% which is indicated by R^2 of 0.893. This therefore shows that the head teacher has a very significant contribution to educational policy implementation and infers the role government has to ensure that each school has a well-trained, articulate, focused and committed head teacher who can ensure routine administration and management of teaching and learning.

Table 3. Regression Model in Educational Policy Implementation

Variable	Predicted sign	β	t – value	p – value
Intercept	+ -	.244	5.029	.000
Leadership in the routine admin of the teachers	+	.934	18.064	.000
Leadership in availing resources for teaching and learning	+	-.161	-.983	.328
Leadership in engaging the community	+	.196	1.349	.180
Adjusted R^2			.893	

5. Discussion

The study here underscores the importance of the head teacher's leadership role in administering and managing teachers. Head teachers especially those in Eastern Uganda are challenged to ensure that there is always sufficient teacher supervision, appraisal and with feedback to teachers. They are expected not only to seek teachers' cooperation but also participate in interviewing such teachers to ascertain their strengths which form a backbone for effective policy implementation. This view has been supported by Sergiovanni and Starratt (2002) that supervision of teaching by the head teacher can improve classroom practices and therefore lead to learners' success through the professional development of the teaching staff. In other words, effective head teachers are expected to develop a cooperative scheme in which the teaching staff are engaged in dialogue for the purpose of improving teaching and as such implementing the educational policies which logically should contribute to student improved learning and success. Similarly, Pearson (2009) adds that the head teacher must watch the teacher's work, ask teachers questions about the use of certain teaching methods and provide information on the best teaching practices, enabling them to improve.

Indeed, according to Mohammed (2016), the head teacher is in a unique position as an administrator to control schools' resources with an aim of attaining educational goals. In this way, the head teacher's responsibility is to also ensure that educational objectives are achieved. This is a key determinant to the students' performance. Consequently, the head teacher's responsibility is to guide and direct the teachers to teach the students and ensure that the prepared curriculum is covered and that facilities for teaching and learning are in order and utilized effectively.

While most head teachers are only preoccupied with monitoring teaching and learning in the classroom, this study shows that there are two significant areas that head teachers particularly those of the Eastern region of Uganda have neglected in the process of educational policy implementation which are; (1) community engagement; and (2) managing resources that are used in the teaching and learning process. The study here also points to the head teacher's leadership role in allocating class responsibility to specific teachers as well as establishing communication and feedback mechanism among teachers, Ministry of Education and the Community. According to Mpaata (2017), a good head teacher must have proper communication with the teachers, pupils and the external members of the school community. They are challenged to prepare annual reports of schools and circulate information to relevant authorities such as the DEOs. In terms of curriculum management, they are supposed to prepare school timetables, help teachers develop continuous assessment and as well ensure that teachers prepare schemes of work and check their lesson plans.

The study also highlights that it is not the responsibility of the head teacher to avail resources for teaching and learning but rather government has the challenge to ensure that government schools have the necessary and adequate resources that head teachers can manage and allocate so that they monitor the day-to-day teaching and learning process in the school. This is in line with Respah (2003) who recommended that the government should reconsider increasing the funds allocated to education and supply teaching and learning equipment to schools.

6. Conclusion

In conclusion, this study reveals the importance of head teachers in educational policy implementation. For schools to succeed in curbing absenteeism, indiscipline and ensure that teaching and learning takes place, the head teacher plays a critical role because there is no teaching and learning that can take place where such policies are not effectively enforced. Therefore, the Ministry of Education has got the enormous responsibility of ensuring that they retrain or provide in-service training to head teachers with the aim of not only motivating them but helping them to redefine their personality and enable them to have the necessary competencies to work with thoroughness and flexibility so that they are able to engage communities in which their schools are located and also closely monitor not only classroom teaching but the resources that government avails to the schools to enhance academic performance. Only when the above policy requirements are given attention and implemented will schools be able to teach efficiently the required curriculum beyond the present and massively venture into science and technology that require extra discipline in managing chemicals, equipment, tools and laboratories. Put another way, the road to practical science education by the government requires that head teachers understand their role beyond classroom teaching alone to include the management of scarce school resources and engagement of the community to communicate regularly results of school activities/practices to stakeholders and make sure that community supports the school through provision of a wide range of resources.

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Professor Kaziba Abdul Mpaata currently works as Vice Rector, Finance and Administration and Professor in the Faculty of Management Studies, Islamic University in Uganda. He earned his PhD in Business Management

Psychology (Indonesia) with distinction in 1998. He has published more than thirty (30) articles in various international impact factor journals. Professor Mpaata is also the author of a number of books in business economics, education leadership and service integrity in the public service in Uganda. Dr. Mpaata is a Senior Management Consultant who was trained by the United Kingdom based Crown Agents in Country Capacity building and Training of Trainers (TOT). He is the chairman Skyper Management Consultants and has worked with the Ministry of Public Service to develop a Training Needs Analysis (TNA) for the Uganda Public Service Managers together with the Uganda Management Institute (UMI). He is also currently a member of the task force of the National Council for Higher Education (NCHE) Quality Inspection. Professor Mpaata also works as one of the chairpersons of the Inter-University Council for East Africa expert team to different Universities in the region on quality assurance in the area of Business Administration.

Mr. Zaid Mpaata is a professional in organizational leadership studies who has worked as a school head and is now a lecturer in the Faculty of Management and Public Policy, Department of Leadership and Governance at Makerere University Business School (MUBS). He is also the chairperson of the Uganda Private teachers Union (UPTU) who has presented papers locally and internationally in the areas of organization leadership, education and public policy.