

School Policies and Teachers' Performance in Government Secondary Schools in Butambala District, Uganda

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Abstract: The investigation investigated an association amongst school policies as well as teachers' performances within Uganda's Secondary schools sponsored by the government under Butambala district. The investigation is specifically directed by three aims; i) To analyze the relationship between professional development policies and teachers' performance, ii) To assess the relationship between administrative policies and teachers' performance, as well as iii) To examine the relationship between academic policies and teachers' performance in government secondary schools in Butambala district. This investigation embraced the design related to correlations investigation together utilizing mutually qualitative as well as quantitative methods. 50 responders sample magnitude had to be utilized including administrators of schools plus educators as of 5 chosen district's Secondary institutes sponsored by government. Mutually correlation and description analysis were engaged towards giving replies related towards this investigation perspectives. This investigation found out, there 'is robust statistically significant as well as positive association amongst professional development policies plus teachers' performances within Secondary schools sponsored by the government under Butambala district, Uganda. The examination found out there exists a robust statistically substantial as well as positive association amongst administrative policies plus teachers' performances within Butambala district's Secondary schools sponsored by the government under Uganda. Additionally, this investigation there's moderately statistically significant as well as positive association amongst academic policies plus teachers' performances within Butambala district's Secondary schools sponsored by the government under Uganda. Consequently, this investigation in conclusion notes, school policies such as professional development policies, administrative policies, and academic policies have a statistically substantial relationship with teachers' performances in that an enhancement within diverse school policies will consequently lead towards a development in relation to teachers' performances within Butambala district's Secondary schools sponsored by the government under Uganda. This investigation commends, schools' and government supervisors ought to make sure ensure ongoing and relevant training, encourage collaborative learning and mentorship, integrate professional development with career growth, and support reflective practice and self-assessment among teachers because this plays a vital role relating to persuading teachers' performances within Uganda, Butambala district's Secondary schools sponsored by the government.

Keywords: School Policies, Professional Development Policies, Administrative Policies, Academic Policies, Teachers' Performance, and Government Secondary Schools.

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I. INTRODUCTION

The study aims to investigate an association amongst school policies and performances of teachers within Uganda, Butambala District's Secondary schools sponsored by the government.

➤ *Historical Perspective*

World over, the variations in teachers' performance in the different learning institutions over the years has resulted into different governments and education bodies to come up with various policies and strategies aimed at improving teachers' performance as teachers play a fundamental role in school performance (Paine & Highsmith, 2018). The late 20th century saw a rise in accountability-driven policies in school, particularly in the U.S. (e.g. No Child Left Behind Act) and the UK. These policies emphasized standardized testing as a measure of school and teacher performance. Teachers' success was increasingly tied to student test scores, often criticized for narrowing curricula and stifling innovation. In many developing countries, donor-driven education policies emphasized measurable outcomes, sometimes at the expense of local relevance. Countries like Finland adopted contrasting policies, emphasizing teacher autonomy, trust, and rigorous teacher training, leading to high teacher performance without reliance on standardized testing (Borko, 2017). In Africa, governments are now focusing on improving the quality of education, aligning policies with Sustainable Development Goals (SDGs) put more emphasis on professionalizing teaching through continuous professional development programs and performance-based assessment as well as integration of technology and STEM education into curricula to prepare students for global economies. Teachers' performances are increasingly assessed based on student outcomes, classroom innovation, and adherence to professional standards (Osman & Idris, 2023).

➤ *Theoretical Perspective*

This investigation had been directed through the Systems Theory established via Ludwig within 1956. This philosophy posits that institutions (schools) are open systems where policies, workers (teachers), and the wider community interact dynamically. Changes in one part of the system (e.g. policies) affects the others (Kenny & Cirkony, 2022). According to Francesco, Cristina and Jaqueline (2018) the theory is applicable to the education context in that school policies influence teachers' performance by shaping the resources, training, and support they receive.

For instance, a policy mandating smaller class sizes may improve teacher performance by reducing workload and allowing more personalized instruction. However, systematic imbalances such as poor school policies can create stress and hinder effective teachers' performance. This implies that effective school policies must consider how all elements of the educational system interact to support teachers holistically (Francesco et al., 2018). Hence, the philosophy is appropriate towards the research because this contributes linkage amongst school policies as well as teachers' performance.

➤ *Contextual Perspective*

This investigation ought to be carried out among selected Butambala district's government secondary institutes for examination of an association amongst school policies plus teachers' performances. It was taken into account as a result of limited or no research undertaken related to school policies plus a teacher's presentation explicitly within Butambala district's Secondary schools sponsored by the government. Additionally, Butambala district was taken into account as result of the inconsistent teachers' performance among government secondary schools shown by lack of effective lesson plans and preparation, poor interpersonal relationships, increased absenteeism rates and late reporting for classes, irregularity in ethical and professional conduct, and limited engagement in community and extracurricular activities among others (Butambala District Local Government, 2022).

➤ *Conceptual Perspective*

School policies are formal guidelines and rules established by school administrations, boards, or governing bodies to regulate various aspects of school operations, behavior, and academic practices. These policies set the standards, expectations, and procedures that govern the conduct of students, teachers, staff, and other stakeholders within the school community (Haruthaithanasan, 2018). Teachers' performance refers to the effectiveness and quality of a teacher's work in carrying out their duties and responsibilities in the classroom. It encompasses a range of factors, including the teacher's ability to deliver instruction, engage students, manage the classroom, and contribute to the overall educational environment (Ortiz & Abrera, 2017). For this study, school policies were abstracted in terms of professional development policies, administrative policies, and academic policies, while teachers' performance was conceptualized in terms of lesson planning and preparation, classroom management, communication skills, collaboration and teamwork, attendance and punctuality, as well as ethical and professional conduct among others.

➤ *Statement of the Problem*

The performance in relation to educators acts as a critical part within determining qualities for instruction delivered to a student which performance is often influenced by school policies. The Ugandan government in conjunction through Ministry of Education and Sports implemented a number of school initiatives and regulations to enhance teachers' performance which focus on professional development, motivation, accountability, and the overall improvement of the teaching environment in different schools. For instance, Continuous Professional Development policies have been implemented through which teachers are required to participate in regular training and workshops to improve their teaching skills and stay updated with new teaching methodologies (Ministry of Education and Sports, 2018).

Nevertheless, regardless of each outstanding policies plus programs, teachers' performances within most of Butambala district's Secondary schools sponsored by the government were tranquil inconsistent branded by lack of

effective lesson plans and preparation, increased late coming and missing of classes, ineffective classroom management, increased absenteeism rates, and unethical and professional misconduct, and low student achievement (Namuwaya & Kyokunda, 2021). Evidence indicates that almost 23% of the teachers recurrently arrived at school late or left early and also 12% of teachers missed classes at least once a week in 2021 among Butambala district's government secondary institutes in (Butambala District Local Government, 2022). It subsequently led to a decrease in students' engagement and low academic outcomes, as well as decreased school academic reputation. Thus, it is in connection to these findings that this investigation investigated an association amongst school policies as well as teachers' performances within Butambala district's Secondary schools sponsored by the government.

➤ Objectives of the Study

• General Objective

The general objective of the study is to investigate the relationship between school policies and teachers' performance in government secondary schools in Butambala district, Uganda.

• Specific Objectives

- ✓ To analyze the relationship between professional development policies and teachers' performance in

government secondary schools in Butambala district, Uganda.

- ✓ To assess the relationship between administrative policies and teachers' performance in government secondary schools in Butambala district, Uganda.
- ✓ To examine the relationship between academic policies and teachers' performance in government secondary schools in Butambala district, Uganda.

➤ Study Hypotheses

These aims specifically had been directed through these subsequent hypotheses alternatively;

- **Ha1:** There's statistical substantial association amongst professional development policies and teachers' performances within Uganda's Butambala district's Secondary schools sponsored by the government.
- **Ha2:** There's statistical substantial association amongst administrative policies and teachers' performances within Uganda's Butambala district's Secondary schools sponsored by the government.
- **Ha3:** The There's statistical substantial association amongst academic policies and teachers' performances within Uganda's Butambala district's Secondary schools sponsored by the government.

➤ Conceptual Framework

The framework conceptually provides graphics that illustrates a suggestion amongst teachers' performances as well as school policies.

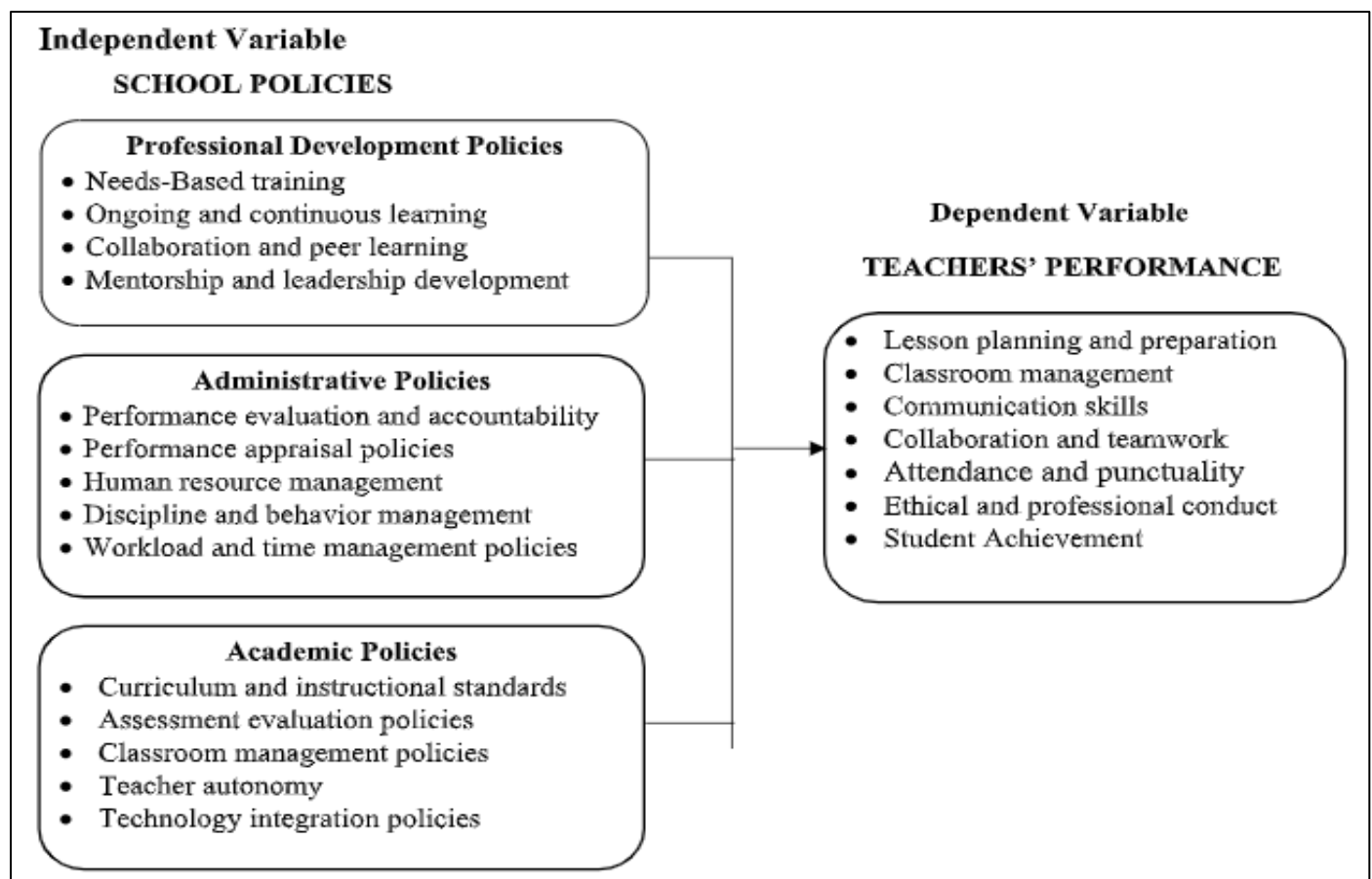


Fig 1 Conceptual Framework

II. LITERATURE REVIEW

➤ *School Policies and Teachers' Performance*

School policies significantly influence teachers' performance in various ways, shaping their work environment, motivation, and ability to deliver quality education. These influences can be both positive and negative, dependent on the nature and implementation of the policies. School policies that define teachers' roles, responsibility, and performance expectations help provide clarity and direction as well as accountability mechanisms, such as performance evaluations, ensure teachers stay focused on achieving educational goals which significantly improves teachers' performance (Awour, 2019). According to Meng, Albattat and Azar (2024) school policies that mandate continuous professional development enhance teachers' skills, knowledge, and teaching methodologies. For example, training on technology integration helps teachers adapt to modern classroom needs, resultantly improving both students' and teachers' performance.

School policies encompass policies related to effective resource allocation and management implemented to ensure adequacy and availability of resources required by teachers to effectively perform their duties. School policies ensuring adequate teaching materials, such as technology, textbooks, and classroom resources, enable teachers to perform their duties effectively. For example, providing digital tools can make lesson planning and delivery more efficient (Osman & Idris, 2023). Conversely, the authors argue that poorly resourced school policies result in teachers struggling to manage large classes, outdated materials, or inadequate infrastructure, leading to burnout and reduced teachers' performance (Osman & Idris, 2023).

A study by Haruthaithanasan (2018) found that school policies such as administrative policies significantly influence teachers' performance in schools in Southern Thailand. The authors asserted that school administrative policies that ensure fair salaries, timely payment, and benefits like healthcare and pensions boost teachers' motivation and retention as well as incentive programs, such as bonuses for excellent performance, encourage teachers to go above and beyond which significantly influences an improvement in teachers' performance (Haruthaithanasan, 2018). Conversely, the authors argued that low or irregular pay and poor working conditions demotivate teachers, reducing their commitment to handle duties and performance levels (Haruthaithanasan, 2018).

According to Aquino, Afalla and Fabelico (2021) school policies that regulate class sizes and distribute workloads evenly allow teachers to focus on delivering quality instructions which improves teachers' performance. The authors assert that overburdening teachers with excessive administrative tasks or large class sizes can detract from their ability to plan and teach effectively (Aquino et al., 2021). In addition, Mausethagen (2019) argued that school policies that grant teachers autonomy in lesson planning, classroom management, and teaching methods encourage creativity and

innovation as teachers perform better when they feel trusted and empowered to make decisions.

Well-designed school policies around assessments and curriculum provide structure and ensure consistency in teaching and learning outcomes. Policies that emphasize holistic assessments (e.g., critical thinking, creativity) align with modern teaching practices, improving teachers' performance (Flordemay, Raymond & Alonsabe, 2023). The authors also argued that school policies that recognize and reward outstanding teaching (e.g., teacher of the year awards, promotions) boost morale and encourage high teachers' performance (Flordemay et al., 2023). Additionally, Meng et al. (2024) postulated that mentorship programs and peer collaboration policies help teachers feel supported, improving their effectiveness. Ignoring teacher contributions or failing to provide necessary support can lead to teachers' disengagement or poor performance.

School policies such as professional development policies significantly influence teachers' performance by shaping their skills, knowledge, and motivation to improve classroom practices. These policies determine the nature, frequency, and quality of professional growth opportunities, which directly impact teachers' ability to meet the demands of modern education (Hartinah, Suharso, Umam & Syazali, 2019). The authors also assert that professional development policies that offer training in advanced teaching techniques, curriculum updates, and subject matter expertise improve teachers' instructional effectiveness. For example, workshops on differentiated instruction enable teachers to better address diverse student needs, leading to improved teachers' performance (Hartinah et al., 2019).

Administrative policies play a central part in shaping the situations under which teachers work. Well-designed and effectively implemented policies can enhance teachers' motivation, efficiency, and job satisfaction, leading to better performance and improved educational outcomes. Conversely, poorly conceived or inconsistently enforced policies can demoralize teachers and deter their capability to deliver excellent education (Lixia, 2017). Additionally, Andriani, Kesumawati & Kristiawan (2018) argued that strong administrative leadership fosters a culture of partnership, trust, and shared vision, which positively influences teachers' performance. The authors also assert that decentralized decision-making allows teachers to adapt policies to their specific classroom contexts, improving effectiveness in teachers' performance (Andriani et al., 2018).

Academic school policies take on significant roles within forming teachers' performances through persuading their instructional strategies, professional behavior, and overall ability to deliver quality education. These policies govern areas such as curriculum standards, assessment methods, instructional time, and teaching methodologies, which directly impact how teachers perform their roles (Syafuddin, Sudadi, Ahyat & Hastuti, 2023). The authors argue that academic policies that provide clear, well-structured curricula guide teachers in planning lessons and aligning them with learning outcomes. Flexibility in

curriculum design also allows teachers to adapt content to meet diverse student needs, fostering innovation and improving teachers' performance (Syafuruddin et al., 2023).

III. METHODOLOGY

➤ Research Design

The investigation embraced the design for correlational research combined with equally qualitative and quantitative methods. A correlational research design focuses on inspecting an association amongst study variable quantity within a certain study populace (Kassu, 2019). Hence, the current investigative designs facilitated an investigator with investigating an association amongst school policies as well as teachers' performances within Butambala district's Secondary schools sponsored by the government. The assorted methods facilitated an investigator towards attaining equally qualitative and quantitative statistics which had been used towards giving a comprehension of the investigation aspects.

➤ Target Population and Sample Size

The examination focused on aimed populace for Butambala district's 18 Secondary schools sponsored by the government (Butambala District Local Government, 2022). Nevertheless, because of periodic constriction, an investigator focused on 5 Secondary schools sponsored by the government where samples were obtained that took part within an investigation. This investigation utilized samples of 50 individuals that included a sum of 10 school administrators and a sum of 40 teachers obtained from Butambala district's 5 designated Secondary schools sponsored by the government to give equally quantitative and qualitative statistics correspondingly which were utilized towards offering an understanding in relation to the investigation goals.

➤ Sampling Procedure

This investigator engaged equally sampling related to simple random and convenient towards picking individuals whom took part within this investigation. Sampling conveniently involved an investigator picking individuals whom were eagerly accessible as well as willing to participate in the study which was used to pick school administrators to act like important sources of qualitative information. To provide quantitative data, educators from multiple government institutions were selected to participate in the study using simple random sampling. Every participating populace had equivalent chances for having been preferred towards model utilizing simple random sampling (Elfil & Negida, 2017).

➤ Data Collection Methods

• Questionnaire Survey Method

A questionnaire survey methodology was the technique for getting statistics via chain of queries and other aspects towards an objective of gathering statistics from people (Mathiyazhagan, 2013). This questionnaire survey methodology is crucial in order to attain uniform statistics that facilitated comparison of statistics utilizing

comprehensible organized queries. Consequently, the methodology had been thought for because this assisted a scholar to attain as well as acquire statistics quantitatively as of people within possible unswerving time.

• Interview Method

In order to gain a thorough grasp of the situation being studied, the researcher uses unstructured questions as part of the interview method (Sekaran, 2013). This approach made it easier for the researcher to ask detailed questions about the studied phenomenon and elicit insights from key informants, who were school administrators.

➤ Data Collection Instruments

• Structured Questionnaire

A structured questionnaire can be instruments utilized towards gathering data as of individuals. It consists of responses which are closed ended towards responders' queries are expected towards selecting from (Acheung, 2014). This examination utilized inquiry form that are structured, which included closed-ended questions and pre-formulated responses, to collect quantitative data from teachers. These questionnaires were given to each participant within diverse Butambala district's Secondary schools sponsored by the government that had been chosen for the study. Because organized surveys require minimal time and collect a lot of data about the topic being studied, they were used.

• Interview Guide

One research method for collecting qualitative data is an interview guide, which includes open-ended questions to elicit people's detailed thoughts and perspectives on a particular phenomenon being studied (Sekaran, 2013). Key informants were asked open-ended questions as part of the interview guide in order to gather detailed information about the study's goals.

• Data Analysis

So as to examine quantitative main statistics collected, a study utilized both descriptive and correlation analysis techniques. When examining the demographics of individuals as represented by frequencies and percentages, descriptive analysis was applied. At a 0.01 confidence level, analysis for Spearman's rank correlations had been used towards examining an association across variables to offer empirical support for the study hypotheses. The association among two ordinal factors is assessed using Spearman's Rank Correlations (Jerrold, 2016). Thematic examination ought to also be used towards assessing qualitative data. So as to supplement quantitative statistics collected, an investigator used thematic analysis towards transforming participant thoughts and insights into themes based on the study objectives. These themes were then presented as exact quotes.

• Ethical Consideration

The scholar attained a letter of introduction as of Islamic University in Uganda like requirement for acquiring permission as of administrators within every school for carrying out an investigation within those schools before

undertaking a study. The investigator as well asked for responder's permission towards taking part within an investigation prior question forms had to be served towards those involved within meetings.

Further more, this researcher confirmed confidentiality for participants plus statistics given because it's fundamental ethics conduct within investigation.

• Study Findings

This investigation shown under the section comprise of; analysis of correlations towards provision of responses towards investigation aims and descriptive data upon demographical makeup for participants.

• Findings on the Demographic Compositions

Table 1 displays conclusions of the investigation, which assessed the demographic makeup of participants from a variety of Butambala district's Secondary schools sponsored by the government.

Table 1 Demographic Composition of Respondents

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Male	23	57.5
	Female	17	42.5
	Total	40	100.0
Age Category	25-30 years	5	12.5
	31-35 years	10	25.0
	36-40 years	11	27.5
	Above 40 years	14	35.0
	Total	40	100.0
Level of Education	Certificate	2	5.0
	Diploma	6	15.0
	Bachelors	24	60.0
	Masters	8	20.0
	Total	40	100.0
Marital Status	Married	26	65.0
	Single	12	30.0
	Widowed	2	5.0
	Total	40	100.0
Period of Work at the Secondary School	1-3 years	6	15.0
	4-5 years	13	32.5
	Above 5 years	21	52.5
	Total	40	100.0

Source: Primary Data, 2025

Table 1 outcomes display vast 23 (57.5%) participants whom partook within an investigation are male plus 17 (42.5%) participants who partook within an investigation are female. This investigation results as well revealed higher percentage 14 (35.0%) participants are 40 ages and beyond, 11 (27.5%) participants with 36-40 ages, 10 (25.0%) responders with 31-35 ages, and smallest part 5 (12.5%) participants are 25-30 ages.

Additionally, these investigation results display most 24 (60.0%) participants achieved a bachelors' education level, 8 (20.0%) participants achieving masters' education level, then 6 (15.0%) participants having achieved diploma education level, and solely 2 (5.0%) participants having achieved certificate education level. relating towards matrimonial rank, vast 26 (65.0%) participation are matrimonial, 12 (30.0%) participants are unmarried, as well the scarce 2 (5.0%) participants were widowed.

This investigation further displayed majority 21 (52.5%) participants having working experience of above 5 years at the respective secondary schools, followed by 13 (32.5%) of

participants who had a working experience of 4-5 years at the respective secondary schools, and the least proportion 6 (15.0%) of participants had a working experience of 1-3 years at the respective secondary schools.

• Findings on the Objectives of the Study

This subsection provides conclusions on investigation's objectives specifically.

Relationship between Professional Development Policies and Teachers' Performance in Government Secondary Schools in Butambala District, Uganda

This investigation pursued towards analyzing an association amongst professional development policies as well as teachers' performances within Butambala districts Secondary schools sponsored by the government, Uganda. An association had been examined utilizing the analysis for Spearman's Rank correlations as well as deductions could be available under Table 2.

Table 2 Correlation Analysis on the Relationship between Professional Development Policies and Teachers' Performance in Government Secondary Schools in Butambala District

		Professional Development Policies	Teachers' Performance
Professional Development Policies	Spearman's Correlation Coefficient	1.000	.538**
	Sig. (2-tailed)	.	.000
	N	40	40
Teachers' Performance	Spearman's Correlation Coefficient	.538**	1.000
	Sig. (2-tailed)	.000	.
	N	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, 2025

This investigation results within Table 2 found out that there's statistically robust optimistic plus substantial association amongst professional development policies as well as teachers' performances within Butambala district's Secondary schools sponsored by the government under Uganda ($r = .538$, $N = 40$, $P\text{-value} = .000$) at .01 confidence levels. These results entail that improvements within professional development policies sturdily as well as considerably lead towards enhancement within teachers' performances within Butambala district's Secondary schools sponsored by the government under Uganda.

Regarding professional development policies as well as teachers' performances within Butambala district's Secondary schools sponsored by the government under Uganda, according to several of the major sources;

"...well-designed professional development policies ensure that teachers receive training in new teaching methodologies, subject matter expertise, and the integration of technology, improving their instructional effectiveness." (School Administrator 02)

"When teachers feel supported through professional development opportunities, they are more engaged, confident, and motivated, leading to higher job satisfaction and retention." (School Administrator 01)

"Professional development policies and training programs that focus on inclusive education, differentiated instruction, and classroom management equip teachers with strategies to support students with diverse learning needs which resultantly influences teacher performance." (School Administrator 04)

"Professional development policies help ensure that teachers stay up to date with curriculum changes, pedagogical trends, and educational standards, leading to improved teacher performance and student achievement." (School Administrator 06)

Relationship between Administrative Policies and Teachers' Performance in Government Secondary Schools in Butambala District, Uganda

This investigation as well pursued towards assessing an association amongst administrative policies as well as teachers' performances within Butambala district's Secondary schools sponsored by the government under Uganda. An association had been examined utilizing analysis for Spearman's Rank correlation as well as outcomes were accessible within Table 3.

Table 3 Correlation Analysis on the Relationship between Administrative Policies and Teachers' Performance in Government Secondary Schools in Butambala District, Uganda

		Administrative Policies	Teachers' Performance
Administrative Policies	Spearman's Correlation Coefficient	1.000	.676**
	Sig. (2-tailed)	.	.000
	N	40	40
Teachers' Performance	Spearman's Correlation Coefficient	.676**	1.000
	Sig. (2-tailed)	.000	.
	N	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, 2025

Investigation results within Table 3 found out, statistically solid optimistic as well as substantial association exists amongst administrative policies plus teachers' performances within Butambala district's Secondary schools sponsored by the government under Uganda ($r = .676$, $N = 40$, $P\text{-value} = .000$) at .01 confidence levels. These results entail saying enhancement within administrative policies substantially plussuggestively leads towards enhancement

within teachers' performances within Butambala district's Secondary schools sponsored by the government under Uganda.

Within accordance towards administrative policies plus teachers' performances within Butambala district's Secondary schools sponsored by the government under Uganda, vital informers had this to say;

“Administrative policies on class sizes, lesson planning, and administrative duties impact teachers’ ability to focus on instruction. Overly burdensome paperwork and excessive responsibilities can reduce teaching effectiveness and job satisfaction resultantly affecting teachers’ performance.” (School Administrator 03)

“...clear and fair performance evaluation policies provide teachers with constructive feedback and growth opportunities. However, overly rigid or punitive evaluations may create stress and hinder creativity in teaching affecting teachers’ performance.” (School Administrator 07)

“Administrative policies that promote ongoing training, mentorship, and career advancement help teachers enhance their skills and stay motivated to perform their duties.”

However, lack of such policies may lead to stagnation and frustration which negatively affects teachers’ performance.” (School Administrator 09)

Relationship between Academic Policies and Teachers’ Performance in Government Secondary Schools in Butambala District, Uganda.

This investigation additionally tried examining an association amongst academic policies as well as teachers’ performances within Butambala district’s Secondary schools sponsored by the government under Uganda. An association had been examined utilizing an analysis for Spearman’s Rank correlation as well as outcomes were accessible within Table 4.

Table 4 Correlation Analysis on the Relationship between Academic Policies and Teachers’ Performance in Government Secondary Schools in Butambala District, Uganda

		Academic Policies	Teachers’ Performance
Academic Policies	Spearman’s Correlation Coefficient	1.000	.475**
	Sig. (2-tailed)	.	.002
	N	40	40
Teachers’ Performance	Spearman’s Correlation Coefficient	.475**	1.000
	Sig. (2-tailed)	.002	.
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, 2025

This investigation outcomes within Table 4 found out statistical moderate optimistic as well as substantial association exists amongst academic policies plus teachers’ performances within Butambala district’s Secondary schools sponsored by the government under Uganda ($r = .475$, $N = 40$, $P\text{-value} = .002$) at .01 confidence levels. These results entail saying improvement within academic policies noticeably as well as suggestively lead towards enhancement within teachers’ performances within Butambala district’s Secondary schools sponsored by the government under Uganda.

Relating towards academic policies as well as teachers’ performances within Butambala district’s Secondary schools sponsored by the government under Uganda, vital informers asserted saying;

“Clear academic policies ensure that teachers follow structured curricula aligned with national or institutional standards. This helps teachers maintain consistency in teaching but can also limit flexibility if overly rigid.” (School Administrator 10)

“Academic policies on student evaluation methods, grading scale, and feedback procedures influence how teachers assess learning. Fair and transparent policies enhance instructional effectiveness, while overly complex or unrealistic requirements can create stress which resultantly affects teachers’ performance.” (School Administrator 05)

“Academic integrity policies, teacher conduct guidelines, and classroom management rules set professional

standards. Teachers who understand and align with these expectations perform better and maintain a positive classroom environment which leads to an improvement in students’ performance.” (School Administrator 09)

IV. CONCLUSION

The study concludes that school policies such as professional development policies, administrative policies, and academic policies have a statistically substantial relationship with teachers’ performances where enhancement within diverse school policies will consequently lead towards a development within teachers’ performance within Butambala district’s Secondary schools sponsored by the government under Uganda.

RECOMMENDATIONS

This investigation commends saying, schools’ overseers and government ought to make sure ongoing and relevant training, encourage collaborative learning and mentorship, integrate professional development with career growth, and support reflective practice and self-assessment among teachers because they act like imperative parts when persuading teachers’ performances within Butambala district’s Secondary schools sponsored by the government under Uganda.

This investigation commends saying, schools’ overseers ought to set administrative policies that reduce excessive workload and bureaucracy, encourage fair and constructive teacher evaluations, strengthen teacher autonomy and

decision-making, as well as enhance professional development support which will suggestively impact teacher's performances within Butambala district's Secondary schools sponsored by the government under Uganda.

This examination further commends saying administrators of schools plus stakeholders should design effective academic policies that ensure a flexible and relevant curriculum, promote inclusive and differentiated instruction, encourage innovation and technology integration, as well as strengthen classroom management and student engagement strategies as these would have an influence upon teacher's performances within Butambala district's Secondary schools sponsored by the government under Uganda.

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APPENDICES**APPENDIX I: STRUCTURED QUESTIONNAIRE FOR TEACHERS**

Dear respondent,

You have been chosen as a respondent to take part in this study and the responses you will provide will be treated with ultimate confidentiality. The information you will provide will only be used for the required study purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to participate in this study? Agree or Disagree

Instructions: Please tick the most appropriate response of your choice

➤ *Section A: Demographic Characteristics of Respondents*

• *What is your Gender?*

1. Male ☐ 2. Female ☐

• *What is your Age Group?*

1. 25-30 years ☐ 2. 31-35 years ☐ 3. 36-40 years ☐ 4. Above 40 years ☐

• *What is your Highest Level of Education?*

1. Certificate ☐ 2. Diploma ☐ 3. Bachelors ☐ 4. Masters ☐

• *What is your Marital Status?*

1. Married ☐ 2. Single ☐ 3. Divorced ☐ 4. Widowed ☐

• *For how long have you worked at this secondary school?*

1. 1-3 years ☐ 2. 4-5 years ☐ 3. Above 5 years ☐

➤ *Section B: School Policies*

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

• *Instructions:*

Please tick where appropriate using the scale above that best describes your opinion to the statements related to different dimensions of School Policies;

Part I: Professional Development Policies

No.	Professional Development Policies	SD	D	NS	A	SA
1.	There are professional and needs-based assessment and training programs for teachers conducted at the school					
2.	There are ongoing and continuous learning programs for teachers through workshops and seminars conducted at the school					
3.	There are clear policies that facilitate professional growth, training, and career progression opportunities at the school					
4.	There is creation of professional learning communities or networks for teachers that encourage collaboration and peer learning at the school					
5.	There are mentorship and leadership training programs for teachers utilized at the school					

Part II: Administrative Policies

No.	Administrative Policies	SD	D	NS	A	SA
1.	There are transparent teacher performance evaluation and accountability guidelines at the school					
2.	There are clear, fair, and transparent systems for teachers' performance evaluation and appraisal at the school					
3.	There are effective recruitment and hiring policies for teachers utilized at the school					
4.	There are policies that guide teachers' behavior, discipline, and overall conduct within the school					
5.	There are set guidelines concerning teachers' work hours, expectations for lesson preparation, grading, extracurricular duties, and other responsibilities at the school					

Part III: Academic Policies

No.	Academic Policies	SD	D	NS	A	SA
1.	There are clear curriculum guidelines, goals, and standards for each subject or grade level utilized by teachers at the school					
2.	There are guidelines related to the assessment of student learning and the evaluation of teachers' instructional practices at the school					
3.	There are set guidelines on managing student behavior, establishing rules, and maintaining a positive learning environment at the school					
4.	There are guidelines that allow teachers' flexibility in instructional methods, use of innovative and student-centered teaching strategies					
5.	There are guidelines that outline how technology should be used and integrated into teaching and learning to support academic performance					

➤ Section C: Teachers' Performance

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

• Instructions:

Please tick where appropriate using the scale above that best describes your perception about the statements related to Teachers' Performance;

No.	Teachers' Performance	SD	D	NS	A	SA
1.	The teachers have the ability to design well-structured lesson plans that align with curriculum objectives at the school					
2.	The teachers poses skills in maintaining discipline, managing time, and fostering a positive learning environment in classrooms at the school					
3.	The teachers have clear and effective verbal and written communication skills and attributes at the school					
4.	The teachers work effectively with peers, administrators, and other staff at the school					
5.	The teachers regularly attend school and are punctual for classes at the school					
6.	The teachers adhere to ethical standards in teaching and interactions, meet deadlines, and fulfill responsibilities consistently at the school					

APPENDIX II: INTERVIEW GUIDE

Dear respondent,

You have been chosen as a Key Informants to take part in this study and your responses will be treated with paramount confidentiality. The information you will provide will only be used for the required purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to participate in this study? Agree..... or Disagree.....

Designation of Interviewee..... Date of interview.....

➤ *Interview Questions*

- What is your perception on school policies related to teachers' performance in government secondary schools in Butambala district?
- How do professional development policies influence teachers' performance in government secondary schools in Butambala district?
- How do administrative policies influence teachers' performance in government secondary schools in Butambala district?
- How do academic policies influence teachers' performance in government secondary schools in Butambala district?
- What recommendations do you give as a school administrator on school policies so as to improve teachers' performance in government secondary schools in Butambala district?