

ABSTRACT

The study was about administrative teamwork and students' academic performance in selected secondary schools in Kasese district, Uganda. The overall purpose was to investigate the relationship that existed between administrative teamwork and academic performance in selected secondary schools in Kasese district.

The objectives of the study were: to investigate the effect of administrative teamwork towards the success academic performance in selected secondary schools in Kasese district; to establish the effect of collaborative responsibility of teachers and other stakeholders and to determine how key stakeholders in the education system participate in decision making towards academic performance. The study employed cross-sectional and correlation survey designs. The sample size of 242 out of the total target population of 650 people was used. Methods/tools included: Questionnaires and interviews for data collection.

The critical value level was set at 0.05 odds ratios report. The teachers and other stakeholders' had minimal involvement in administrative teamwork suggesting very little significant correlation. This implied that teachers and other stakeholders' had a minimal involvement in administrative work at one percent level of significance. In other words, teachers and other stakeholders' had no significant involvement in academic performance.

The study recommended that head teachers should embrace to work with teams in their schools in order to bring about a significant change in academic performance for example student leaders, parents and resource persons. Also, the study recommended that the district education officer through the ministry of education and sports should emphasise quality assurance by appointing standard officers who could ensure regular supervision and inspection in schools.