

Succession Planning Practices and Administrators' Performance in Selected Government Aided Secondary Schools in Rakai District, Uganda

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ABSTRACT: This study examined the affiliation midst succession planning practices and administrators' performance across Government aided Secondary educational schools in Rakai District. Specifically, this study sought to: examine the relationship between succession culture and administrators' performance; analyze the relationship between bench building and administrators' performance; analyze the relationship between talent development and administrators' performance in selected Government-Aided Secondary Schools in Rakai District, Uganda. The study adopted a mixed-methods research approach employing a correlational research design. The study population comprised 121 teachers. A sample of 88 respondents was selected using simple random sampling technique. Data were collected using structured questionnaires and interview guides. The validity of the questionnaire was established through expert judgment, yielding a Content Validity Index (CVI) of 0.88, the reliability of the questionnaire was determined using Cronbach's Alpha, with coefficients overall reliability coefficient of 0.844, demonstrating a high level of internal consistency. Quantitative data were analyzed using descriptive statistics and Pearson Product Moment Correlation, while qualitative data were analyzed using content analysis. The results revealed a moderate positive and statistically significant relationship between succession culture and administrators' performance ($r = .500$, $p = .000$). The study further established a strong positive and statistically significant relationship between bench building and administrators' performance ($r = .749$, $p = .000$). In addition, talent development demonstrated a moderate positive and statistically significant relationship with administrators' performance ($r = .487$, $p = .000$). The findings indicate that succession planning practices consequently with bench building emerged as the strongest predictor of administrators' performance. The study concluded that succession culture, bench building, and talent development are important determinants of administrators' performance. This study recommends that the Ministry of Education and Sports, District Education Authorities, Boards of Governors, and school administrators institutionalize succession planning succession culture, establishing structured bench-building mechanisms, and investing in continuous talent development through mentoring, coaching, leadership training, and professional development programmes.

KEY WORDS: Administrators performance, Bench building, Succession Planning, Succession culture, Talent development,

1. INTRODUCTION

Administrator performance has increasingly become a central concern in global education systems due to its direct influence on institutional effectiveness and student outcomes. School administrators are responsible for strategic planning, instructional supervision, financial management, staff coordination, and policy implementation, all of which determine school performance and sustainability (Hallinger, 2023). Effective administrators demonstrate leadership competence, accountability, and the capability to adjust to educational reforms and digital evolution (OECD, 2023). Their performance is often reflected in improved teacher motivation, efficient resource utilization, and enhanced academic achievement. Globally, administrator performance is closely linked to leadership practices and institutional support systems. In the United States, studies show that principals who practice instructional leadership and data-driven decision-making significantly improve school climate and student outcomes (Grissom et al., 2023). In Australia and the United Kingdom, administrator effectiveness has been associated with distributed leadership, professional learning communities, and strong governance structures (Leithwood et al., 2023). However, challenges such as increased accountability demands, limited funding, and policy pressures continue to affect administrators' performance in many public schools.

In the African context, administrator performance is influenced by working conditions, leadership capacity, financial management skills, and government policy support. In Nigeria, Owan and Agunwa (2023) found that principals' managerial competence and

supervisory practices significantly predicted teachers' productivity and students' academic performance. In South Africa, Mestry (2023) reported that effective financial management and transparent governance practices enhanced school stability and performance, while inadequate training and resource constraints hindered administrative effectiveness. Within East Africa, including Kenya and Tanzania, research highlights that supportive leadership, accountability mechanisms, and professional development opportunities are key determinants of administrator effectiveness. Waweru and Orodho (2023) noted that principals who actively supervised instruction and fostered collaborative school cultures recorded better academic outcomes. Mkumbo (2022) emphasized that administrators' competence in resource allocation and stakeholder engagement significantly influenced school performances.

Succession planning practices in today's organizations involve deliberate and systematic efforts to identify, develop, and retain individuals capable of assuming key leadership and managerial positions when vacancies arise. It is regarded as a strategic human resource management process that ensures continuity, stability, and long-term organizational sustainability (Orgvue, 2023). In contemporary institutions, succession planning extends beyond replacement planning to include leadership development, talent identification, mentoring, and performance management systems aligned to future institutional goals (Fadzai, 2023). In the education sector, succession planning has become increasingly important due to leadership turnover, policy reforms, and accountability demands that require stable and competent school leadership. Similarly, studies in higher education institutions in Asia emphasize systematic identification and development of future leaders to sustain institutional productivity and governance effectiveness (Chi-Kuan et al., 2023). Despite its recognized importance, evidence indicates that many organizations still lack formalized succession planning systems, which threatens leadership continuity and organizational effectiveness.

Succession planning practices remain unevenly implemented across education systems. In Ghana, Gorman and Dwumoh (2022) found that although universities acknowledged the importance of succession planning, structured frameworks for identifying and grooming future leaders were limited. In South Africa, Bush and Glover (2023) reported that leadership succession in public schools was often reactive rather than strategic, largely influenced by policy directives rather than long-term talent development strategies. Those conclusions highlight the necessity for African education systems to institutionalize leadership development programs that prepare teachers and administrators for future leadership responsibilities.

In Uganda, succession processes in public secondary schools are largely managed by the Ministry of Education and Sports (MoES), which oversees recruitment and appointment of Head teachers and deputies based on qualifications and experience (Muzooru, 2024). However, available literature suggests that structured talent identification, mentoring, and leadership grooming within schools remain limited (Irumba, 2023). This creates potential leadership gaps during transitions and may affect institutional performance. Therefore, examining succession planning practices across Uganda's designated government funded secondary educational institutions under Rakai District, is critical towards understanding how structured leadership development mechanisms can enhance continuity, stability, and overall school effectiveness. Research in Sub-Saharan Africa indicates that absence of systematic leadership preparation often results in reactive appointments, which can disrupt school management and weaken administrative performance (Bush & Glover, 2023). In rural districts like Rakai, infrastructural limitations, resource constraints, and varying leadership capacity further influence how succession processes are implemented and how administrators perform their managerial and instructional duties. Succession planning practices refer to systematic and deliberate organizational processes aimed at identifying, developing, and preparing individuals to assume key leadership and administrative roles when vacancies arise (Collings & Mellahi, 2023). In this study, succession planning practices are conceptualized through three core dimensions succession culture, bench building, and talent development which are expected to influence administrators' performance across Uganda's designated government aided secondary schools in Rakai District.

Administrator performance, the dependent factor under this examination, denotes towards the effectiveness with which school administrators execute managerial, instructional, financial, and supervisory responsibilities to achieve institutional goals (Grissom et al., 2023). It includes competencies such as strategic planning, staff supervision, resource management, policy implementation, and stakeholder engagement (Leithwood et al., 2023). Empirical evidence suggests that effective succession planning practices enhance administrators' motivation, preparedness, and leadership competence, thereby improving overall school performance (Agarwal, 2022). Therefore, this study conceptualizes that succession culture, bench building, and talent development significantly influence administrators' performance across Uganda's designated government funded secondary schools in Rakai District. Administrator performance in this context can be understood within the broader framework of Uganda's education governance

reforms, which emphasize accountability, leadership effectiveness, and institutional stability under public secondary educational institutions (Ministry of Education and Sports (MoES, 2023). Government-aided schools in districts such as Rakai often operate under financial constraints, staffing gaps, and limited leadership development opportunities, which may affect administrative effectiveness (UBOS, 2024).

Existing studies in Uganda have largely concentrated on school leadership effectiveness, teacher performance, or general institutional management, with limited empirical attention given to succession planning practices in secondary schools (Nabukenya, 2022). Most available research focuses on higher education institutions or broad human resource management practices, leaving contextual gaps regarding ways succession planning specifically impacts administrators' accomplishment at the secondary school level. In government-aided secondary schools, administrators are expected to provide instructional leadership, manage financial and human resources, ensure policy implementation, and promote a conducive learning environment. However, reports in Uganda indicate that leadership transitions in some public secondary schools are often reactive rather than strategically planned, potentially affecting administrative efficiency and school performance (MoES, 2023; Irumba, 2023). In districts such as Rakai, concerns have been raised about leadership continuity, preparedness of newly appointed administrators, and inconsistencies in management effectiveness. Bush and Glover (2023) further observe that schools led by poorly prepared or hastily appointed administrators often experience disrupted financial accountability and slower implementation of government education policies, outcomes that ultimately compromise the quality of education learners receive.

Most existing studies across Uganda focus on teacher performance, school effectiveness, or higher education institutions, with minimal attention given to structured leadership development at the secondary school level (Nabukenya, 2022; Irumba, 2023). Within the district, the Ministry of Education and Sports and the District Education Office have periodically organised leadership induction workshops and short management training sessions for newly appointed administrators, and a few school boards of governors have introduced informal mentorship arrangements pairing outgoing and incoming head teachers (MoES, 2023). These efforts, however, remain largely ad hoc, inconsistently documented, and have not been systematically evaluated for their effect on administrators' actual performance. Without a clear understanding of how succession culture, bench building, and talent development relate to administrators' performance, schools may continue to experience inconsistent leadership effectiveness and management challenges. Despite this backdrop, the present examination sought to examine the affiliation amidst succession planning procedures and administrators' accomplishment under designated government funded secondary schools in Rakai District, Uganda.

Hypotheses of the Study

This examination tested the succeeding null notions:

H₀₁: There is no statistically significant relationship between succession culture and administrators' performance in selected government aided secondary schools in Rakai District, Uganda.

H₀₂: There is no statistically significant relationship between bench building and administrators' performance in selected government aided secondary schools in Rakai District, Uganda.

H₀₃: There is no statistically significant relationship between talent development and administrators' performance in selected government aided secondary schools in Rakai District, Uganda.

Scope of the Study

This examination inspected succession planning practices as the independent variable and administrators' performance as the dependent variable. Succession planning practices was analyzed through three key dimensions: succession culture, bench building, and talent development (Rothwell, 2023; Bush & Glover, 2023). Succession culture involves ensure knowledge transfer document key process, and shadowing programs within schools (Kim & McLean, 2022). Bench building focuses on identify potential talent, job rotation, and mentorship (Day et al., 2023), while talent development involves learning and training, employee engagement, and performance management (OECD, 2023). The study will specifically examine how effective succession planning practices influence administrators' ability to execute managerial and instructional responsibilities in government-aided secondary schools. The emphasis was on understanding how structured leadership preparation and transparent transition processes contribute to improved administrative effectiveness and overall school performance. The study was conducted in selected government-aided secondary schools located in Rakai District, Central Uganda. Rakai District is bordered by Kyotera District to the south, Lyantonde District to the north, Lwengo District to the east, and the United Republic of Tanzania to the southwest. The district comprises both rural and semi-urban communities, with government-aided secondary schools operating under the supervision of the Ministry of Education

and Sports (MoES). Rakai District has been selected due to observed leadership transition challenges, administrative capacity gaps, and concerns regarding institutional performance in some public secondary schools (MoES, 2023; UBOS, 2024). This examination explored a duration from 2022 towards 2025.

Conceptual Framework

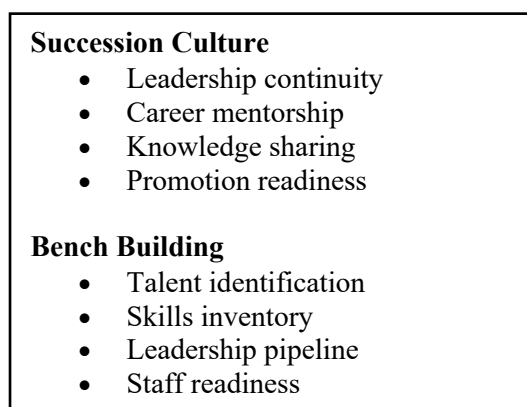
Conceptual framework in research is a structured, systematic representation of ideas and their interrelationships that guides a study, clarifying variables, and showing the presumed relationships between them (Kothari, 2023). The conceptual framework for the current study illustrates the interconnection amidst succession planning techniques, serving as the independent factor, and administrators' performance, serving as the dependent variable. The examination conceptual framework was as follows;

Figure 1.1: Conceptual Framework

Independent Variable

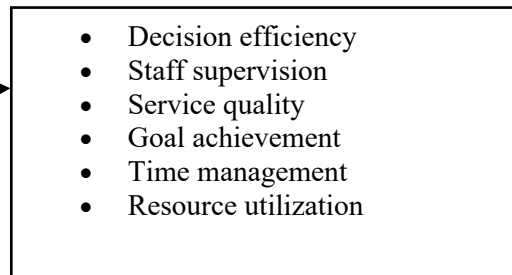
Succession Planning Practices

Independent variable



Dependent Variable

Administrators' Performance



Source: Modified by the Researcher, (2026) in terms of the contents of the IV the DV from Rotich and Kiiru (2023).

The conceptual structure displays the affiliation amidst the independent factor, succession planning practices, and the dependent factor, administrators' performance across Uganda's designated government funded secondary educational institutions under Rakai District. Succession planning practices measured through succession culture (leadership continuity, career mentorship, knowledge sharing, and promotion readiness), bench building (talent identification, skills inventory, leadership pipeline, and staff readiness), and talent development (skills training, career coaching, performance mentoring, and capacity building) are assumed to influence administrator performance indicated by decision-making efficiency, staff supervision quality, resource allocation effectiveness, policy implementation consistency, and school activity coordination.

2. REVIEW OF RELATED LITERATURE

Succession culture and Administrators' Performance

A succession culture is an organizational environment that actively values leadership continuity, inclusion, mentorship, and clarity in advancement pathways (Bush & Glover, 2023). In educational contexts, succession culture is closely associated with institutional stability and leadership effectiveness. Marshall and Hooley (2023) found that secondary schools in the United States with embedded succession culture practices such as mentorship programs and transparent role transition pathways recorded higher leadership performance outcomes and stronger institutional resilience. Their quantitative study showed that schools with structured succession culture frameworks experienced fewer disruptions during leadership changes and enhanced overall school management. Succession culture within educational institutions had to be increasingly acknowledged as a tactical technique for enhancing administrators' accomplishment, leadership continuity, and overall school effectiveness (Day et al., 2023). A succession culture refers to the organizational norms, practices, and systems that support the identification, development, and retention of future leaders (Groysberg & Abrahams, 2023). In the context of secondary schools, a strong succession culture emphasizes professional development

pathways, mentoring, and leadership pipelines that prepare administrators for current and future roles (Darling-Hammond et al., 2022).

In a cross-sectional study of secondary schools in South Africa, Nkosi and Mthombeni (2022) observed that principals who promoted collaborative leadership environments and succession values demonstrated higher instructional leadership and resource management performance. Their findings indicated that administrators who fostered a positive succession culture had more committed staff and higher evaluations of managerial effectiveness. These outcomes were linked to improved teacher morale, better stakeholder relations, and enhanced academic climate. In a study of leadership development in Kenyan secondary schools, Wambui and Njogu (2023) found that schools that actively promoted a succession culture through structured professional development and mentoring programs reported higher levels of administrators' performance. Their mixed-methods research revealed that principals who engaged in leadership training, mentoring of deputies, and structured career progression practices demonstrated stronger instructional supervision, decision-making, and school management effectiveness.

In a similar manner, Munyampenda and Niyonzima (2023) investigated succession planning and administrative performance in secondary schools across Rwanda. The study showed that schools with explicit policies for leadership succession such as leadership readiness programs, coaching, and performance appraisal linked to career progression experienced more stable leadership transitions and improved administrative performance. Longitudinal data indicated that administrators who were part of succession culture initiatives exhibited better strategic planning, resource management, and instructional oversight compared to those in schools without such structures. Empirical evidence from East Africa also supports the influence of succession culture on leadership effectiveness. Osei and Asante (2023) revealed that succession culture through inclusive leadership development and career path clarity was positively related to school administrators' performance scores. Administrators in schools with practiced succession cultures reported better performance in planning, stakeholder engagement, and instructional supervision. The study emphasized the importance of shared leadership norms in strengthening administrators' capacity to handle institutional challenges. Within Uganda, research on succession culture in educational leadership is emerging but limited. Namutebi (2024) explored leadership development practices in Ugandan secondary schools and found that schools with supportive cultures of leadership progression had Head teachers who performed better in strategic planning, staff supervision, and policy implementation. Although the study did not isolate succession culture as a singular variable, it underscored the value of organizational climates that prioritize development, fairness, and leadership readiness. In another study, Kato (2023) noted that Ugandan public schools that adopted collaborative leadership practices and transparent transition protocols recorded improvements in administrative accountability and stakeholder trust, which are considered components of a succession culture.

Although the reviewed studies demonstrate a fairly consistent positive association between succession culture and administrators' performance across the United States, South Africa, Kenya, Rwanda, and Ghana (Marshall & Hooley, 2023; Nkosi & Mthombeni, 2022; Wambui & Njogu, 2023; Munyampenda & Niyonzima, 2023; Osei & Asante, 2023), most of this evidence originates from high-income countries or urban school settings, leaving a contextual and geographical gap regarding how succession culture operates in semi-urban and rural districts such as Rakai. Conceptually, much of the existing literature treats succession culture as an implicit organizational climate rather than a measurable practice with distinct indicators, limiting its operationalisation for empirical study (Bush & Glover, 2023; Day et al., 2023). It has been noted that, most of these studies are anchored in transformational leadership or human capital perspectives rather than Equity Theory, so little is known about how administrators' perceptions of fairness within succession culture specifically shape their motivation and performance (Adams, 1963). Methodologically, the Ugandan studies available (Namutebi, 2024; Kato, 2023) are largely qualitative or descriptive and do not isolate succession culture as a distinct, quantitatively measured variable in relation to administrators' performance. This study addresses these gaps by quantitatively examining succession culture as a discrete dimension of succession planning, within an Equity Theory framework, among government-aided secondary schools in Rakai District.

Bench Building and Administrators' Performance

Bench building is a core succession planning practice involving the deliberate development of a pool of capable and ready personnel who can assume leadership roles when needed (Rothwell, 2023). Bench building refers to intentional organizational efforts to identify, develop, and prepare potential leaders so that they are ready to assume key administrative roles when needed (Day et al., 2023). In educational settings, bench building is closely linked to leadership continuity, institutional stability, and improved administrative performance, as it ensures that schools are not left with capability gaps when leadership transitions occur (Bush &

Oduro, 2023). Adeyemi and Ojo (2023) found that schools that invested in bench building through training and exposure to leadership duties had smoother transitions and stronger administrative performance. A longitudinal study in Ghana by Osei and Asante (2023) revealed that bench building programs, including leadership shadowing and job rotation, were positively associated with administrators' confidence, decision-making skills, and school performance indicators. Bench building practices contribute to sustained administrative effectiveness by ensuring that leadership transitions are seamless and that institutional knowledge is preserved. In a multi-country study of African secondary schools, Kiplagat and Koech (2022) found that schools with formal bench building systems recorded smoother leadership transitions, higher administrative continuity, and better overall institutional performance.

A mixed-methods study by Wambui and Njogu (2023) in Kenyan secondary schools examined Bench building's impact on efficiency of school administrators. This study revealed that schools with formal bench building mechanisms such as structured talent identification, leadership mentoring, and leadership succession pathways reported higher scores in leadership effectiveness, instructional supervision, and school improvement planning. Quantitative data showed that administrators who benefited from bench building initiatives performed significantly better on key performance indicators than those without similar support. Bench building has also been linked to improved administrators' performance through increased readiness and reduced disruption during role transitions. In a study of secondary schools in Kenya, Waweru and Orodho (2022) revealed that bench building practices such as leadership shadowing, coaching, and involvement in strategic planning committees were positively correlated with administrators' performance indices, including decision-making efficiency, instructional leadership quality, and policy adherence. These findings suggest that bench building strengthens administrators' competencies in practice, not just in theory. Iqbal et al. (2023) performed an investigation under Pakistani secondary schools and reported that bench building programs significantly enhanced principals' leadership performance, particularly in areas of organizational coordination and academic supervision. The study emphasized that preparing a pipeline of future leaders reduced leadership gaps and enhanced institutional stability, directly impacting performance outcomes. Similarly, Kiplagat and Koech (2022) showed that schools with structured bench building initiatives reported fewer disruptions during leadership changes and maintained better teaching and learning environments. However, few studies have examined bench building within the context of Ugandan secondary schools, particularly in economically diverse districts such as Rakai, signaling this investigation's aims to fill that gap.

The literature reviewed shows a broadly consistent pattern in which bench building practices, such as leadership shadowing, job rotation, and mentoring, are positively associated with administrators' performance in Ghana, Kenya, Rwanda, Pakistan, and other contexts (Adeyemi & Ojo, 2023; Osei & Asante, 2023; Wambui & Njogu, 2023; Munyampenda & Niyonzima, 2023; Iqbal et al., 2023; Kiplagat & Koech, 2022). However, a contextual and geographical gap persists because very few of these studies were conducted in Uganda, and none specifically in rural, government-aided secondary schools such as those in Rakai District (Mutua & Mboya, 2023; Namutebi, 2024). Conceptually, bench building is frequently examined either in isolation from, or as indistinguishable from, other succession planning components such as talent development, making it difficult to isolate its independent contribution to administrators' performance. Methodologically, much of the Ugandan evidence (Namutebi, 2024) remains qualitative or exploratory, underscoring the need for a quantitative assessment of the relationship between bench building and administrators' performance, which this study provides.

Talent Development and Administrators' Performance

Talent development refers to systematic efforts by institutions to advance the knowledge, abilities, and competencies of current and potential leaders through structured training, coaching, mentoring, and professional development opportunities (Collings et al., 2023). In educational contexts, talent development initiatives are essential for preparing school administrators to manage instructional leadership, strategic planning, and stakeholder engagement (Nguyen et al., 2023). Nkurunziza et al. (2023) performed a mixed-methods investigation under Tanzanian government schools and found that administrators who attended structured talent development workshops and competency-based training exhibited better performance in policy implementation and instructional coordination compared to those who lacked such opportunities. Their findings underscored that talent development improved administrators' effectiveness in handling complex managerial tasks and promoting teacher performance. Wangari and Mwangi (2023) revealed that leadership training significantly predicted higher performance scores among secondary school principals. The study used regression analysis to show that principals who engaged in continuous professional learning and mentoring networks

performed better in strategic planning, staff supervision, and community relations. In Uganda, talent development has also been linked to enhanced administrative performance.

Mutua and Mboya (2023) observed in Tanzanian secondary schools that talent development programs often suffered from limited resources, lack of continuity, and inadequate alignment with institutional needs, which reduced their impact on administrators' performance. Nkurunziza et al. (2023) in Tanzanian secondary schools indicated that administrators who participated in targeted leadership workshops and training programs exhibited higher performance scores and better stakeholder engagement than those without structured talent development experiences. Empirical evidence from the United Kingdom, Ghana, Tanzania, and Ugandan studies consistently links talent development, through coaching, mentoring, and structured training, to improved administrators' performance (Bush & Glover, 2023; Nkurunziza et al., 2023; Wangari & Mwangi, 2023; Namutebi, 2024). Even so, a contextual gap remains because most of this evidence is drawn from broader national or urban samples rather than rural, government-aided secondary schools such as those found in Rakai District. Theoretically, few of the reviewed studies apply Equity Theory to explain how administrators' perceptions of fairness in access to training and development opportunities shape their motivation and subsequent performance (Skiba & Rosenberg, 2023). Methodologically, studies such as Mutua and Mboya (2023) and Kato (2023) rely on qualitative accounts of resource and continuity challenges, leaving a gap for quantitative research that statistically measures the relationship between talent development and administrators' performance.

3.METHODS AND MEASURES

This section displayed the methods and measures that guided this examination. It outlined the data analysis procedures, data quality control measures, sample size, data collection methods and instruments, sampling techniques, study population, research design, and ethical considerations. The methodology provided a systematic approach that ensured the study objectives, namely examining the affiliation amidst succession planning procedures and administrators' accomplishment across Uganda's designated government funded secondary educational institutions under Rakai District, were effectively addressed. A well-defined methodology also facilitated the replicability of the study in similar educational contexts (Neuman, 2023; Orodho, 2023). This study adopted a cross-section design. A mixed-approaches strategy was used in the investigation, combining qualitative and quantitative techniques (Plano Clark & Ivankova, 2023). In order to gather detailed measurable data from a substantial number of participants, the quantitative aspect used standardized questionnaires with closed-ended inquiries on succession planning practices and administrators' performance. The qualitative component involved semi-structured interviews with Head Teachers and Directors of Studies to explore their perspectives on succession planning strategies and how these influenced performance outcomes.

The sample was selected to ensure that both teaching and administrative staff, who were directly involved in or affected by succession planning practices, were adequately represented. The Krejcie and Morgan (1970) table was used in the investigation to calculate the proper size of sample for a populace of 130.. Based on this method, a sample of 100 respondents was selected. The size of the sample was thought to be sufficient to guarantee representativeness, dependability, and statistical validity of this examination findings. The sample was distributed proportionately across the categories of respondents as follows: 3 Head Teachers, 3 Directors of Studies (DOS), 3 Board of Governors, and 91 teachers. This proportional allocation ensured fair representation of all key stakeholder groups while maintaining the dominance of teachers, who formed the largest population category in the study schools. Purposive sampling and basic random sampling were both employed in this investigation to ensure both representativeness and relevance.

This examination utilized a jointly qualitative and quantitative instruments to obtain thorough information aligned with the research objectives. The usage of multiple instruments permitted the investigator to combine outcomes, improving the dependability and credibility of the study (Creswell & Creswell, 2023). Those instruments were designed to capture data on succession planning practices and their relationship with administrators' accomplishment across selected Rakai District's government funded secondary educational institutions. A questionnaire is a research tool encompassing structured sets of queries used to collect standardized details from responders (Fink, 2023). Under this examination, a self-designed, self-administered, teachers in the chosen schools were asked to complete a closed-ended Likert-type survey. The questionnaire was appropriate since it makes it possible to effectively gather quantitative statistics from a sizable sample within a short period (Oso & Onen, 2023). The instrument consisted primarily of closed-end items to guarantee consistency in answers, simplicity of coding, and suitability for statistical analysis.

In this study, validity focused on ensuring that the questionnaire items effectively capture the key aspects of succession planning practices; succession culture, bench building, and talent development and administrators' performance, in keeping the goals of the investigation. To achieve this, the survey was critiqued through three professionals in education leadership, human resource managing, and investigative techniques. These experts evaluated the clarity, relevance, and appropriateness of each item, ensuring that they reflect the constructs being studied. Their suggestions in the last instrument, and the subsequent formula was utilized to determine a Content Validity Index (CVI):

$$CVI = \frac{\text{Number of items rated relevant by experts}}{\text{Total number of items}}$$

$$CVI = 23/26 = 0.88$$

The questionnaire obtained an overall Content Validity Index (CVI) of 0.88, which surpassed the recommended 0.70 minimal threshold. This indicates that the tool possessed adequate content validity and was considered appropriate for measuring succession planning practices and administrators' performance (DeVellis, 2023; Polit & Beck, 2023).

Reliability describes a device regularly measures the specified constructs under similar conditions (Oso & Onen, 2023). To establish reliability, the questionnaire was piloted among 15 teaching and administrative personnel of government-aided secondary schools in Rakai district that were out of the primary investigation. The pilot investigation helped identify ambiguous items and enhance the clarity and sequencing of the survey. The Statistical Package Social Sciences (SPSS Version 29) was utilized to analyze the pilot statistics, and coefficient of Cronbach Alpha's were computed for every study variable. The results are illustrated under Tableau 3.2.

Table 3.2: Reliability Results of the Study Variables

Variable	Number of Items	Cronbach's Alpha
Succession culture	5	0.821
Bench Building	5	0.847
Talent Development	5	0.832
Administrators' Performance	8	0.876
Overall Reliability	23	0.844

The findings indicate that all study variables recorded the coefficient of Cronbach Alpha's beyond the commended 0.70 threshold, with numbers ranging from 0.821 to 0.876. The overall reliability coefficient of 0.844 demonstrated a higher degree of internal consistency amidst the elements in a survey. Therefore, the tool was considered dependable and suitable for collecting data on succession planning practices and administrators' performance. The pilot study also contributed to improving the questionnaire's structure, item wording, and response scales, consequently advancing the quality and consistency of the details assembled (Hair et al., 2023; Field, 2023).

Quantitative data was assembled using structured questionnaires from teachers. The questionnaires that were completed were coded, verified for accuracy, and then imported into the Statistical Package for Social Sciences (SPSS) version 20.0 for evaluation. Both descriptive and inferential metrics was generated using SPSS. Towards testing the relationships amidst factors in accordance with the goals of the investigation, inferential statistics were utilized. Specifically, The intensity and direction of the link amidst every independent factor (succession planning procedures) and the dependent factor (administrators' performance) were ascertained utilizing an analysis of Pearson correlations. This helped to establish whether succession culture, bench building, and talent development are significantly related to administrators' performance. Additionally, an analysis of multiple regressions was conducted to determine the relative contribution and anticipatory power of each succession planning practice on administrators' performance. This helped the researcher identify which succession planning practice has the greatest influence on improving administrators' performance in selected schools. The results were presented in tables and interpreted using significance levels (p-values) and correlation coefficients (r-values), in line with this examination objectives (Field, 2023; Pallant, 2023; Creswell & Creswell, 2023). Table 3.3 Interpretation of Mean Values.

Ethical considerations referred to the moral principles and standards that the researcher observed to safeguard the rights, dignity, and welfare of all participants in the study (Saunders et al., 2023). In the current study examining succession planning practices and administrators' performance in selected government-aided secondary schools in Rakai District, Uganda, the following ethical measures were observed. The researcher sought formal permission from the relevant authorities, including the District Education Office and the Head teachers of the selected schools, by presenting a formal letter of introduction from the Islamic University in Uganda (IUIU) introductory letter from the Islamic University in Uganda (IUIU) requesting approval to conduct this study. This step ensured that all activities comply with institutional and governmental regulations (Creswell & Creswell, 2023). Participants, including teachers, Head teachers, and Director of Studies, was provided with clear information about the purpose of the study, which was conducted solely for academic purposes as partial fulfillment of a Master's degree at IUIU. They were informed that their participation is voluntary and that they may withdraw at any time without facing any negative consequences (Bryman & Bell, 2023). The identities and personal information of all participants was kept strictly confidential.

Codes were assigned to respondents to anonymize responses, ensuring that the data collected was used only for the purposes of this study. The researcher reassured participants that no personal or identifiable information was disclosed in any reports or publications without their explicit consent (Neuman, 2023). All respondents were informed that participation is entirely voluntary. They were encouraged to provide honest and accurate responses regarding succession planning practices, including succession culture, bench building, and talent development, and how these practices influence administrators' performance (Kothari, 2022). The researcher maintained high standards of integrity, honesty, and professionalism throughout the research process. Interactions with participants were conducted respectfully and politely, creating a comfortable environment for open communication. Respondents' cooperation were appreciated verbally, and any form of coercion or undue influence was avoided (Saunders et al., 2023). The researcher ensured originality and proper acknowledgment of all sources used. Data was collected directly from respondents using structured questionnaires and semi-structured interview guides, and all literature consulted, including empirical studies, government reports, and academic resources, was appropriately cited (Creswell & Plano Clark, 2023). The analysis and conclusions were grounded in evidence obtained from participants and scholarly literature.

4. RESULTS AND DISCUSSION

The response rate was analyzed to determine the adequacy of data collected and the representativeness of the respondents. A high response rate enhances the reliability and validity of research findings because it minimizes non-response bias and increases confidence in the generalizability of the results. Table 4.1 presents the response rate of respondents who participated in the study.

Table 4.1: Response Rate

Category of Respondents	Data Collection Instrument	Sample Size	Number Responded	Response Rate
Teaching Staff	Questionnaire	91	88	96.7%
Total			88	97.0%

Source: Primary Data (2026)

Table 4.1 shows that out of the 91 questionnaires distributed to teaching staff, 88 were successfully completed and returned, representing a response rate of 96.7%.

Correlation Analysis for Hypothesis One

H₀₁: There is no statistically significant relationship between succession culture and administrators' performance in selected government aided secondary schools in Rakai District, Uganda.

This section presents the correlation results used to determine the relationship between succession culture and administrators' performance in selected government-aided secondary schools in Rakai District, Uganda. A Pearson correlation analysis was conducted using SPSS, and the outcomes are illustrated under Tableau 4.1.

Table 4.1: Correlations Between Succession culture and Administrators' Performance in Selected Government Aided Secondary Schools in Rakai District, Uganda.

Variable	Correlation	Succession culture	Administrators' Performance
Succession culture	Pearson Correlation	1	.500**
	Sig. (2-tailed)		.000
	N	88	88
Administrators' Performance	Pearson Correlation	.500**	1
	Sig. (2-tailed)	.000	
	N	88	88

** . Correlation is significant at the 0.05 level (2-tailed).

Primary Data, 2026

Table 4.1 presents the Pearson correlation results examining the affiliation amidst succession culture and administrators' accomplishment across Uganda's selected government funded secondary educational institutions under Rakai District. The findings revealed a statistically significant positive relationship between succession culture and administrators' performance ($r = 0.500$, $N = 88$, $p = .000$), at the 0.05 level of significance. Since the p-value (0.000) is less than the significance level of 0.05, the relationship between succession culture and administrators' performance is statistically significant, implying that it is improbable that the observed association happened by accident.

The correlation coefficient ($r = 0.500$) indicates a positive direction of the relationship, meaning that improvements in succession culture are associated with corresponding improvements in administrators' performance. Regarding the strength of the relationship, Cohen (1988) suggests that correlation coefficients between 0.30 and 0.49 represent a moderate relationship, while coefficients of 0.50 and above indicate a strong relationship. Therefore, the obtained coefficient of $r = 0.500$ represents a strong positive relationship between succession culture and administrators' performance. The findings imply that government-aided secondary schools that establish and promote a strong succession culture through preparing future leaders, encouraging internal leadership development, mentoring potential administrators, and ensuring leadership continuity are more likely to experience improved administrators' performance. A strong succession culture enhances administrative effectiveness by improving decision-making, accountability, coordination of school activities, and continuity in implementing institutional programmes.

Based on these findings, the null hypothesis (H_0) stating that *there is no statistically significant relationship between succession culture and administrators' performance in selected government-aided secondary schools in Rakai District* was rejected. The study therefore deduces that succession culture possesses a statistically significant constructive affiliation with administrators' accomplishment.

These findings are consistent with Armstrong (2021), who noted that effective succession planning develops leadership capacity, improves managerial effectiveness, and supports continuity in organizational performance. Similarly, Rothwell (2021) emphasizes that organizations with strong succession cultures achieve better performance outcomes because systematic leadership development and talent preparation enhance efficiency, stability, and long-term sustainability.

Correlation analysis for hypothesis Two

H₀₂: There is no statistically significant relationship between bench building and administrators' performance in selected government aided secondary schools in Rakai District, Uganda.

This section presents the correlation results used to inspect the affiliation amid bench building and administrators' performance across Uganda's designated government aided secondary schools in Rakai District. A Pearson correlation analysis was conducted using SPSS, and the outcomes are illustrated under Tableau 4.2.

Table 4.2: Correlations Between Bench Building and Administrators' Performance in Selected Government Aided Secondary Schools in Rakai District, Uganda

Variable	Correlation	Bench Building	Administrators' Performance
Bench Building	Pearson Correlation	1	.749**
	Sig. (2-tailed)		.000
	N	88	88
Administrators' Performance	Pearson Correlation	.749**	1
	Sig. (2-tailed)	.000	
	N	88	88

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data (2026)

Tableau 4.2 presents the Pearson correlation's results examining the affiliation amidst bench building and administrators' accomplishment across Uganda's selected government aided secondary schools in Rakai District. The findings revealed a statistically significant positive relationship between bench building and administrators' performance ($r = 0.749$, $N = 88$, $p = .000$) at the 0.01 level of significance. Since the p-value (0.000) is less than the significance level of 0.01, the relationship between bench building and administrators' performance is statistically significant, indicating that the observed association is not due to chance.

The correlation coefficient ($r = 0.749$) shows a positive direction of the relationship, implying that improvements in bench building practices are associated with improvements in administrators' performance. In terms of the strength of the relationship, Cohen (1988) explains that correlation coefficients between 0.50 and 1.00 represent a strong relationship. Therefore, the obtained coefficient of $r = 0.749$ indicates a strong positive relationship between bench building and administrators' performance.

The findings imply that government-aided secondary schools that actively implement bench building practices, such as identifying potential leaders, preparing employees for future leadership responsibilities, providing leadership development opportunities, and maintaining a pool of capable personnel, are more likely to achieve higher levels of administrators' performance. Effective bench building enhances leadership readiness, improves decision-making capacity, strengthens coordination of school activities, and promotes accountability and continuity in administrative functions.

Based on these findings, the null hypothesis (H_0) stating *that there is no statistically significant relationship between bench building and administrators' performance in selected government-aided secondary schools in Rakai District was rejected*. The examination thus deduces that bench building possesses a statistically significant constructive affiliation with administrators' performance. These findings agree with Rothwell (2021), who emphasizes that effective bench building strengthens organizational capacity by ensuring a continuous supply of competent leaders and minimizing disruptions caused by leadership transitions. Similarly, Armstrong (2021) argues that organizations that invest in leadership pipelines, employee development, and talent management systems achieve improved managerial effectiveness and long-term institutional stability.

Correlation analysis for hypothesis three

H₀₃: There is no statistically significant relationship between talent development and administrators' performance in selected government aided secondary schools in Rakai District, Uganda.

In this objective, the study sought to determine the extent to which talent development influences administrators' performance in selected government-aided secondary schools in Rakai District.

Correlation Analysis for Hypothesis Three

This section presents the correlation results used to inspect the affiliation amidst talent development and administrators' performance in government aided secondary schools Rakai District. A Pearson correlation analysis was conducted using SPSS, and the outcomes are illustrated under Table 4.3.

Table 4.3: Correlations Between Bench Building and Administrators' Performance in Selected Government Aided Secondary Schools in Rakai District, Uganda

Variable	Correlation	Talent Development	Administrators' Performance
Talent Development	Pearson Correlation	1	.487**
	Sig. (2-tailed)		.000
	N	88	88
Administrators' Performance	Pearson Correlation	.487**	1
	Sig. (2-tailed)	.000	
	N	88	88

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data (2026)

Tableau 4.3 presents the Pearson correlation's results examining the affiliation amidst talent development and administrators' accomplishment across Uganda's selected government aided secondary schools Rakai District. The findings revealed a statistically significant positive relationship between talent development and administrators' performance ($r = 0.487$, $N = 88$, $p = .000$) at the 0.01 level of significance. Since the p-value (0.000) is less than the significance level of 0.01, the relationship between talent development and administrators' performance is statistically significant, indicating that the observed relationship is unlikely to have occurred by chance.

The correlation coefficient ($r = 0.487$) indicates a positive direction of the relationship, meaning that improvements in talent development practices are associated with improvements in administrators' performance. Regarding the strength of the relationship, Cohen (1988) indicates that correlation coefficients ranging from 0.30 to 0.49 represent a moderate relationship, while coefficients of 0.50 and above indicate a strong relationship. Therefore, the obtained coefficient of $r = 0.487$ represents a moderate positive relationship, with a tendency toward a strong association. The findings imply that government-aided secondary schools that invest in talent development practices, including leadership training, mentoring, professional development programmes, workshops, and continuous skills enhancement, are likely to experience improved administrators' performance. Such practices equip administrators with relevant knowledge, leadership competencies, and management skills necessary for effective decision-making, coordination of school activities, accountability, and improved service delivery.

Based on these findings, the null hypothesis (H_0) stating that *there is no statistically significant relationship between talent development and administrators' performance in selected government-aided secondary schools in Rakai District* was rejected. The study therefore concludes that talent development has a statistically significant positive relationship with administrators' performance. These findings are consistent with Armstrong (2021), who argues that continuous employee development strengthens organizational effectiveness by improving employee competencies, motivation, and leadership capacity. Similarly, Dessler (2022) emphasizes that organizations that prioritize training and development achieve better performance outcomes because employees acquire enhanced skills, confidence, and capabilities required to perform their roles effectively. Therefore, strengthening talent

development initiatives can significantly contribute to improving administrators' performance in selected government-aided secondary schools in Rakai District, Uganda.

Regression Analysis

This section presents and interprets the regression results to establish the combined predictive power of succession planning practices on administrators' performance across Uganda's designated government aided secondary schools in Rakai District. The regression analysis was conducted to determine the extent to which the three dimensions of succession planning practices jointly predict administrators' performance.

Table 4.4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig.	F Change
1	.462 ^a	.213	.185	.478	.213	7.593	3	84	.000	

a. Predictors: (Constant), Talent Development, Succession Culture, Bench Building

b. Dependent Variable: Administrators Performance

Source: Primary Data (2026)

The model summary results indicate the predictive strength of succession planning practices on administrators' performance across Uganda's designated government aided secondary schools in Rakai District. The regression results show an R value of 0.462, indicating a moderate positive relationship between succession planning practices (succession culture, bench building, and talent development) and administrators' performance. This implies that improvements in succession planning practices are associated with improvements in administrators' performance. The R Square value of 0.213 indicates that the three independent variables collectively explain 21.3% of the variation in administrators' performance. This means that succession culture, bench building, and talent development contribute significantly towards explaining differences in administrators' performance, while the remaining 78.7% of the variation is explained by other factors outside the current study model.

The Adjusted R Square value of 0.185 shows that after adjusting for the number of predictors and sample size, the model still explains 18.5% of the variations in administrators' performance. The Standard Error of the Estimate (0.478) indicates the average difference between observed and predicted values of administrators' performance. According to Mukaka (2012), correlation coefficients between 0.40 and 0.59 indicate a moderate relationship. Therefore, the obtained R value of 0.462 suggests that succession planning practices have a moderate positive relationship with administrators' performance.

ANOVA Interpretation

The ANOVA results further assess the overall significance and fitness of the regression model. The regression sum of squares exceeds the residual sum of squares, suggesting that the independent variables substantially explain variations in administrators' performance.

Table 4.5: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.206	3	1.735	7.593	.000 ^b
	Residual	19.196	84	.229		
	Total	24.402	87			

a. Predictors: (Constant), Talent Development, Succession Culture, Bench Building

b. Dependent Variable: Administrators Performance

Source: Primary Data (2026)

The ANOVA results were used to determine whether the overall regression model significantly predicts administrators' performance. The results indicate that the regression model is statistically significant with an F-value of 7.593 and significance level of .000. Since the significance value ($p = 0.000$) is less than the recommended threshold of 0.05, the regression model is statistically

significant. This implies that succession planning practices jointly have a consequential effect on administrators' accomplishment in Rakai District's government aided secondary schools in Rakai district. Therefore, the null hypothesis that succession planning practices do not significantly predict administrators' performance is rejected. The findings confirm that succession culture, bench building, and talent development collectively contribute to explaining variations in administrators' performance.

Regression Coefficients

The regression coefficients presented in Table 4.5 illustrate the independent contribution of each succession planning practice toward administrators' performance while controlling for the influence of the other predictors.

Table 4.6: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.917	.388		4.938	.000
	Succession Culture	-.111	.133	-.095	-.835	.406
	Bench Building	.318	.129	.371	2.473	.015
	Talent Development	.141	.130	.162	1.090	.279

a. Dependent Variable: Administrators Performance

Source: Primary Data (2026)

The regression coefficients demonstrate the individual contribution of each succession planning practice towards administrators' performance when all predictors are considered simultaneously. The constant value of 1.917 ($p = 0.000$) indicates that when succession culture, bench building, and talent development are held constant, the predicted level of administrators' performance remains positive. Succession culture recorded a negative and statistically insignificant relationship with administrators' performance ($B = -0.111$, $\beta = -0.095$, $t = -0.835$, $p = 0.406$). This indicates that although succession culture was included in the model, its contribution towards administrators' performance was not statistically significant. The finding suggests that existing succession culture practices alone may not sufficiently influence administrators' effectiveness unless supported by other succession mechanisms.

Bench building had a positive and statistically significant influence on administrators' performance ($B = 0.318$, $\beta = 0.371$, $t = 2.473$, $p = 0.015$). This was the strongest predictor among the three succession planning practices. The results imply that a one-unit improvement in bench building practices leads to a 0.318-unit increase in administrators' performance, holding other variables constant. This suggests that identifying and preparing potential future administrators through mentoring, leadership preparation, and continuous capacity building enhances administrative effectiveness in schools. Talent development showed a positive but statistically insignificant relationship with administrators' performance ($B = 0.141$, $\beta = 0.162$, $t = 1.090$, $p = 0.279$). This indicates that although talent development contributes positively to administrators' performance, its influence was not strong enough to achieve statistical significance within the current model. The multiple regression analysis revealed that succession planning practices significantly predict administrators' performance across Uganda's designated government aided secondary schools in Rakai District, $F(3,84) = 7.593$, $p < .001$. The model explained 21.3% of the variance in administrators' performance ($R^2 = .213$, Adjusted $R^2 = .185$).

Among the predictors, bench building was the only statistically significant predictor of administrators' performance ($\beta = .371$, $p = .015$), indicating that preparing potential leaders and creating a pool of capable successors contributes significantly to improved administrative performance. Succession culture ($\beta = -.095$, $p = .406$) and talent development ($\beta = .162$, $p = .279$) had positive but statistically insignificant effects. The findings imply that while succession planning practices collectively influence administrators' performance, bench building plays the most critical role in enhancing administrators' effectiveness in government aided secondary schools in Rakai District.

5. CONCLUSIONS AND RECOMMENDATIONS

In regard to this objective, which examined the relationship between succession culture and administrators' performance, the findings revealed a moderate positive and statistically significant relationship between succession culture and administrators' performance ($r = .500$, $p < 0.01$). In relation to this objective, which assessed the relationship between bench building and administrators' performance, the findings showed a strong positive and statistically significant relationship between bench building and administrators' performance ($r = .749$, $p < 0.01$). With regard to this objective, which examined the relationship between talent development and administrators' performance, the results indicated a moderate positive and statistically significant relationship between talent development and administrators' performance ($r = .487$, $p < 0.01$).

Recommendations

School administrators and headteachers should deliberately strengthen and institutionalize a succession culture within schools by ensuring that leadership continuity becomes part of the school management system. Boards of Governors should formalize succession planning policies within school governance frameworks. This should include clear guidelines for internal promotion, leadership transition procedures, and staff development pathways. The Ministry of Education and Sports should develop national guidelines that require government-aided secondary schools to adopt structured succession planning frameworks. The Ministry should also support capacity-building programs to equip school leaders with succession planning skills. School administrators and headteachers should strengthen bench building practices by establishing clear systems for identifying, grooming, and preparing potential leaders within the school. School governance bodies should ensure that bench building is incorporated into school strategic plans and monitored regularly. They should also support leadership development initiatives such as mentorship programs, job rotation, and delegation of duties. School administrators and headteachers should strengthen talent development programs by providing continuous training, mentoring, workshops, and opportunities for further studies for both teachers and administrators. Staff should be supported to upgrade their skills and participate in professional development activities regularly. Boards of Governors should allocate adequate financial and institutional support for staff development programs. The Ministry of Education and Sports should institutionalize continuous professional development (CPD) requirements for teachers and schools' administrators across government funded secondary educational institutions.

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