Stakeholders' Monitoring Roles and Headteachers Performance in Secondary Schools in Gulu City

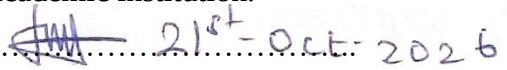
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A Dissertation Submitted to the Directorate of Research and Graduate Training in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Education Management of Gulu University

October 2026

DECLARATION

I, George Lukwiya, declare that this research report entitled; “Stakeholders’ Monitoring Roles and Headteachers Performance in Secondary Schools in Gulu City”, is my original work, and it has never been submitted for any academic award in any university or other academic institution.



Signature

George Lukwiya

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APPROVAL

This research report entitled; “Stakeholders’ Monitoring Roles and Headteachers Performance in Secondary Schools in Gulu City”, produced under our guidance, has been duly reviewed and forwarded for consideration with our approval.

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DEDICATION

I dedicate this work to my beloved wife, Mrs. Irene Atimango Lukwiya, my mother Mego Ayot Santina and my uncles Olanya James Vasco and Ochola Michael Jackson who gave me the encouragement I deserve in life.

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ABSTRACT

The study looked at the performance of head teachers and the monitoring roles of stakeholders in secondary schools in Gulu City, Uganda. In particular, it determined the performance level of head teachers, evaluated the monitoring roles of stakeholders, and looked at the correlation between the two variables. A convergent parallel mixed-procedures design was used in the study, and 335 respondents were chosen by basic random and purposive selection methods. Descriptive statistics, correlation, regression, and theme analysis were used to analyze the data that was gathered through questionnaires and interviews. The results showed that while stakeholders' monitoring duties were moderate, with an aggregate mean of about 3.15, headteachers' performance was usually favorable. The performance of headteachers was positively correlated with the monitoring functions of stakeholders ($R = .666$, $p < .001$). To enhance school leadership and performance, the study suggests stepping up stakeholder monitoring, especially with regard to teacher attendance, curriculum implementation, and adherence to education policies.

Keywords: stakeholders' monitoring roles, headteachers' performance, secondary schools, Gulu City

CHAPTER ONE

INTRODUCTION

1.0 Overview

In Uganda, education continues to be a major factor in social and economic growth. However, there are still issues with managing secondary schools effectively, especially with regard to headteachers' performance. Concerns have been voiced in Gulu City regarding poor community involvement, insufficient teacher oversight, and deteriorating student performance. Numerous academics have discovered a strong positive correlation between headteachers' performance and stakeholders' monitoring duties (George & Sesay, 2024; Wataba & Abiodun, 2018; Wandera, 2023). Over time, other stakeholders including the board of governors, Parent Teachers' Association, and foundation bodies have affected headteachers' performance. However, Gulu City does not have any research of this kind.

This study examined the monitoring responsibilities of stakeholders and the performance of head teachers in Gulu City secondary schools between 2019 and 2024. The results offered information that stakeholders, educators, and legislators might use to improve school leadership and overall performance.

This chapter included information about the study's background, problem statement, purpose, objectives, research hypothesis, research questions, importance, scope, and conceptual framework.

1.1 Background of the study

1.1.1 Historical background

Religious, imperial, political, and socioeconomic factors have all had an impact on the roles and performance of headteachers across time. With clergy acting as headteachers, education in the United States during the 18th century was primarily a religious endeavor. Schools were run by religious organizations and communities, with an emphasis on moral education and basic reading (Kaestle, 1983). Horace Mann spearheaded changes in the 19th century that included teacher preparation programs and standardized curricula. Discipline and the quality of education fell under the purview of headteachers (Mann, 1848). By the 20th century, progressive education, which placed a strong emphasis on student learning and school reform, had redefined head teachers as instructional leaders (Cuban, 1988). Professional qualification became necessary, and duties grew to include policy implementation and curricular supervision (Tyack & Hansot, 1982).

Education in pre-colonial Africa was provided informally through apprenticeships and oral traditions. Islamic madrasas functioned as educational institutions throughout North and West Africa, with headteachers having both spiritual and academic authority (Boyd & Mackenzie, 1979). Formal education was introduced by missionaries during colonial authority, and the majority of head teachers were Europeans or members of the clergy who upheld colonial curricula and rules (Berman, 1975). African leadership in schools was restricted as colonial institutions grew because headteachers' performance was evaluated based on how well they aligned with colonial objectives (White, 1996). Despite greater African engagement in 20th-century independence movements, headteachers' effectiveness was hampered by inadequate funding, political meddling, and inadequate training (Fafunwa, 1974).

The evolution of headteachers' performance in Tanzania and Kenya has been shaped by political, administrative, and educational frameworks. During the colonial era, education was characterised by unequal access, limited resources, and curricula reflecting colonial interests (Bokonko, 1983; Kapinga, 2020). In Tanzania, formal leadership training was limited, and headteachers mainly managed routine school activities (Reflecting on Six Decades of Graduate Educational Leaders' Preparation, 2022). After independence, both countries implemented educational reforms to expand access and strengthen administration, although Kenya experienced political interference in education policy (Michael, 1970; Political Interference in the Running of Education in Post-Independence Kenya, 2003). Contemporary studies identify instructional supervision, teacher motivation, stakeholder engagement, and staff management as important aspects of headteachers' performance. In Tanzania, Mwesiga and Okendo (2018), Mnjokava (2024), and Mulokozi and Mwemezi (2024) highlighted instructional supervision, teacher motivation, supportive working conditions, and positive school leadership. In Kenya, Muasya et al. (2017) and Kinyua (2018) emphasised instructional leadership, communication, and stakeholder participation. Similarly, Gatama et al. (2023) and Musyoki et al. (2024) highlighted teacher development, instructional resources, and workload management as important for improving school effectiveness.

Indigenous education in Uganda was community-based and led by elders, with a focus on social cohesiveness, practical skills, and moral instruction (Ssekamwa, 1997). A major change occurred when missionaries introduced formal education in the late nineteenth century. European headteachers dominated school administration and shaped early education strategies that gave priority to basic reading and religious instruction (Kajubi, 1992; Ssekamwa, 1999). While Ugandan teachers were progressively elevated to headship roles, secondary school leadership during the British colonial era was primarily held by foreigners. Rather than

pedagogical creativity or instructional efficacy, their work was frequently evaluated based on compliance with colonial administrative standards (Bogonko, 1992; Kinyanjui, 1974).

After Uganda gained independence in 1962, more Ugandan nationals became headteachers. Their responsibilities grew to cover school administration, curriculum implementation, financial management, staff supervision, academic discipline, teacher motivation, and overall school development (Bwanga, 2018; Kyayemagye & Kintu, 2020; Dinensio, 2022). While this was a key step in localizing school leadership, evidence shows that headteachers' performance has mostly stayed the same rather than improved. Many headteachers are reasonably skilled in tasks like budgeting, planning, and routine supervision, but their instructional leadership is still only moderate. This suggests there has been little progress from basic management to leadership that directly improves teaching and student learning.

Since gaining independence, efforts to involve key stakeholders such as teachers, parents, and the local communities have not been consistently successful. The ongoing weaknesses in collaboration, communication, and participatory decision-making show that there has been a lack of progress in the relational and community-based leadership roles that are necessary for comprehensive school improvement. Moreover, research indicates that there are still limitations regarding continuous professional development for headteachers. Because of the lack of adequate leadership training, leadership practices have not evolved and this has led to a stagnation in performance together with a limited uptake of modern instructional and transformational leadership methods.

The level of performance shown by headteachers has been very different from school to school and from region to region, especially after changes in staff, which indicates that there is no unified and consistent system for developing and supporting leadership abilities across the country. This lack of consistency is made worse by the continued weaknesses in the systems for monitoring, supervision, and accountability. Since there is no effective oversight and no structured process for assessing performance, chances for continuous improvement have stayed limited and have therefore led to a lack of progress in leadership effectiveness. Furthermore, ongoing shortages of financial, material, and human resources have kept on weakening the ability of headteachers to put into practice effective leadership, even though there has been a focus in policy on improving school leadership.

On the whole, after Uganda gained independence from colonial rule, the local primary and secondary school principals have shouldered far more leadership responsibilities than they did before independence. These principals have maintained a consistently good, non-declining

level of ability to manage the school's daily administration that is, arranging school affairs and handling various on-campus miscellaneous tasks. However, their performance has remained stagnant and showed little improvement in three areas that are critical to school development. The first is the teaching-related leadership work, namely guiding teachers on how to conduct classes and controlling the school's overall teaching quality, which has seen no substantial progress. The second is engaging with stakeholders that can affect the school or are affected by the school, maintaining communication and collaboration with these individuals to run the school well, which has also seen little improvement. The third is the principals own professional development that is, improving their own capabilities and advancing along their career paths, which has also remained at its original state with no progress whatsoever.

The performance-based contracts were first introduced in 2006 and then improved in 2020, primarily to increase accountability and improve the quality of education in Uganda's secondary schools. The Performance-based contract was designed to improve headteachers' performance by setting measurable targets in teacher motivation, management of student discipline, school community relations and staff and student record management and student welfare management (Bush & Glover, 2014). Evaluations from Bududa and Kampala report positive results including increased motivation, efficiency and school performance (Wekoye, 2022; Nkwatsibwe, 2019; Vickyayugi, 2018).

However, Ugandan headteachers' performance is yet to be consistent. Many of them have no training on curriculum standards, weak supervision of teaching, and challenges in planning and ethical leadership (Ssempala, 2019; Mpaata & Mpaata, 2019; Mugizi et al., 2019; MoES, 2012).

Northern Uganda, particularly Gulu City, the headteachers' performance was poor due to Lord's Resistance Army (LRA) insurgency in the early 2000s, which led to low student enrollment and high dropout rates, declined academic performance and poor examination results, irregular teacher attendance and weak supervision, dilapidated and vandalized school infrastructure, misuse of financial resources, compromising the safety and well-being of learners and staff, and limited engagement with the community and stakeholder participation (Akena, 2008; Achum, 2008; Otto, 2009; Niku, 2014; Kazibwe, 2023). Several studies have found persistent challenges such as motivation of teachers, discipline of students, relations between schools and communities, management of records, and welfare of students (Lamaro & Okello, 2024; Ofoyuru & Too-Okema, 2011). This historical trend highlights the significance of comprehending the extent to which stakeholder monitoring roles can improve headteachers' performance especially at secondary schools in settings such as Gulu City.

1.1.2 Theoretical background

This study was based on Stakeholder Theory which was first proposed by Freeman (1984) and later developed by other scholars such as Evan and Freeman (1988), Donaldson and Preston (1995), Mitchell, Agle and Wood (1997), Phillips (2003), and Harrison and Wicks (2013). The theory proposes that organizations function in a chain of interdependent relationships where the interests of all stakeholders are legitimate and worthy of recognition. It focuses on interdependence, shared responsibility, ethical responsibilities, and constant dialog with relevant stakeholders whose support is vital to the success of the organization. The theory applied in relation to education offers a framework to explain the monitoring roles of external stakeholders such as Boards of Governors, Parent-Teacher Associations (PTAs), District Education Officers (DEOs) influence headteachers' performance in areas like teacher motivation, management of student discipline, school community relations, staff and student record management and student welfare management. The theory is in accordance with the Uganda Education Act (2008) which stipulates active involvement of stakeholders in the monitoring of schools. The theory supports the objectives, research questions and hypothesis by confirming that effective monitoring by stakeholders enhances headteachers' decision making, accountability and overall school performance in Gulu City secondary schools.

1.1.3 Conceptual background

The person who oversees the administration and leadership responsibilities in a school is known as a Headteacher, sometimes known as Principal, in some nations. A Headteachers responsibility is to give directions to the school's overall administration, operations, and pedagogical strategy. Such as ensuring the smooth running of schools, pupils receive a quality education, and school compliance with all applicable laws and regulations. (The education service [teacher's professional code of conduct] 2012: pp11-13)

The monitoring role of stakeholders was the study's independent variable. According to Waris (2018), stakeholder monitoring roles are the duties and activities carried out by a person or group with an interest in an organization to systemically observe, evaluate, and guaranty that planned activities are carried out in accordance with established goals, standards, and policies. Stakeholder monitoring roles are defined by Adeolo (2013) as the delegation of authority to important stakeholders to carry out duties including administration, monitoring, evaluation, and policy review, all of which work together to promote sustainable governance and high-quality results. In order to create a favorable learning environment, the current study defined the monitoring role of stakeholders as the collective responsibilities carried out in

monitoring teacher attendance, monitoring curriculum delivery, monitoring the implementation of education policies, and monitoring staff and student welfare.

Headteacher performance served as the study's dependent variable. While Leithwood et al. (2020) shows that headteachers promote academic success through stakeholder engagement, professional development, and strategic vision, Bush & Glover (2014) claim that headteacher performance reflects their capacity to lead administratively and instructionally, influencing curriculum implementation, teacher motivation, and student achievement. Teacher motivation, student discipline management, school community connections, staff and student record management, and student welfare management are all used to measure a headteacher's effectiveness (Bush & Glover, 2014). The degree to which a headteacher effectively leads and manages a school to accomplish national educational goals was defined as headteacher performance in the current study. It entails encouraging educators, upholding appropriate student behavior, preserving close ties with the community, appropriately handling school records, and protecting the welfare of students.

1.1.4 Contextual background

Before the introduction of formal education in Uganda, education was largely informal, community-based, and transmitted through families, elders, and other community members. Children acquired knowledge, practical skills, values, (Yazon, 2022) and social responsibilities through participation in community life. (Otto, 2022). Parents and community leaders played important roles in guiding children's learning and behaviour. (Anthony-Steven et al., 2020) With the introduction and expansion of formal education during the colonial period, educational administration gradually became more institutionalised, with school management increasingly guided by formal authority and established administrative structures. (Busia, 2023). Following independence, the Government of Uganda progressively strengthened the management, regulation, and supervision of education through national policies, legislation, and administrative institutions.

In contemporary Uganda, the management of secondary schools is guided by the Education (Pre-Primary, Primary and Post-Primary) Act, 2008, alongside relevant Ministry of Education and Sports policies and public-service regulations. Section 21 of the Act identifies the headteacher as the academic and administrative head of the school, with responsibility for the school's academic, social, and domestic organisation and conduct. The headteacher is also responsible for school books, documents, and property; exercises functions delegated by the Board of Governors; arranges the curriculum and syllabus in accordance with relevant directives; manages day-to-day school expenditure; and reports on the conduct of school

affairs to the appropriate authorities. The Act further provides for responsibilities relating to student admission, discipline, staff disciplinary matters, and the maintenance of the school environment.

These statutory responsibilities are reinforced by the Uganda Public Service Standing Orders, 2021 edition, which establish expectations regarding public officers' conduct, accountability, compliance with regulations, and performance management. The public-service framework emphasises results-based performance management and the contribution of individual and institutional performance to improved service delivery and national development objectives.

Accordingly, headteachers in government secondary schools are expected to translate education policies into school-level practices, manage human and material resources responsibly, maintain appropriate records, provide leadership to teaching and non-teaching staff, and ensure that school activities contribute to educational objectives. Within this framework, headteachers' performance can be examined through their ability to motivate teachers, manage students' discipline, maintain effective school community relations, manage staff and student records, and safeguard students' welfare. These dimensions reflect important aspects of school leadership and administration. Teacher motivation is relevant to staff performance and the implementation of teaching programmes, while effective discipline management supports an orderly learning environment. Proper records management facilitates accountability, planning, and the tracking of students' progress. Similarly, maintaining school community relations encourages communication and cooperation between the school, parents, and other stakeholders, while effective management of students' welfare supports learners' safety, health, and general well-being.

These are the operational indicators adopted in the present study to assess headteachers' performance; they should be understood alongside, rather than as a replacement for, the statutory duties established under Uganda's education laws. The execution of these responsibilities does not take place in isolation. The Education (Pre-Primary, Primary and Post-Primary) Act, 2008 provides for Boards of Governors and management committees and sets out the relationship between school governance and headteacher responsibilities. The Board of Governors has governance functions, including responsibilities relating to school property, funds, staff, and the welfare and discipline of students and staff. The headteacher, in turn, is responsible for the school's day-to-day academic and administrative management and for carrying out functions delegated by the Board, subject to the applicable directions and legal framework.

In secondary schools, stakeholders such as Boards of Governors (BOGs), Parent–Teacher Associations (PTAs), parents, foundation bodies, education officials, and local government representatives may contribute to school accountability through their respective responsibilities (Babalola, 2018), their monitoring activities may include reviewing school programmes, following up on teacher attendance, examining the implementation of education policies and the curriculum, discussing school performance, and raising concerns about students' and staff members' welfare. Such monitoring should complement the headteacher's statutory responsibilities rather than replace them. When appropriately conducted, it can help identify weaknesses, encourage compliance with school policies, promote transparency in the use of resources, and provide feedback that supports school improvement (Kamya, 2019) Conversely, unclear responsibilities, irregular follow-up, inadequate communication, and limited stakeholder participation may weaken accountability and make it more difficult to address administrative and academic challenges.

These issues are particularly relevant to secondary schools in Gulu City, where headteachers must fulfil their statutory and professional responsibilities within their respective school contexts. (Dejaeghere et al., 2009). Although the national legal and public-service frameworks establish expectations for school management and accountability, the existence of these provisions alone does not demonstrate whether stakeholders consistently perform their monitoring roles or whether such roles are associated with headteachers' performance in practice (Mpaata & Mpaata 2019). It is therefore necessary to examine the extent to which stakeholders monitor teacher attendance, implementation of education policies, curriculum implementation, and the welfare of students and staff, and how these monitoring roles relate to headteachers' performance.

This study investigated the relationship between stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City. Specifically, it examines stakeholders' monitoring of teacher attendance, education-policy implementation, curriculum implementation, and students' and staff members' welfare in relation to headteachers' performance in teacher motivation, management of students' discipline, school community relations, staff and student records management, and students' welfare. The findings are intended to provide context-specific evidence that may inform stakeholder engagement, school accountability, and the improvement of headteachers' performance within Uganda's education and public-service framework.

1.2 Statement of the Problem

Empirical evidence reveals continuous shortcomings in headteachers' performance in secondary schools in Northern Uganda, particularly in Gulu City, despite the existence of numerous education stakeholders tasked with supporting and advising headteachers. Based on data from the Ministry of Education and Sports (MoES, 2021–2023), a significant percentage of USE secondary school teachers in the Northern Region lack motivation (Lamaro & Okello, 2024). According to data from the Uganda Bureau of Statistics (UBOS, 2022), parental and community involvement in school governance in the Northern Region is still below 50%, which is an indication of poor school-community cooperation. Additionally, results from school inspections show that over 30% of secondary schools in the Northern Region, including those in Gulu City, retain staff and student records that are either outdated or unfit, affecting efficient management and accountability (Gulu City Education Office, 2022–2023). Additionally, many secondary schools in Gulu City lack created welfare programs and effective guidance and counseling services, which means that student welfare assistance remains insufficient. (Education Office of Gulu City, 2022–2023).

To attempt to address these issues, this study investigated into how stakeholders' monitoring roles influenced headteachers' performance in Gulu City's secondary schools. In an effort to improve educational leadership and overall school performance, it recommended strategies to strengthen monitoring processes. It further highlighted gaps in stakeholder engagement and identified strengths and weaknesses in the monitoring roles.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of Stakeholders' Monitoring Roles on Headteachers Performance in secondary schools in Gulu City, Uganda.

1.4 Objectives of the study

The objectives of the study were

1. To establish the level of Performance of headteachers in secondary schools in Gulu City.
2. To assess the level of stakeholders monitoring roles in secondary schools in Gulu City.
3. To explain the relationship between the level of stakeholders monitoring roles and the level of headteacher performance in secondary schools in Gulu City.

1.5 Research question

The following were the research questions;

a. What is the level of headteachers' performance in secondary schools in Gulu City?

b. What is the level of stakeholders' monitoring roles in secondary schools in Gulu City?
c. What is the relationship between the level of stakeholders' monitoring roles and the level of headteachers' performance in secondary schools in Gulu City?

1.6 Hypothesis

H_0 There is no significant relationship between Stakeholders Monitoring Roles and Headteacher performance in secondary schools in Gulu City.

H_1 There is significant relationship between Stakeholders Monitoring Roles and Headteacher performance in secondary schools in Gulu City.

1.7 The scope of the study

This study considered three dimensions of research scope, namely geographical scope, content scope, and time scope.

1.7.1 Geographical scope

This study was carried out in Gulu City, which is in Uganda's Northern Region and borders Amuru District to the west, Omoro District to the east, Oyam District to the south, and Nwoya District to the southwest. Gulu West, which comprises Layibi-Bar-dege Division, and Gulu East, which comprises Pece-Laroo Division, are the two divisions which make up Gulu City.

1.7.2 Time scope

The data used in this study covered the period between 2019 and 2024. Because it enabled the researcher to study the topic during the time when Gulu City experienced a drop in headteachers' performance, the timeframe was deemed sufficient.

1.7.3 Content scope

The content scope comprised of the headteachers' performance and the monitoring roles of stakeholders, the performance level of headteachers in secondary schools, the monitoring roles of stakeholders in secondary schools, and the relationship between the monitoring roles of stakeholders and the performance of headteachers in secondary schools in Gulu City.

1.8 Significance of the study

This study was important because it offered valuable insights on the link between the performance of headteachers in Gulu City's secondary schools and the monitoring roles of stakeholders.

For Implementers: The study may provide education stakeholders, like foundation bodies, Parent-Teacher Associations (PTAs), and Boards of Governors, with a better knowledge of their monitoring duties in improving headteachers' performance.

For Policy: The results may help policymakers, especially the Ministry of Education and Sports, local governments, and regulatory organizations, with tangible proof of how stakeholder monitoring roles influenced effectiveness of headteachers.

For Scholarship: The study may contribute to the scant literature on Ugandan education management, in particular with regard to the performance of headteachers and stakeholder monitoring roles.

1.9 Conceptual framework

Conceptual Framework Showing the Connection between Headteachers' Performance in Secondary Schools and Stakeholders' Monitoring Roles

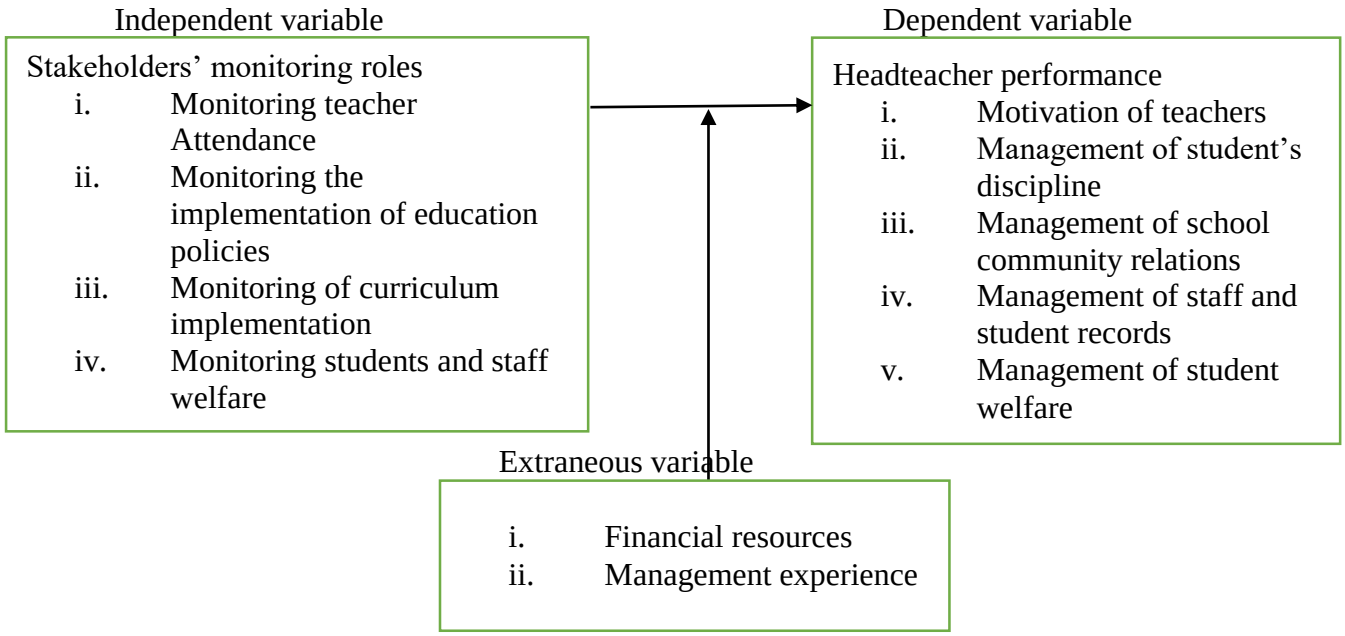


Figure 1: Conceptual framework showing relationship between Stakeholders' monitoring roles and Headteachers' Performance

Source: Constructed from literature of (Haris, et al., 2018; Khadija, 2022; Bush & Glover, 2014; Leithwood, et al., 2020; The Republic of Uganda 2008) and with modification from the researcher.

The monitoring responsibilities of stakeholders served as the study's independent variable. Constructs such monitoring teacher attendance, monitoring curriculum implementation, monitoring staff and student welfare, and monitoring the implementation of education policy were used to gage the monitoring roles of stakeholders.

The study's dependent variable was headteachers' performance, which was assessed using concepts such as staff and student record management, student welfare management, school-community interactions, teacher motivation, and management of student discipline.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed research on the monitoring responsibilities of stakeholders and the performance of secondary school headteachers. The performance of headteachers in secondary schools, the degree of stakeholders' monitoring responsibilities in secondary schools, and the connection between stakeholders' monitoring duties and headteachers' performance were all discussed in this chapter. It also evaluated the opinions of many experts and researchers in light of the study's goals and objectives.

2.1 Theoretical Review

This study was guided by Stakeholder Theory, originally advanced by Freeman (1984) and further developed by Evan and Freeman (1988), Mitchell et al. (1997), Phillips (2003), and Freeman et al. (2010). The theory posits that an organisation's success depends partly on its relationships with individuals and groups who can influence or are affected by its activities. Freeman et al. (2010) explain that stakeholder relationships are important for understanding organisational management, ethical responsibility, and value creation. Similarly, Laplume et al. (2008) demonstrate the theory's relevance to stakeholder identification, stakeholder influence, managerial decisions, and organisational performance.

The major assumptions of Stakeholder Theory are that organisations operate within networks of interdependent stakeholders; stakeholder interests should be recognised in organisational decision-making; effective relationships require communication and cooperation; and managers have a responsibility to consider the legitimate interests of different stakeholder groups. Supporting this perspective, Peng et al. (2024), in a systematic literature review of stakeholder theory in education management, found that stakeholder engagement is important for accountability, inclusive decision-making, educational quality, and school improvement. These arguments suggest that school effectiveness depends not only on headteachers' individual efforts but also on the participation and cooperation of stakeholders in school management.

In the context of secondary schools in Gulu City, Stakeholder Theory explains the roles of internal and external stakeholders, including teachers, headteachers, Parent–Teacher Associations (PTAs), Boards of Governors (BOGs), District Education Officers (DEOs), school inspectors, and parents. These stakeholders have different but interconnected responsibilities in monitoring school activities and promoting accountability. For example, BOGs contribute to school governance and oversight, while PTAs provide a channel through

which parents communicate concerns about students' welfare and school–community relationships. Peng et al. (2024) emphasise the importance of stakeholder participation in educational decision-making, while Unda et al. (2023) demonstrate that role expectations and relationships between school boards and principals shape perceptions of accountability for school performance.

The theory directly informs this study by explaining the relationship between stakeholders' monitoring roles, the independent variable, and headteachers' performance, the dependent variable. Monitoring teacher attendance may strengthen accountability for staff responsibilities, while monitoring the implementation of education policies and the curriculum may help ensure that school activities follow established standards. Similarly, monitoring the welfare of students and staff may contribute to effective welfare management, teacher motivation, student discipline, and positive school–community relationships. Research on school leadership also highlights the importance of institutional accountability and the relationship between school context, leadership practices, and student outcomes (2023).

Nevertheless, Stakeholder Theory has limitations. First, stakeholders may have conflicting interests; for example, parents may prioritise individual children's needs, while teachers may emphasize classroom-wide learning requirements. Second, differences in power and influence may cause some stakeholders' views to receive more attention than others. Third, effective monitoring may be constrained by inadequate funding, staffing shortages, limited facilities, and weak communication. Furthermore, stakeholder participation does not automatically guarantee improved school performance because outcomes also depend on leadership competence, resources, and the clarity of stakeholders' responsibilities. The literature on school leadership and accountability similarly demonstrates that institutional context and accountability arrangements influence how leadership relates to school outcomes (Peng et al., 2024; Unda et al., 2023).

Despite these limitations, Stakeholder Theory is appropriate for this study because it provides a framework for examining how different stakeholders contribute to monitoring headteachers' performance in secondary schools in Gulu City. It helps explain why cooperation, communication, shared accountability, and stakeholder participation may influence headteachers' management of teacher motivation, student discipline, school–community relations, staff and student records, and students' welfare. The theory therefore provides the basis for examining whether and how stakeholders' monitoring roles are associated with headteachers' performance.

In addition to the stakeholder theory, the study mentioned above would be supported by Jensen & Meckling's Agency Theory (1976).

2.2 The level of Headteachers' Performance

Eddy-Spicer et al. (2019) investigated headteacher performance management in England with a priority on the oversight and evaluation of headteachers by governing bodies. Using a thorough assessment of the literature, national surveys, expert interviews, and school case studies, the study indicated that trust, contextual awareness, and accountability were essential for successful performance management. The reliance on formal appraisal rather than daily performance in academics, finance, staff supervision, and administration represents a content gap. Its wide national multi-method approach is methodologically different from a secondary-school study that is context-specific, and there is a time gap since a large portion of the empirical work occurred before 2019. As the study was geographically restricted to secondary schools in Gulu City, Uganda, it was carried out in England.

Juma et al. (2021) looked into how public secondary school administrators in Tanzania's Nyamagana District viewed performance management. Teachers, school administrators, Ward Education Officers, and the District Education Officer engaged in the mixed-methods study, which looked at how performance-management duties were carried out. The focus on performance management implementation rather than measuring headteachers' actual performance is the content gap. There is a methodological gap as its mainly descriptive approach failed to determine the statistical relationship between headteacher performance and stakeholder monitoring. There are arranged by date and geographical gaps in respect to the current study in Gulu City because of its 2021-time scope and Tanzanian context.

Serunjogi (2022) evaluated the efficacy of head teachers in government-aided schools in Uganda's Luweero District, concentrating on academic programs, discipline, and the use of school funding. 160 head teachers and members of the School Management Committee participated in the cross-sectional mixed-methods study, which employed focus groups and questionnaires. Although budgeting and disciplinary management were comparably well controlled, the results revealed deficiencies in the oversight of academic programs and financial accountability. Only three performance characteristics were analyzed at, and the study mostly employed descriptive analysis rather than connecting stakeholder monitoring to overall headteacher performance, which led to methodological and content inadequacies. When compared to secondary schools in Gulu City, the Luweero District's elementary schools in 2022 also have time, institutional, and geographic inequalities.

In Mexico, Cortez Ochoa et al. (2023) assessed teacher and headteacher evaluation, feedback, and continuous professional development. The study demonstrated how headteachers' professional practice might be improved by performance evaluation and feedback. The focus on evaluation and professional growth, as opposed to adequate performance in administration, finance, supervision, discipline, and accountability, is the content gap. Ugandan secondary schools experienced a methodological and contextual gap as a result of its methodology being integrated into Mexico's national assessment system. Current evidence from Gulu City can be explained by temporal and geographical gaps produced by the study's 2023-time limit and Mexican setting.

Masharubu and Mutilu (2024) focused on how administrative issues affected the performance of principals in public secondary schools in Kenya's Kilifi North Sub-County. Principals, department heads, and members of the Board of Management took part in a descriptive survey, and the study utilized questionnaires and interviews to acquire data. Principals' effectiveness was shown to be influenced by BOM/PTA involvement, staffing, infrastructure, community support, and delegation. There is a methodological gap because it primarily relied on descriptive data and looked at broad administrative aspects rather than stakeholder monitoring explicitly. The current study fills a geographical vacuum in Gulu City regardless its recent location in Kenya.

In a few Ghanaian public basic schools, Duorinaah et al. (2024) explored into variables related to headteacher efficacy. Using questionnaires and in-depth interviews, 110 head teachers, teachers, parents, executives of the School Management Committee, and students cooperated in the phenomenological study. The results showed that headteacher performance was negatively affected by dormant school committees, poor stakeholder capacity, and a lack of role comprehension. Its phenomenological design and basic-school environment led to methodological and institutional gaps, and its primary focus on following qualities rather than directly evaluating the various elements of headteacher job performance is the content gap. With regard to secondary schools in Gulu City, the Ghanaian context further created a geographical divide.

In Mbarara City South Division, Uganda, Kanshabe et al. (2025) evaluated the efficacy of head teachers in government-aided secondary schools. Thematic analysis, Pearson correlation, interviews, and questionnaires were applied during this cross-sectional mixed-methods study with 130 participants from six schools. Delegation had a considerable correlation with job effectiveness ($r = .844$, $p = .001$), but headteachers' effectiveness varied from ordinary to high. The main predictor was found to be delegation rather than stakeholders'

monitoring responsibilities, and the cross-sectional design made it difficult to evaluate how performance changed over time. The present research fills a geographical vacuum in Gulu City because, despite being carried out in 2025, it was limited to Mbarara City in Western Uganda.

Nabitula et al. (2025) used a convergent mixed-methods approach to investigate the role-performance levels of new headteachers in secondary schools in Uganda. In order to evaluate administrative proficiency, instructional responsibilities, stakeholder engagement, decision-making, and problem-solving, the study interviewed 287 new head teachers and spoke with 14 education stakeholders from Central and Western Uganda. While the majority of other performance variables were moderate and varied by experience, school ownership, and physical location, the findings demonstrated comparatively excellent administrative performance. The study's focus on inexperienced headteachers and its inability to determine whether stakeholder monitoring accounted for variations in their performance represent a content gap. The current study bridges a significant geographical gap in secondary schools in Gulu City, even though the minor time-based gap caused by the absence of Northern Uganda.

Mbwambo et al. (2026) researched a correlation between students' academic performance in Tanzanian public secondary schools and school leadership ability. The study, which used a concurrent mixed-methods design with 254 participants, discovered that student accomplishment was significantly predicted with conceptual, technical, and interpersonal leadership skills. The entire model explained 47.9% of the variation. The study looked into student achievement rather than headteachers' broader job performance in teacher motivation, discipline, school-community connections, records, and student welfare, despite the fact that it offers recent evidence that school-head capacity matters for school results. The current study fills in the content and geographic gaps left by its Tanzanian setting and outcome preference for Gulu City.

2.3 The level of Stakeholders' Monitoring Roles

Ben and Murundu (2019) conducted a descriptive study using questionnaires and interviews to examine the role of Boards of Management in managing and accessing Constituency Development Fund (CDF) projects in secondary schools in Teso South Sub-County, Kenya. The study highlighted concerns about financial accountability and the monitoring of school development projects. Effective school governance requires governing bodies to review school activities, assess the use of resources, and ensure that management decisions are consistent with institutional objectives. Similarly, Serunjogi (2022) found that School Management Committees in Luweero District, Uganda, did not adequately monitor headteachers' management of academic programmes and financial accountability. Mathembele et al. (2025)

also reported limited participation by Parents–Teachers Associations (PTAs) and Boards of Governors (BOGs) in inspection planning and follow-up activities in secondary schools in Kasese District, Uganda. Nevertheless, Ben and Murundu's study focused mainly on development projects and financial management rather than the wider monitoring responsibilities of stakeholders in relation to headteachers' performance. Its geographical context was also different from Gulu City. The present study therefore examines stakeholders' monitoring roles and their relationship with headteachers' performance in secondary schools in Gulu City, focusing on teacher attendance, education-policy implementation, curriculum implementation, and the welfare of students and staff.

Bagaya et al. (2020) employed a concurrent triangulation mixed-methods design involving teachers, headteachers, and school inspectors to examine school inspection processes in secondary schools in Western Uganda. Their study considered the nature and effectiveness of inspection practices, highlighting the importance of examining how schools are monitored and supported. School monitoring can contribute to institutional improvement when it combines accountability with constructive feedback and support for school leaders. For example, Urio (2023), in a study of secondary schools in Tanzania, found that leaders in better-performing schools placed greater emphasis on planning and monitoring instructional programmes, while weaker-performing schools lacked effective mechanisms for holding teachers accountable. In addition, Mathembele et al. (2025) found limited involvement of PTAs and BOGs in inspection planning in Kasese District. However, school inspection by professional inspectors is not identical to the ongoing monitoring undertaken by parents, governing bodies, teachers, and other stakeholders. The present study addresses this conceptual distinction by examining the monitoring responsibilities of different stakeholders and how these relate to headteachers' performance in Gulu City secondary schools.

Nakiyaga et al. (2021) examined stakeholder involvement in school management and students' academic performance in government-aided secondary schools in Uganda, with attention to activities such as planning, budgeting, academic coordination, monitoring, and evaluation. Their study provides a basis for understanding the contribution of stakeholder participation to school management and educational outcomes. Related evidence from Elepu et al. (2023) found a relationship between stakeholder participation in planning, monitoring, and implementing school activities and pupils' academic performance in Alebtong District, Uganda. Similarly, Nyanda et al. (2023) examined stakeholder involvement in strategic-plan preparation in public secondary schools in Tanzania's Arusha Region, demonstrating the relevance of stakeholder participation to school organisational performance. Nevertheless,

general participation in school management and planning does not necessarily establish whether stakeholders consistently perform specific monitoring duties or whether these duties relate to headteachers' administrative performance. Furthermore, findings from other Ugandan districts and Tanzania cannot automatically be generalised to Gulu City. The present study therefore narrows the focus to stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City.

Serunjogi (2022) employed a cross-sectional mixed-methods design involving 160 respondents to investigate the role of School Management Committees in monitoring headteachers' effectiveness in government-aided primary schools in Luweero District, Uganda. The study found weaknesses in monitoring academic programmes, approving school expenditure, and ensuring financial accountability, although some aspects of discipline management and budget preparation received more attention. The author attributed some of these weaknesses to capacity gaps, low motivation, and conflicts within the school community. These findings demonstrate that having a school governance committee does not necessarily guarantee effective monitoring. Similarly, Wandera et al. (2024) found that BOG roles and the availability of instructional resources were associated with teachers' performance in secondary schools in Busia District, Uganda. Mbabazi et al. (2025) also reported a positive relationship between output monitoring and teachers' job performance in Kasese District. Despite their relevance, Serunjogi's study focused on primary schools, while Wandera et al. and Mbabazi et al. concentrated on teacher performance rather than the broader performance of secondary-school headteachers. The present study addresses this content and population gap by examining stakeholders' monitoring roles in secondary schools in Gulu City and their relationship with headteachers' performance.

Ramasimu (2023) used questionnaires administered to 110 principals to examine stakeholder participation and its implications for students' performance and educational quality in rural secondary schools in Vhembe District, South Africa. The study highlighted the importance of involving parents, teachers, students, and school governing bodies in school activities, while indicating that the participation of some community stakeholders remained limited. Similar concerns about stakeholder involvement in school governance have been identified by Buthelezi (2021), whose study of secondary schools in South Africa found that meaningful stakeholder participation in decision-making was not consistently achieved despite the existence of school-governance policies. Nyanda et al. (2023) likewise examined the extent of stakeholder involvement in preparing strategic plans in Tanzanian public secondary schools, illustrating the importance of participation in school-level decision-making. However, studies

that examine stakeholder participation generally do not necessarily establish whether stakeholders monitor headteachers' implementation of policies, management of staff and student records, teacher attendance, or student welfare. In addition, the South African context differs from Uganda's education-governance arrangements. The present study therefore investigates these specific monitoring responsibilities in secondary schools in Gulu City.

Mbogo and Mugwe (2023) adopted an explanatory sequential mixed-methods design involving 341 participants to investigate school leadership and stakeholder involvement in implementing strategic plans in nine secondary schools in Mbeere North Sub-County, Kenya. Their study emphasised the importance of leadership and stakeholder participation in translating strategic plans into school activities. Related evidence from Nyanda et al. (2023) indicates that stakeholder involvement in strategic planning is an important area of school organisational performance. Urio (2023) also observed that school leaders in better-performing Tanzanian secondary schools demonstrated greater attention to collective decision-making, community engagement, and teamwork. Nevertheless, strategic-plan implementation and continuous monitoring of headteachers' performance are related but distinct processes. A stakeholder may participate in planning without regularly checking whether school policies, academic programmes, staff responsibilities, and student-welfare measures are implemented as intended. The present study therefore focuses on stakeholders' monitoring roles rather than strategic planning alone. It also provides evidence from Gulu City, a geographical setting not covered by the Kenyan studies.

Nyanda et al. (2023) used a convergent mixed-methods approach involving 595 respondents to examine stakeholder involvement in strategic-plan preparation and organisational performance in public secondary schools in Tanzania's Arusha Region. The study highlighted the importance of stakeholder involvement in the development and ownership of school plans. However, stakeholder participation can only contribute fully to school effectiveness when it extends beyond planning to implementation, follow-up, and accountability. For instance, Okonya et al. (2023) examined stakeholder engagement in strategic-plan implementation in public secondary schools in Mombasa County, Kenya, and reported that engagement was associated with internal school efficiency. Urio (2023) similarly highlighted the importance of collective decision-making and school-community engagement in school improvement. Despite these contributions, strategic planning and implementation are broader management processes and do not necessarily reveal the extent to which stakeholders routinely monitor headteachers' performance. Furthermore, the Tanzanian context may differ from the administrative, cultural, and governance conditions of Ugandan

secondary schools. The present study addresses this gap by examining stakeholders' specific monitoring roles and headteachers' performance in Gulu City.

Wandera et al. (2024) employed a cross-sectional survey involving teachers, headteachers, and BOG members to examine the influence of school-board roles and instructional-resource availability on teachers' performance in secondary schools in Busia District, Uganda. The study found that BOG roles and the availability of instructional resources were associated with teacher performance. It recommended that school boards strengthen their roles in mobilising resources, motivating teachers, and supporting institutional goals. These findings suggest that school governance bodies can contribute to school effectiveness through their responsibilities and support for teaching and learning. Similarly, Serunjogi (2022) identified weaknesses in some School Management Committees' monitoring of academic programmes and financial accountability, while Mbabazi et al. (2025) found that output monitoring and review were significantly associated with teacher job performance in Kasese District. However, Wandera et al. focused on teachers' performance and broad BOG roles rather than the monitoring of headteachers' overall administrative responsibilities. The present study therefore examines stakeholders' monitoring roles in relation to headteachers' performance, including teacher motivation, student discipline, school–community relations, records management, and student welfare, in Gulu City secondary schools.

Tumuhimbise et al. (2024) assessed stakeholder collaboration in Church of Uganda-founded secondary schools in Namirembe Diocese. Using a descriptive approach, the study examined the extent of collaboration between headteachers and stakeholders and its relevance to school performance. The study identified differences in the involvement of stakeholder groups, suggesting that collaboration may not be equally strong across all groups. Similar issues arise in research on school governance. For example, Buthelezi (2021) reported shortcomings in stakeholder participation in decision-making in South African secondary schools, while Serunjogi (2022) found that school governance committees did not consistently fulfil all their monitoring responsibilities in Luweero District, Uganda. However, collaboration is not the same as monitoring: stakeholders may communicate and cooperate with headteachers without systematically checking policy implementation, curriculum delivery, staff attendance, financial accountability, or student welfare. Moreover, Tumuhimbise et al. focused on Church-founded schools within a specific diocese, limiting the extent to which their findings can represent all secondary schools in Gulu City. The present study addresses this gap by examining the monitoring roles of different stakeholders and their relationship with headteachers' performance across secondary schools in Gulu City.

Mathembele et al. (2025) employed a convergent parallel mixed-methods design involving 326 respondents from 34 secondary schools to examine the effectiveness of school inspection in Kasese District, Uganda. The study found that PTAs and BOGs had limited involvement in inspection planning and follow-up. These findings raise questions about the extent to which school stakeholders participate in monitoring processes alongside professional inspectors. Related evidence from Serunjogi (2022) indicates that school management committees may perform some monitoring functions more effectively than others, particularly where academic monitoring and financial accountability are concerned. In a different context, Mbabazi et al. (2025) found that output monitoring and review were significantly associated with teacher job performance in secondary schools in Kasese District. Nevertheless, formal inspection by education authorities differs from continuous monitoring by stakeholders such as parents, BOG members, teachers, and school-foundation representatives. Mathembele et al.'s study therefore leaves room for research into how stakeholders perform their regular monitoring responsibilities beyond formal inspection exercises. The present study addresses this content and geographical gap by examining stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City.

Mbabazi et al. (2025) used a cross-sectional approach incorporating quantitative and qualitative methods to examine the relationship between output monitoring, output review, and teacher job performance in secondary schools in Kasese District, Uganda. The study reported statistically significant relationships between monitoring, review, and teacher performance, highlighting the value of structured evaluation, feedback, and accountability. These findings are relevant because they demonstrate the potential importance of monitoring in improving performance within Uganda's secondary-school sector. Similarly, Wandera et al. (2024) found that BOG roles and instructional-resource availability were associated with teachers' performance in Busia District. However, teacher job performance and headteachers' performance are different outcomes. Headteachers have broader responsibilities that include motivating teachers, managing student discipline, maintaining school–community relations, ensuring proper staff and student records, and overseeing student welfare. Consequently, findings about teacher performance alone cannot establish how stakeholder monitoring relates to headteachers' administrative performance. The present study addresses this content gap by examining stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City.

Mtenga et al. (2026) examined stakeholder participation in the development and implementation of school development plans in secondary schools in Temeke Municipality,

Tanzania, using surveys, interviews, and document reviews. The study highlighted differences in stakeholder participation, suggesting that the involvement of teachers, parents, students, and non-governmental organisations may not be consistent across all school-planning activities. This concern is relevant to school governance because effective school improvement requires stakeholders to participate not only in developing plans but also in monitoring their implementation and reviewing progress. Nyanda et al. (2023) similarly investigated stakeholder involvement in strategic-plan preparation in Tanzanian public secondary schools, while Okonya et al. (2023) examined the relationship between stakeholder engagement and strategic-plan implementation in Kenya. However, participation in development planning is different from the routine monitoring of headteachers' administrative and instructional responsibilities. In addition, evidence from Tanzania cannot automatically be generalised to secondary schools in Uganda because education-governance arrangements and local contexts may differ. The present study therefore investigates the monitoring roles of stakeholders in secondary schools in Gulu City and their relationship with headteachers' performance.

2.4 The Relationship between Stakeholders' Monitoring Roles and Headteachers' Performance in Secondary Schools

Wataba and Abiodun (2018) examined the relationship between Boards of Governors' (BOGs) planning, supervisory, and control roles and the management of government-aided secondary schools in Kyenjojo District, Uganda. Using a correlational research design involving 90 BOG members and nine headteachers, the researchers found statistically significant positive relationships between planning and school management ($r = .626$), supervision and school management ($r = .591$), and control and school management ($r = .280$). Together, the three roles accounted for 38.4% of the variance in school management. These findings suggest that governance and oversight responsibilities are associated with effective school management. Similarly, Eddy-Spicer et al. (2019) established that trust, contextual understanding, and shared accountability between headteachers and governing bodies are important elements of effective performance management. Grissom et al. (2018) also found that supervisors' ratings of principals' professional practices were predictive of other performance measures, including student achievement growth and teachers' assessments of school leadership quality. Nevertheless, Wataba and Abiodun examined overall school management rather than headteachers' performance across specific administrative indicators. The study also did not isolate stakeholders' monitoring roles as the principal independent variable. The present study therefore extends this line of inquiry by examining the relationship between stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City.

Eddy-Spicer et al. (2019) examined headteacher performance management in England, focusing on accountability relationships between headteachers and governing bodies. The research combined a systematic literature review, national surveys, expert interviews, and case studies. The findings indicated that relational trust, an understanding of the school's context, and shared accountability were important conditions for effective performance leadership. These findings are consistent with Grissom et al. (2018), who found that supervisors' ratings of principals' practices were associated with other indicators of leadership performance. Similarly, Jang and Alexander (2025) found that principal-evaluation policies requiring school visits and stakeholder-feedback surveys were associated with small increases in Grade 8 reading achievement in the United States, although the effects differed according to the evaluation measure used. Despite these contributions, Eddy-Spicer et al. focused on formal performance management and accountability in England rather than the day-to-day monitoring responsibilities of different school stakeholders in Uganda. The study did not specifically examine monitoring of teacher attendance, curriculum implementation, education-policy implementation, or student and staff welfare as predictors of headteachers' performance. The present study addresses this content and geographical gap by investigating these relationships in secondary schools in Gulu City.

Goldring et al. (2020) examined the Principal Supervisor Initiative, which sought to transform principal supervision in six large urban school districts in the United States. The researchers found that districts changed supervisory practices and that principals reported improvements in their relationships with supervisors and perceptions of supervisory effectiveness. However, the initiative did not improve teachers' perceptions of principals' performance. This finding is important because it demonstrates that improving the support provided to school leaders does not automatically translate into measurable improvements in how others perceive their performance. Grissom et al. (2018) similarly demonstrated the importance of examining principal evaluation through multiple performance measures rather than relying on a single rating. Eddy-Spicer et al. (2019) further emphasised the importance of trust and shared accountability in headteacher performance management. However, Goldring et al. focused on professional supervision by designated principal supervisors rather than monitoring by a broader range of stakeholders, such as BOGs, parents, teachers, and foundation bodies. The study was also conducted in a different educational context. The present study therefore examines whether the monitoring roles performed by different stakeholders are related to headteachers' performance in Gulu City secondary schools.

Ada and Mkpa (2020) examined principals' school-plant management strategies as perceived by Parent–Teacher Association (PTA) executives in public secondary schools in southeastern Nigeria. Using a descriptive survey, the study considered damage prevention and restitution, monitoring, maintenance, community participation, and the allocation of funds for maintaining school facilities. The findings highlighted the importance of monitoring and maintenance practices in protecting school infrastructure. Although school-plant management is only one aspect of school administration, it is relevant to headteachers' performance because maintaining a safe and functional learning environment requires coordination between school leaders and stakeholders. Masharubu and Mutilu (2024) likewise identified the contributions of Boards of Management and PTAs, community support, and the management of infrastructure as factors relevant to principals' effectiveness in Kenyan secondary schools. However, Ada and Mkpa focused mainly on physical facilities rather than headteachers' wider administrative performance, including teacher motivation, student discipline, records management, school–community relations, and student welfare. In addition, the study did not establish the statistical relationship between broad stakeholder monitoring roles and headteachers' overall performance. The present study addresses this content gap by examining several dimensions of stakeholder monitoring and headteachers' performance in Gulu City secondary schools.

Serunjogi (2022) investigated the relationship between School Management Committees (SMCs) and headteacher effectiveness in government-aided primary schools in Luweero District, Uganda. The cross-sectional mixed-methods study involved 160 respondents and examined monitoring of academic programmes, school funds, and student and staff discipline. The findings indicated that SMCs did not adequately monitor the management of academic programmes and some aspects of financial accountability, although their involvement in addressing disciplinary cases was comparatively stronger. Capacity gaps, low motivation, and conflicts within school communities were identified as possible explanations for weaknesses in monitoring. These findings provide local evidence that the existence of governance structures does not necessarily guarantee effective monitoring. Wataba and Abiodun (2018) similarly found that BOG supervisory and control roles were significantly related to the management of government-aided secondary schools in Kyenjojo District. Grissom et al. (2018) also demonstrated that assessments of principals' practices can provide useful information about leadership performance. Nevertheless, Serunjogi's study was conducted in primary schools and examined a limited set of monitoring and effectiveness indicators. It therefore leaves a population and content gap concerning secondary schools and

the wider performance responsibilities of headteachers. The present study addresses this gap by examining stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City.

Masharubu and Mutilu (2024) investigated administrative factors influencing principals' performance in public secondary schools in Kilifi North Sub-County, Kenya. Using a descriptive survey design, the researchers collected data from principals, heads of departments, and Boards of Management members. The study identified delegation of duties, contributions of school governance bodies, community support, staffing, and infrastructure as factors associated with principals' effectiveness. These findings suggest that principals' performance is influenced not only by their individual abilities but also by the support and accountability structures surrounding them. Wataba and Abiodun (2018) similarly established significant relationships between BOG roles and school management, while Eddy-Spicer et al. (2019) highlighted the importance of shared accountability between headteachers and governing bodies. However, Masharubu and Mutilu examined broad administrative factors rather than the specific monitoring responsibilities of stakeholders. Their descriptive design also provided less direct evidence about the statistical relationship between particular monitoring dimensions and headteachers' performance. The present study addresses this gap by examining monitoring of teacher attendance, education-policy implementation, curriculum implementation, and student and staff welfare in relation to headteachers' performance in Gulu City.

Theron (2024) examined the relationship between a secondary-school principal and the School Governing Body (SGB) and its implications for Grade 12 learner performance in South Africa. Using a qualitative case-study approach, the study highlighted the importance of constructive relationships between principals and governing bodies in supporting school functioning and learner outcomes. The findings challenged the assumption that governing bodies necessarily interfere with principals' work, suggesting instead that their relationship can contribute positively to school improvement. This finding is consistent with Eddy-Spicer et al. (2019), who emphasised trust and shared accountability between headteachers and governing bodies, and Wataba and Abiodun (2018), who found significant relationships between BOG roles and school management in Uganda. However, Theron's primary outcome was learner performance, rather than headteachers' own administrative and professional performance. Its qualitative case-study design also did not statistically measure the strength of the relationship between stakeholder monitoring and headteachers' performance. Furthermore, the South African governance context differs from that of Uganda. The present study addresses

these content, methodological, and geographical gaps by examining the relationship between stakeholder monitoring roles and headteachers' performance in secondary schools in Gulu City.

Alkaabi (2025) examined supervisory practices within the principal-evaluation process in public schools in the United Arab Emirates (UAE). The qualitative multiple-case study used interviews, documents, and field notes from six principals and three supervisors. The findings identified differences in the quality of supervision, limited attention to instructional leadership, insufficient adaptation of supervisory approaches to principals' developmental needs, and fragmented professional-development support. These findings indicate that monitoring and evaluation are not automatically effective; their contribution depends on the quality of feedback, the relevance of support, and the way supervisory practices respond to school leaders' needs. Alkaabi and Almaamari (2020) similarly found that feedback given to principals varied in quality, ranging from superficial or judgmental comments to constructive and individualised feedback. Grissom et al. (2018) further showed that supervisor ratings can provide useful information about principals' performance when evaluation measures are systematically applied. Nevertheless, Alkaabi's research focused mainly on formal supervision by designated supervisors rather than monitoring undertaken by several stakeholder groups. Its qualitative design also did not quantify the relationship between monitoring and headteachers' performance. The present study therefore investigates this relationship using evidence from secondary schools in Gulu City, Uganda.

Jang and Alexander (2025) examined the relationship between principal-evaluation policies and student achievement in the United States. Using repeated cross-sectional policy data collected at nine points between 2001 and 2017, alongside Grade 8 reading and mathematics achievement data, the researchers investigated the use of student-growth data, observations or site visits, and stakeholder-feedback surveys in principal evaluation. They found that policies requiring observations or site visits and stakeholder-feedback surveys were associated with small increases in Grade 8 reading achievement, while including student-growth data in evaluations did not have a statistically significant effect on achievement scores. The study suggests that how principals are monitored and evaluated may matter, and that evaluation systems should use multiple sources of information. This is consistent with Grissom et al. (2018), who found that supervisor ratings of principal practices predicted other indicators of leadership quality, and Eddy-Spicer et al. (2019), who emphasised the importance of shared accountability. However, Jang and Alexander focused on policy-level evaluation arrangements and student achievement rather than stakeholders' monitoring of headteachers'

specific administrative responsibilities. The present study addresses this content and geographical gap by directly examining stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City.

Alkaabi et al. (2026) investigated how public-school principals in the United Arab Emirates experienced and responded to mandatory end-of-year performance evaluations. Using document analysis and semi-structured interviews with six principals and three supervisors, the study examined the consequences of evaluations, including incentives, improvement plans, and punitive measures. The findings indicated that improvement plans could support performance development, while weak consequences for poor performance could reduce accountability. These findings suggest that monitoring is more likely to contribute to improvement when it leads to clear feedback, appropriate support, and follow-up actions. Alkaabi (2025) similarly identified variations in supervisory quality and gaps in professional-development support, while Alkaabi and Almaamari (2020) highlighted the importance of constructive feedback during principal evaluation. However, Alkaabi et al. focused on formal end-of-year evaluations rather than continuous monitoring by stakeholders such as BOGs, PTAs, teachers, parents, and foundation bodies. The small qualitative sample also limits statistical generalisation. The present study addresses these limitations by examining a broader range of stakeholder monitoring roles and their relationship with headteachers' performance in secondary schools in Gulu City.

2.5 Conclusion

The literature generally demonstrated that headteacher performance is diverse, with external stakeholders contributing through staff and student welfare, curriculum delivery, policy implementation, monitoring of teacher attendance, and accountability procedures. The evidence on school leadership, stakeholder engagement, and monitoring is strengthened by recent studies published between 2024 and 2026. However, many of these studies focus more on formal inspector or headteacher supervision, stakeholder participation instead of monitoring, teacher or learner outcomes instead of headteacher performance, or contexts outside Northern Uganda. Few studies directly delve into the statistical association between headteachers' performance and the monitoring roles of stakeholders, and the majority of the evidence is descriptive and cross-sectional in methodology. The current study in Gulu City secondary schools is defended by these gaps in content, methodology, and geography.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methods used to conduct the study were described in this chapter. These included the target population, sample size, sampling techniques, and study orientation and design. It also included information on data collection techniques and tools, data quality assurance, administration protocols, ethical issues, data analysis, and the study's boundaries and restrictions.

3.1 Research Orientation

A mixed-methods strategy was used to perform this study, combining quantitative and qualitative research techniques. As stated by Noble and Heale (2019), a mixed method is a research technique that integrates quantitative and qualitative methodologies in a single study to offer a more comprehensive understanding of the research topic. Combining these two approaches can optimize their respective benefits while minimizing their drawbacks, yielding outcomes that are more reliable, legitimate, and solid, according to the strategy behind the mixed orientation. Additionally, employing both quantitative and qualitative approaches guaranties data triangulation (Noble & Heale, 2019) for more dependable results and greatly enhances the data for accuracy and relevancy (Shorten & Smith, 2017).

3.2 Research Design

In the words of Creswell and Creswell (2023), research design offers a framework for choosing suitable strategies, data gathering techniques, and data analysis protocols.

Research design is the plan that outlines how to collect, analyze, and combine data to address a research problem in a systematic way (Creswell & Plano Clark, 2018). In this study, a convergent parallel mixed-methods design was used, bringing together both quantitative and qualitative methods to gain a thorough understanding of the topic.

A convergent parallel design involves collecting quantitative and qualitative data at the same time, analyzing each set separately, and then combining the results to draw broader conclusions (Creswell & Plano Clark, 2018; Tashakkori, Johnson, & Teddlie, 2021). In this study, quantitative data measured the relationship between stakeholders' monitoring roles and headteachers' performance. Qualitative data explored stakeholders' monitoring experiences, perspectives, and the context behind these relationships. Bringing both types of data together strengthened the credibility and validity of the findings through methodological triangulation.

The study's quantitative component, considered correlational in nature, sought to examine the direction and strength of the relationship between headteachers' performance and the monitoring roles of stakeholders as they naturally occurred without the manipulation of variables (Cohen, Manion, & Morrison, 2018; Jackson, 2021). This made it possible for the study to identify trends and correlations between important factors. Additionally, the qualitative component deepened knowledge of the observed associations by offering rich, descriptive insights that helped contextualize and explain the quantitative data.

3.3 Target Population

The study's target population included 710 teachers, 2 City Inspectors of Schools, 28 chairpersons of Boards of Governors, 28 PTA chairpersons, and 28 headteachers who were in charge of the day-to-day operations of schools (Gulu City Education Office Record, 2025). Due to their involvement in school administration and oversight of educational activities in Gulu City's secondary schools, such categories were included.

3.4 Sample Size

The study comprised 335 respondents drawn from 28 secondary schools in Gulu City, including 26 headteachers, 255 teachers, 26 BOG chairpersons, 26 PTA chairpersons, and two school inspectors. Israel's (1992) approach was used to guide sample-size determination. The respondents were selected because they possessed relevant information on stakeholders' monitoring roles and headteachers' performance given that they provide oversight function. The inclusion of different respondent categories facilitated triangulation of information and provided a broader understanding of the study variables. PTA chairpersons were selected because they represent parents and provide information on students' welfare, discipline, and school community relations. BOG chairpersons were selected because they oversee school governance, policy implementation, resource management, and monitoring of school programmes. Their inclusion provided insights into stakeholders' monitoring of headteachers' performance. Table 1 below displays the number of responders sampled from each of the 28 schools.

Table 1: ***Sample Size Distribution***

Category of Respondents	Population	Samples	Sampling Technique
Teachers	710	255	Simple Random Sampling
Headteachers	28	26	Purposive Sampling
Chairperson BoG	28	26	Purposive Sampling
PTA chairperson	28	26	Purposive Sampling
Inspectors of School	02	01	Purposive Sampling
City Education Officer	01	01	Purposive sampling

TOTAL	797	335

Source: Primary source, (2025)

3.5 Sampling Technique

For the teachers in the study, simple random sampling was employed. Every member of the population in the sample had an equal chance of being included with respect to this technique (Taherdoost, 2016, p. 21). This made it easier to prevent bias and gave the sampled members the chance to acquire the necessary traits.

Purposive sampling was utilized in the study for the headteachers who were in charge of school administration. Purposive sampling was also used to choose the chairpersons of PTAs and Boards of Governors, as well as the City Inspectors of Schools, who were external stakeholders who monitored the educational activities in schools.

3.6 Data Collection Methods

Because respondents had to offer their personal thoughts, attitudes, perceptions, and feelings in a specified order, the study used the questionnaire survey method of data collecting (Taherdoost, 2016). The approach was suitable since it made it possible to gather significant data in a short period of time and the study variables could not be immediately observed.

In order to validate the data from the questionnaire survey, the study also used the interview approach. To get detailed first-hand knowledge, the researcher conducted interviews with a selected group of Gulu City respondents (Castillo-Montoya, 2016).

3.7 Data collection instruments

3.7.1 Questionnaire

As described below, the study employed an interview guide and a structured self-administered questionnaire (SAQ). The items on the questionnaire offered a range of rating scales. Strongly Agree (5), Agree (4), Not Sure (3), Disagree (2), and Strongly Disagree (1) were among the descriptions on the five-point Likert scale. This technique was suitable since it reduced interview bias by saving time and allowing respondents to respond to questions whenever it was convenient for them (Rodriguez et al., 2015). Furthermore, the questionnaire was employed because the study focused primarily on the beliefs, attitudes, emotions, and perceptions of educators who had been continuously observed by stakeholders (Cohen et al., 2017). The researcher sent structured questionnaires to a representative sample of respondents from secondary schools in Gulu City in order to collect quantitative data on the monitoring roles of stakeholders and the performance of headteachers.

3.7.2 Interview Guide

The questionnaire data was triangulated using the interview guide. It was established in order to guide in-person interviews with head teachers, school inspectors, the city education officer, board of governors' chairpersons, and PTA chairpersons. It mostly included a set of open-ended questions that respondents answered orally one-on-one while the researcher recorded their answers. Key informants, who were regarded as resourceful, experienced, and competent individuals in the field of stakeholders' monitoring responsibilities and headteachers' performance in secondary schools, provided detailed perspectives and opinions with the use of the guide.

3.8 Data Quality Control

Tests of the research instruments' validity and reliability ensured data quality control in this study.

3.8.1 Validity of Instruments

By establishing a content validity, the validity of the study instruments was assured. This was achieved by creating instrument items that closely matched the conceptual framework and the study's research aims (Figure 1). After that, the instruments were given to three specialists in educational research and measurement to evaluate each item's suitability and relevance in regard to the study's goals.

	Judge 1		Judge 2		Judge 3	
ITEMS	Total number of items	Relevant	Not Relevant	Relevant	Not Relevant	Relevant	Not Relevant
Section A	05	05	00	05	00	05	00
Section B	25	25	00	19	06	25	00
Section C	26	26	00	26	00	26	00
TOTAL	56	56	00	50	06	56	00

Each item was rated by the experts on a two-point scale: Relevant (2) and Not Relevant (1). To ascertain how well the instrument covered the desired content area, the Content Validity Index (CVI) was calculated. The CVI was computed by dividing the total number of items in the questionnaire by the number of items that the experts deemed important (Zamanzadeh et al., 2015).

Table 2: The evaluation of items in the questionnaire by 3 Judges

Source: Primary Data, 2026

Therefore, the total items rated relevant by all judges = 162; the total number of items in the questionnaire are 168

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items rated relevant}}{\text{Total number of items in the questionnaire}}$$

$$\text{Content Validity Index (CVI)} = \frac{162}{168}$$

$$\text{Content Validity Index (CVI)} = 0.964$$

The acceptance rule was taken from Amin (2005), who argued that an average index of 0.70 or higher was necessary for any instrument to be recognized as legitimate. As a result, the obtained value of 0.964 was regarded as legitimate. Stronger content validity and confirmation that the instrument was appropriate for measuring the constructs being studied were indicated by a higher CVI value.

3.8.2 Reliability of Instruments

A pilot study was performed out in two secondary schools out of Gulu City that were excluded from the main study in order to verify the validity of the research tools. For the pilot project, a minimum of fifteen (15) teachers and two (2) head teachers were chosen from each school (Taherdoost, 2016).

Table 3: Reliability test using Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.954	54

Source: Primary Data, 2026

Cronbach's Alpha coefficient was used to evaluate the internal consistency of the questionnaire items based on data from the pilot study. The degree to which scale items are correlated and thus accurately assess the same construct is measured by Cronbach's Alpha (Bujang et al., 2018). Because it only took one administration of the instrument to evaluate reliability, this method proved to be appropriate (Howard, 2020). According to Table 3, a Cronbach's Alpha coefficient of 0.954 or higher was considered appropriate for the research.

Expert evaluation, in which supervisors and other research specialists evaluated the instrument, guaranteed the interview guide's dependability. The interview questions were improved and refined based on their input until they were judged to be clear, consistent, and appropriate for the study's objectives.

3.9 Administration Procedures

Permission to conduct the study was obtained through the official means. The Faculty of Education and Humanities at Gulu University provided the researcher with an introduction and approval letter after the proposal was successfully defended. This letter was then given to the City Education Officer and the head teachers of the participating schools to validate the research procedure.

A research assistant who assisted in the field and scheduled visits with the various schools via phone calls and letters was trained by the researcher. The research helper made it possible for the researcher to visit Gulu City schools in the allotted time.

Teachers were given questionnaires on the scheduled dates, and the researcher or study assistant collected them. While the City Inspectors of Schools and the City Education Officer were interviewed in their places of employment at scheduled times and dates, head teachers, chairpersons of Boards of Governors, and PTAs were interviewed at their schools.

The duration of each interview was roughly twenty-five minutes. The research report was then created after the data had been examined and evaluated.

3.10 Ethical Considerations

Anonymity. All participants were advised by the researcher that their personal identities were not necessary and that they had the right to remain anonymous. Participants were identified by codes rather than names, and data was pooled and reported as group data rather than individual responses to ensure anonymity.

Confidentiality. Understanding certain information without disclosing it to others as they shouldn't have it is known as confidentiality (Gladwell, 2010). The hardcopy data was kept in a lockable bag that only the researcher could access, ensuring their confidentiality. Passwords were used to safeguard soft copy data.

Consent with knowledge. In addition to communicating any anticipated danger or discomfort, the researcher explained the study's protocols and goal, which were solely academic. The participants were given consent documents.

3.11 Data Analysis

The Statistical Package for Social Sciences (IBM SPSS Statistics), version 25, was used to examine the quantitative data collected from the surveys. Before analysis, the data were cleaned, coded, and imported into SPSS to guaranty accuracy.

In accordance with Objectives One and Two of the study, descriptive statistics, such as frequencies, percentages, means, and standard deviations, were employed to characterize

the demographic traits of respondents and to ascertain the degrees of stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City.

Analysis of Variance (ANOVA) was used to look at variations in mean responses about headteachers' performance across specific stakeholder monitoring variables. This made it possible to compare group means and revealed differences in headteachers' performance that could be linked to varying degrees of stakeholder monitoring responsibilities.

Additionally, Objective Three, which aimed to ascertain the connection between stakeholders' monitoring responsibilities and headteachers' performance in secondary schools in Gulu City, was examined using Pearson's Product-Moment Correlation Coefficient. The strength and direction of the association between the study variables might be determined using this statistical method.

Thematic analysis was used to examine qualitative information obtained from interviews. In line with the goals of the study, interview transcripts were carefully examined, classified, and arranged into themes that emerged. The study's depth and reliability were increased by the narrative presentation of the qualitative findings, which were used to triangulate and enhance the quantitative results.

3.12 Limitations and Delimitations of the Study

One of the study's challenges was the time constraints for testing the research equipment' test-retest dependability. Consequently, the time constraint was addressed by using Cronbach's Alpha, which could determine dependability from a single sample (Howard, 2020).

Due to their hectic schedules, certain specialists who were needed to grade the questionnaires for validity were unavailable, which presented another difficulty for the study. In order to overcome this difficulty and maintain the validation procedure, the researcher looked for more certified specialists.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The chapter included a presentation, analysis, and discussion of the study's findings. Attention was given to: (a) the extent to which headteachers performed in the secondary schools of Gulu City; (b) the degree of involvement of the stakeholders in the monitoring of the secondary schools in Gulu City; and (c) the relationship between the stakeholders' monitoring roles and the performance of headteachers in the secondary schools of Gulu City.

4.1 Major Findings

The findings showed that headteachers in Gulu City secondary schools generally performed moderately. They managed staff and student records, student discipline, student welfare, teacher motivation, and school-community relations effectively.

The study also found that stakeholders played a moderate role in monitoring secondary schools in Gulu City. They took part in overseeing curriculum implementation, student welfare, education policy enforcement, teacher attendance, and staff welfare, but their involvement differed in each area.

The study established a positive and statistically significant relationship between stakeholders' monitoring roles and headteachers' performance. This implied that there was higher head teacher performance with high stakeholder monitoring.

4.2 Teachers' Demographic Information

4.2.1 Distribution of Teachers by Gender, Age, Qualification and Teaching Experience

Table 4: Teachers' Demographic Information

Demographic characteristics	Category	Frequency	Percentage
Gender	Male	155	60.8
	Female	100	39.2
Age bracket	20-24	30	11.8
	25-29	77	30.2
	30-34	61	23.9
	35-39	41	16.1
	40-44	28	11.0
	45-49	13	5.1
	50-54	5	2.0
Highest Educational Qualification	Masters' Degree	28	11.0
	Postgraduate Diploma	32	12.5

	Bachelors' Degree	161	63.1
	Diploma	34	13.3
Teaching Experience	1-5	93	36.5
	6-10	79	31.0
	11-15	48	18.8
	16-20	25	9.8
	21 and above	10	3.9

Table 4 showed that the male teachers were the majority with 60.8% (155) and the female teachers with 39.2% (100). The findings, therefore, indicate that the majority of the teaching staff in the selected secondary schools were males. This distribution is important in that the views reported in the study are a larger proportion of male teacher respondents.

Most of the teachers were aged 25-29 years (30.2%), followed by those aged 30-34 years (23.9%). Only 2.0% were 50 to 54 years old. The results indicated that the teaching workforce was primarily young and early career teachers, with relatively few respondents in the older age categories.

Concerning the academic level, most of the teachers held a Bachelor's degree (63.1%). Diploma holders comprised 13.3%, postgraduate diploma holders comprised 12.5% and teachers with Master's degrees comprised 11.0%. Findings showed that most of the respondents had the minimum professional and academic qualifications needed to teach in secondary schools, though relatively few had postgraduate qualifications at an advanced level.

Results on teaching experience showed that 36.5% of the teachers had served between 1-5 years and 31.0% had served between 6-10 years. Only 3.9 percent had more than 21 years teaching experience. It implies that the majority of the respondents had ten years or less of teaching experience and may therefore need continuous professional guidance, supervision and support in curriculum delivery, classroom management and policy implementation.

4.3 Level of Headteachers' Performance in Secondary Schools in Gulu City

4.3.1 Teachers' Perceptions of the Level of Headteachers' Performance in Secondary Schools in Gulu City

Table 5: Teachers' Perceptions of the Level of Headteachers' Performance in Secondary Schools in Gulu City

Headteachers performance	Mean	Std. Dev.
The headteacher praises teachers for good performance.	3.094	1.0229
The headteacher provides incentives to motivate staff.	3.149	.9271
The headteacher encourages teachers to attend professional development.	3.388	.8842

The headteacher provides timely feedback to teachers.	3.314	.9534
The headteacher sets clear goals that inspire teachers.	3.361	.9324
Total Average of Mean and Std. Dev.	**3.261**	**0.944**
Management of students discipline	**Mean**	**Std. Dev.**
The headteacher responds quickly to disciplinary issues.	3.388	1.0167
The headteacher collaborates with teachers to enforce discipline.	3.447	.9244
Rules and regulations are well communicated to students.	3.475	.9793
The headteacher maintains fairness in managing discipline.	3.400	.8631
Students are encouraged to behave responsibly.	3.463	.9378
Total Average of Mean and Std. Dev.	**3.435**	**0.9443**
Management of school community relations	**Mean**	**Std. Dev.**
The headteacher regularly meets with parents and community leaders.	3.102	.9079
Community members are involved in school decision-making.	3.078	.8839
The headteacher communicates school progress to the community.	3.227	.8530
The school partners with local organizations for support.	3.251	.9135
The headteacher promotes a positive image of the school.	3.486	.9258
Total Average of Mean and Std. Dev.	**3.229**	**0.8968**
Management of staff and student records	**Mean**	**Std. Dev.**
The headteacher maintains accurate staff records.	3.427	.8794
Student records are updated regularly.	3.451	.8256
Confidential information is kept secure.	3.478	.8503
The headteacher uses records to support decision-making.	3.427	.8749
The school has an organized filing system for staff and student data.	3.498	.8412
Total Average of Mean and Std. Dev.	**3.456**	**0.8543**
Management of student welfare	**Mean**	**Std. Dev.**
The headteacher ensures students have access to guidance and counseling.	3.463	.8992
Health and safety measures are implemented effectively.	3.475	.8171
The headteacher supports vulnerable or needy students.	3.314	.9155
The school provides clean and safe learning facilities.	3.412	.7980
The headteacher engages parents on matters concerning student welfare.	3.380	.8374
Total Average of Mean and Std. Dev.	**3.409**	**0.8534**

Table 5 demonstrated that headteachers are moderately effective in motivating teachers (Overall Mean = 3.261). Headteachers had higher scores on encouraging teachers to engage in professional development activities (M = 3.388) and setting clear goals that inspire teachers (M = 3.361). Lower scores were obtained for providing incentives (M = 3.149) and praising teachers for good performance (M = 3.094). The pattern implies that professional guidance,

goal setting and feedback were the main support for teacher motivation, with less emphasis on material incentives and formal recognition.

The results showed that the performance in the management of students' discipline was moderate (Overall Mean=3.435). The highest mean scores were recorded for communication of rules and regulations (M=3.475), encouraging responsible behavior (M=3.463) and working together with teachers in enforcing discipline (M=3.447). These findings suggest that discipline management was primarily based on clear expectations and collective enforcement. But there remains a need for ongoing attention to ensure that disciplinary cases are addressed quickly, fairly and consistently.

The study showed that performance in the management of relations between the school and the community was relatively low (Overall Mean = 3.229). Headteachers achieved the highest scores in promoting a favourable image of the school (M = 3.486), but lower scores were obtained for involving community members in decision-making (M = 3.078) and for holding regular meetings with parents and community leaders (M = 3.102). This indicated that headteachers were more successful at presenting the school in a positive light than at encouraging direct and regular participation by parents and community members in school governance.

The best performance category, according to the results, was staff and student record management (Overall Mean = 3.456). Organized file systems (M = 3.498), confidential information protection (M = 3.478), and frequent updating of student records (M = 3.451) all received high grades. The results demonstrated that headteachers used records to assist with school management and decision-making, and they often kept orderly administrative systems.

Based on data from the study, student welfare management performed mediocrely (Overall Mean = 3.409). Support for students who are vulnerable or in need obtained the lowest grade (M = 3.314), while health and safety measures received the highest score (M = 3.475). This showed that specialized support for students with unique financial, social, or personal requirements was weaker than general welfare programs, including safety and access to advice and counseling.

4.4 Level of Stakeholders' Monitoring Roles in Secondary Schools in Gulu City

4.4.1 Teachers' Perceptions of Stakeholders' Monitoring Roles in Secondary Schools in Gulu City

Table 6: Teachers' Perceptions of Stakeholders' Monitoring Roles in Secondary Schools in Gulu City

Monitoring teacher attendance	Mean	Std. Dev.
There is a policy on stakeholders monitoring of teacher attendance.	3.255	.9273
There is a plan for stakeholders monitoring of teacher attendance.	3.227	.8891
There is a structure for stakeholders monitoring of teacher attendance.	3.180	.8778
There is a schedule for stakeholders monitoring of teacher attendance.	3.184	.9057
There is a tool for stakeholders monitoring of teacher attendance.	3.169	.9130
Total Average of Mean and Std. Dev.	**3.203**	**0.9026**
Monitoring implementation of education policies	Mean	Std. Dev.
There is active monitoring of compliance with the Education Act	3.235	.9133
There is regular monitoring of the proper use of USE government funds in the school.	3.153	.9537
There is support for continuous professional development of teachers.	3.192	.8502
There is effective monitoring of the implementation of child protection guidelines in the school.	3.235	.8601
There is assurance of a safe and secure learning environment for students.	3.259	.8578
Total Average of Mean and Std. Dev.	**3.215**	**0.887**
Monitoring curriculum implementation	Mean	Std. Dev.
There is monitoring of teachers' adherence to the approved syllabus.	3.255	.9188
There is supervision of the preparation and implementation of schemes of work.	3.337	.9243
There is monitoring of the availability & effective utilization of teaching and learning resources.	3.220	.8550
There is review and monitoring of teachers' lesson plans.	3.173	.8658
There is monitoring of the alignment of assessments with curriculum objectives.	3.294	.8983
Total Average of Mean and Std. Dev.	**3.256**	**0.8924**
Monitoring students welfare	Mean	Std. Dev.
There is monitoring of the adequacy and condition of students' accommodation.	3.133	.8727
There is monitoring of the quality, adequacy, and regularity of students' meals.	3.208	.7936
There is monitoring of students' rest schedules and overall well-being.	3.220	.7522
There is monitoring and assurance of students' safety & security within the school environment.	3.318	.8354
There is monitoring of the availability & appropriateness of students' leisure.	3.247	.8215
Total Average of Mean and Std. Dev.	**3.225**	**0.8151**

Monitoring staff welfare	Mean	Std. Dev.
There is adequate and good staff accommodation.	2.6980	1.06436
There is quality of meals provided to staff.	2.9176	.97462
There is access to leisure and recreational activities for teacher	2.8000	.97367
There is support for staff health and general well-being.	2.8549	.92989
There is safety and security of staff within the school.	3.0784	.97292
Total Average of Mean and Std. Dev.	**2.8698**	**0.98309**

A moderate degree of stakeholder participation in tracking teacher attendance was shown in Table 6 (Overall Mean = 3.203). The monitoring structure (M = 3.180), schedule (M = 3.184), and tools (M = 3.169) scored lower than the presence of a monitoring policy (M = 3.255) and plan (M = 3.227). The results demonstrated the existence of fundamental attendance-monitoring frameworks, but their scheduling, execution, and utilization of monitoring instruments were inconsistent.

Stakeholder monitoring of the implementation of education policies was found to be moderate (Overall Mean = 3.215). Ensuring a safe and secure learning environment (M = 3.259), adhering to the Education Act (M = 3.235), and putting child-protection principles into practice (M = 3.235) all received higher results. The lowest score (M = 3.153) was given to monitoring the appropriate use of USE funds. This showed that financial supervision and assistance for ongoing professional development were given less priority than legal compliance and student protection.

The results revealed that stakeholder participation in curriculum monitoring was comparatively stronger at a moderate level (Overall Mean = 3.256). Monitoring the alignment of assessments with curriculum objectives (M = 3.294) came in second to supervision of the creation and execution of work plans (M = 3.337). The lowest score (M = 3.173) was given to the review of teachers' lesson plans. The findings imply that, compared to routine lesson-level follow-up, stakeholder monitoring was more effective at the level of curriculum preparation and recording.

Stakeholder involvement in monitoring student welfare was found to be modest (Overall Mean = 3.225). The highest score (M = 3.318) was at maintaining focused on students' safety and security, while the lowest score (M = 3.133) belonged to keeping an eye on the suitability and state of accommodations. This suggested that stakeholders prioritized immediate safety issues over more general structural welfare requirements including lodging, food, relaxation, and leisure.

Analysis proved that the least amount of stakeholder monitoring was given to worker welfare (Overall Mean = 2.870). Staff safety and security had the highest score in the category

(M = 3.078), while staff accommodations (M = 2.698) and access to leisure and recreational activities (M = 2.800) received especially low values. The findings demonstrated that staff wellbeing received less attention from stakeholders than student welfare, curriculum implementation, and teacher attendance.

4.5 Relationship between Stakeholders' Monitoring Roles and Headteachers' Performance in Secondary Schools in Gulu City

Table 7: Regression Coefficients for Stakeholders' Monitoring Roles and Headteachers' Performance in Secondary Schools in Gulu City

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.219	.162		7.548	.000
	Monitoring teacher attendance	.177	.051	.223	3.460	.001
	Monitoring implementation of education policies	.169	.064	.196	2.630	.009
	Monitoring curriculum implementation	.168	.063	.203	2.681	.008
	Monitoring student welfare	.154	.064	.167	2.420	.016
	Monitoring staff welfare	-.006	.039	-.008	-.143	.887

a. Dependent Variable: Headteachers performance

As shown in Table 7, the best positive predictor of headteachers' success was keeping an eye on their attendance (Beta = 0.223, p =.001). Better headteacher performance was linked to better teacher attendance monitoring, namely through increased accountability, staff coordination, and instructional management, according to the positive and statistically significant coefficient.

The performance of headteachers was positively and statistically significantly impacted by monitoring the execution of education policy (Beta = 0.196, p =.009). Transparency, ethical resource usage, and successful school leadership are all facilitated by regular monitoring of legal compliance, usage fund accountability, child protection, and other policy requirements.

Headteachers' performance was positively and statistically significantly impacted by monitoring curriculum implementation (Beta = 0.203, p =.008). This indicated that better

academic leadership, planning, and coordination of teaching and learning were linked to supervision of work plans, lesson plans, syllabus coverage, teaching resources, and assessment alignment.

Headteachers' performance was positively and statistically significantly influenced by keeping an eye on student welfare (Beta = 0.167, p =.016). It shown that attention to student safety, food, accommodations, and overall wellness contributed to a supportive school environment and enhanced leadership performance, even though the effect was smaller than those of teacher attendance, curriculum implementation, and education policy monitoring.

Headteachers' performance was negatively and statistically not significantly changed by staff wellbeing monitoring (Beta = -0.008, p =.887). The outcome showed that, in the regression model, staff welfare monitoring had no discernible impact on headteachers' performance. The relatively low amount of stakeholder involvement in staff housing, meals, leisure, health, and general wellness shown in Table 3 may be the cause of this.

Table 8: ANOVA for the Relationship between Stakeholders' Monitoring Roles and Headteachers' Performance in Secondary Schools in Gulu City

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.287	5	9.257	39.726	.000[b]
	Residual	58.024	249	.233		
	Total	104.311	254			

a. Dependent Variable: Headteachers performance

b. Predictors: (Constant), Monitoring staff welfare, Monitoring teacher attendance, Monitoring student welfare, Monitoring implementation of education policies, Monitoring curriculum implementation

The regression model was statistically significant, shown in Table 8's ANOVA results F (5, 249) = 39.726, p <.001). This demonstrated that headteachers' performance was significantly predicted by the five stakeholder monitoring responsibilities when taken into account collectively. The outcome indicates that stakeholder monitoring significantly contributed to variations in headteachers' performance across the chosen secondary schools and that the observed link was unlikely to have happened by accident.

Table 9: Model Summary for the Relationship between Stakeholders' Monitoring Roles and Headteachers' Performance in Secondary Schools in Gulu City.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.666[a]	.444	.433	.48273	.444	39.726	5	249	.000

a. Predictors: (Constant), Monitoring staff welfare, Monitoring teacher attendance, Monitoring student welfare, Monitoring implementation of education policies, Monitoring curriculum implementation

A multiple correlation coefficient of R = 0.666 and a coefficient of determination of R squared = 0.444 were displayed in Table 9. This suggested that 44.4% of the variation in headteachers' performance could be explained by the monitoring functions of stakeholders. After taking into consideration the sample size and number of predictors, the model remained stable, as indicated by the corrected R squared value of 0.433.

The factors in the model did not account for 55.6% of the variation in headteachers' performance. The availability of resources, the experience of headteachers, the size of the school, staff capabilities, institutional culture, learner characteristics, and internal management practices are some other school and leadership aspects that may be connected to it. Thus, the model shows that while stakeholder monitoring is crucial, it is not the only factor affecting headteachers' effectiveness.

Table 10: Pearson Correlations between Stakeholders' Monitoring Roles and Headteachers' Performance Indicators in Secondary Schools in Gulu City

Correlations

		MTA1	MIEP2	MCI3	MSWW4	MSWW5	MT6	MSD7	MSCR8	MSSR9	MSW10
MTA1	Pearson Correlation	1									
	Sig. (2-tailed)										
MIEP2	Pearson Correlation	.637**	1								
	Sig. (2-tailed)	.000									
MCI3	Pearson Correlation	.568**	.707**	1							
	Sig. (2-tailed)	.000	.000								
MSWW4	Pearson Correlation	.564**	.613**	.684**	1						
	Sig. (2-tailed)	.000	.000	.000							
MSWW5	Pearson Correlation	.344**	.407**	.412**	.380**	1					
	Sig. (2-tailed)	.000	.000	.000	.000						

Correlations

		MTA1	MIEP2	MCI3	MSWW4	MSWW5	MT6	MSD7	MSCR8	MSSR9	MSW10
MT6	Pearson Correlation	.397**	.420**	.429**	.449**	.288**	1				
	Sig. (2-tailed)	.000	.000	.000	.000	.000					
MSD7	Pearson Correlation	.430**	.449**	.499**	.458**	.226**	.711**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000				
MSCR8	Pearson Correlation	.448**	.435**	.403**	.390**	.171**	.565**	.630**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.006	.000	.000			
MSSR9	Pearson Correlation	.501**	.528**	.530**	.482**	.249**	.572**	.708**	.664**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		
MSW10	Pearson Correlation	.570**	.624**	.581**	.534**	.314**	.551**	.593**	.600**	.763**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	

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

Monitoring teacher attendance and motivation are positively correlated, according to Table 10's Pearson correlation data (r =.397, p <.001). This is a modest correlation, meaning that higher levels of teacher motivation are typically accompanied by better attendance monitoring. Frequent attendance tracking may improve responsibility, timeliness, and knowledge that employee performance is being monitored.

The findings demonstrated a positive correlation between teacher motivation and monitoring the execution of educational policies (r =.420, p <.001). This moderate correlation implies that a more structured workplace where teachers are aware of expectations and get regular administrative guidance is associated with the clear execution of policies, guidelines, and accountability procedures.

Monitoring curriculum implementation and managing students' behavior were found to be positively correlated (r =.499, p <.001). This moderate relationship suggests that better classroom management, student involvement, and conformity to school procedures are linked to effective supervision of work plans, lesson planning, syllabus covering, and assessment.

Monitoring student welfare and managing student welfare were shown to be strongly positively correlated (r =.763, p <.001). This was one of the strongest associations in the matrix and shows that better management of learner welfare by headteachers is strongly correlated with active stakeholder attention to safety, food, accommodations, rest, and wellbeing.

The findings showed a weakly positive correlation ($r = .249$, $p < .001$) between staff wellbeing monitoring and staff and student record management. This implied that schools that pay more attention to the welfare of their employees also typically have somewhat superior administrative and record-keeping procedures. Although the correlations often demonstrate positive links of varying degrees, they should be seen as relationships rather than as evidence of direct causation.

4.6 Headteachers' Perceptions of Stakeholders' Monitoring Roles and Headteachers' Performance in Secondary Schools in Gulu City

Table 11: Headteachers' Perceptions of Stakeholders' Monitoring Roles and Headteachers' Performance in Secondary Schools in Gulu City

Interview Transcript/Response	Initial Code	Category	Theme	Interpretation
HT1: "Our stakeholders are actively involved in financial monitoring. They review budget documents, audit reports and operational records to ensure that school resources are properly managed. Through these financial checks, they help us maintain transparency and accountability in school operations."	Financial audit monitoring	Financial monitoring	Stakeholder Monitoring Practices	Monitoring is multi-dimensional involving inspections, meetings, audits and reports aimed at ensuring compliance, standards and accountability across schools.
HT2: "Stakeholders use different tools such as questionnaires, reports and meetings to monitor what is taking place in the school. These reports provide information about school progress and help stakeholders identify areas that require improvement."	Questionnaire-based reporting	Monitoring reports	Stakeholder Monitoring Practices	Formal reporting mechanisms support evidence-based monitoring and accountability.
HT3: "Most of the monitoring focuses on teaching and learning. Stakeholders inspect curriculum implementation, observe teaching activities and	Teaching and learning inspection	Instructional monitoring	Stakeholder Monitoring Practices	Stakeholder monitoring includes curriculum delivery and instructional quality assurance.

assess whether learning processes are being conducted according to expected standards."				
HT4: "At times stakeholders carry out impromptu visits to see the actual situation in the school. Such visits help them understand daily school activities and identify issues that may not be captured in written reports."	Unannounced monitoring visits	Inspection visits	Stakeholder Monitoring Practices	Unexpected inspections strengthen accountability and reveal actual practices.
HT5: "Inspection is important because it helps schools maintain the required standards. Stakeholders check whether policies, procedures and quality requirements are being followed consistently."	Standards compliance inspection	Compliance monitoring	Stakeholder Monitoring Practices	Monitoring promotes adherence to educational standards.
HT6: "Stakeholders monitor curriculum implementation and also check whether available resources are being properly used. They look at teaching programmes and resource management because both affect learning outcomes."	Curriculum and resource checks	Academic and resource monitoring	Stakeholder Monitoring Practices	Monitoring covers academic processes and resource utilization.
HT1: "Monitoring has helped us organize teaching better because we prepare our schemes, records and lesson activities knowing that stakeholders may review them. It encourages teachers to be prepared and accountable."	Improved lesson preparation	Instructional preparation	Instructional Performance Influence	Monitoring improves teaching quality through accountability and preparation.
HT2: "Lesson observation influences teachers because they become more committed to their work. Feedback from observation helps	Lesson observation influence	Teaching supervision	Instructional Performance Influence	Supervision supports improvement in teaching practices.

teachers improve their classroom delivery."				
HT3: "We observe and score lesson delivery to understand how teachers are performing. This process helps identify areas of strength and areas where teachers need support."	Lesson delivery scoring	Teaching evaluation	Instructional Performance Influence	Evaluation provides evidence for instructional improvement.
HT4: "Teachers are expected to have schemes of work and proper lesson preparation documents. Monitoring ensures that curriculum planning is done according to requirements."	Schemes of work compliance	Instructional planning	Instructional Performance Influence	Monitoring encourages effective curriculum implementation.
HT5: "Monitoring improves teaching quality because teachers receive guidance and professional feedback that helps them improve their classroom practices."	Improved teaching quality	Teaching outcomes	Instructional Performance Influence	Monitoring contributes to improved teaching outcomes.
HT6: "Monitoring pushes teachers to perform because they know their work is being followed up. It creates responsibility and accountability among staff."	Teacher performance pressure	Teacher accountability	Instructional Performance Influence	Monitoring strengthens teacher commitment.

Inspections, reviews, questionnaires, meetings, reports, and curriculum supervision were all part of the stakeholder monitoring process at Gulu City secondary schools, as Table 11 indicated. PTAs, inspectors, education officers, and boards of governors all took part in keeping an eye on various facets of school operations. By enabling the examination of school performance from administrative, financial, instructional, and community perspectives, this multi-actor approach improved accountability.

According to the headteachers, curriculum supervision, lesson observation, work scheme checks, and teacher performance follow-up all had an impact on instructional performance. These methods enabled educators to plan, coordinate, and present lessons more

successfully. Thus, by pointing out areas that needed direction or development, monitoring fulfilled both an accountability and a supportive role.

The analysis found that, particularly when it came to budgeting, hiring, spending, and project approval, decision-making was heavily centralized under Boards of Governors and other bodies. Although this system increased institutional accountability and control, it also reduced headteachers' autonomy in making some judgments. Therefore, prompt board meetings, transparent protocols, and collaboration between the headteacher and governing bodies were essential to the arrangement's success.

The results demonstrated how professional advice, training, curriculum support, motivation, and specific welfare interventions were used by stakeholders to enhance teacher development. The degree and regularity of this assistance, however, differed between schools. This implied that while teacher-development programs were accessible, they weren't always adequate or systematic enough to meet all staff demands.

The study found that audits, budget reviews, expenditure approvals, and termly financial reporting all place a high priority on financial accountability. Headteachers have to keep accurate financial records and provide justification for the use of school resources under these processes. As a result, financial monitoring promoted openness, prudent spending, and trust among school stakeholders.

Financial limitations, bureaucratic hold-ups, a lack of resources, parental opposition, and opposition to innovation were noted by the head teachers as the main obstacles. Decisions were delayed, planned actions were not fully carried out, and stakeholder support was less successful as a result of these challenges. The results showed that without sufficient resources, prompt decision-making, and active stakeholder participation, monitoring systems by themselves are unable to yield the intended outcomes.

4.7 Boards of Governors' Perceptions of Headteachers' Performance in Secondary Schools in Gulu City

Table 12: Boards of Governors' Perceptions of Headteachers' Performance in Secondary Schools in Gulu City

Interview Transcript/Response	Initial Code	Category	Theme	Interpretation
BOG1: “it is the board that has the final say… especially with the budget”	Final board authority on budgets	Budget decision authority	Governance Decision Authority	Boards of Governors hold strong decision-

BOG2: “they are policy makers… recruitment of staff”	Board policy and recruitment role	Policy and staffing governance		making authority, especially in budgeting, recruitment, policy approval, and overall school governance.
BOG3: “help in recruitment… legal and compliance role”	Recruitment and compliance oversight	Staffing and legal governance		
BOG4: “everything is actually overseen by the board… they approve budgets”	Board oversight and budget approval	Board governance		
BOG5: “boards manage discipline, finance and academics”	Board control of discipline, finance and academics	Comprehensive governance		
BOG1: “they are financial managers… accountable for resources spent”	Resource accountability	Financial accountability	Financial Accountability Control	Financial management is tightly controlled through audits, reports, and approvals ensuring transparency and proper use of school funds.
BOG2: “financial reports and accountability presentations”	Financial reports and accountability presentations	Financial reporting		
BOG3: “review reports… accountability and transparency”	Report review for transparency	Financial transparency		
BOG4: “financial control… approval of expenditure”	Expenditure approval	Financial control		
BOG5: “audit-driven accountability and budget control”	Audit-based budget control	Financial oversight		
BOG1: “monitors performance… especially candidates (S4, S6)”	Candidate performance monitoring	Academic performance monitoring	Instructional Performance Monitoring	Instructional performance is mainly measured through student academic outcomes, teacher supervision, and academic reporting systems.
BOG2: “performance based on UCE and UACE results”	UCE and UACE results as indicators	Examination performance indicators		
BOG3: “review reports of teacher performance weekly”	Weekly teacher performance review	Teacher performance monitoring		
BOG4: “check student numbers and academic performance”	Enrolment and academic checks	School performance indicators		
BOG5: “student results used to evaluate performance”	Student results for evaluation	Academic outcome evaluation		

BOG1: “board sits in meetings… academic subcommittee reviews”	Academic subcommittee review	Committee-based monitoring	Board Monitoring Practices	Monitoring is implemented through structured meetings, committees, appraisal systems, and physical school visits.
BOG2: “committees meet and report to full board”	Committee reporting to full board	Governance reporting		
BOG3: “weekly reports and monitoring tools”	Weekly reports and monitoring tools	Formal monitoring systems		
BOG4: “performance appraisal and school visits”	Appraisal and school visits	Performance appraisal		
BOG5: “meetings, visits and appraisal systems used”	Meetings, visits and appraisal	Structured monitoring practices		
BOG1: “low payment… parents do not pay fees”	Low fee payment	Financial constraints	Implementation Challenges	Monitoring effectiveness is limited by financial shortages, weak attendance of meetings, resistance to change, and governance interference.
BOG2: “limited time of contact with teachers”	Limited contact time with teachers	Time and access constraints		
BOG3: “rigidity in mindset… resistance to new policies”	Resistance to new policies	Change resistance		
BOG4: “external interference and financial limitations”	External interference and finance limitations	Governance and financial constraints		
BOG5: “financial constraints and irregular meetings”	Financial constraints and irregular meetings	Resource and participation constraints		
BOG1: “sensitize parents about education financing”	Parent sensitization on financing	Parent engagement	Stakeholder Engagement Systems	Stakeholder engagement varies, with some schools emphasizing strong parent/community involvement while others show limited participation and communication gaps.
BOG2: “bridge between school and community”	Bridge between school and community	School-community linkage		
BOG3: “teacher representation in board meetings”	Teacher representation on board	Staff participation		
BOG4: “limited external involvement”	Limited external involvement	Low stakeholder participation		
BOG5: “parent involvement and communication systems”	Parent involvement and communication	Community communication		

Table 12 illustrated that Boards of Governors have significant decision-making power over hiring, budgeting, approving policies, and general school governance. Headteachers were closely supervised by the board, especially when it came to administrative and financial issues. This model obliged headteachers to consult and answer for important activities, and it put the board at the center of important institutional choices.

The results demonstrated that a key component of headteacher performance evaluation was financial accountability. Regular financial reporting, budget approval, audits, and expenditure control were highlighted by BOG respondents. The boards were able to evaluate whether resources were allocated in accordance with authorized priorities and whether appropriate records and accountability protocols were upheld thanks to these tools.

As stated by to the Boards of Governors, enrollment trends, performance reports, teacher supervision, and student academic results were all used to evaluate headteacher performance. Results from UCE and UACE were especially significant markers. This demonstrates that the boards prioritized quantifiable academic results while also taking personnel, discipline, and the overall operation of the school into account.

Based on the survey, Boards of Governors monitored headteachers using established procedures like board meetings, subcommittees, appraisal systems, weekly or termly reports, and school visits. Regular opportunities to evaluate administrative, financial, and academic performance were made possible by these methods. The existence of official monitoring systems implies that oversight was structured rather than totally unofficial.

Financial challenges, irregular meetings, opposition to change, low fee payment, and outside meddling all had an impact on BOG monitoring's efficacy. These difficulties postponed the execution of board decisions and decreased the frequency of monitoring operations. They also made it more difficult for the board to offer the tools and assistance needed to enhance the school.

The results show that stakeholder participation in school governance varies. While some schools reported little involvement and communication, others actively engaged parents and community representatives. This variety implies that the availability of efficient channels for participation, frequent input, and the desire of stakeholders to participate in school matters all contributed to the robustness of school-community connections.

4.8 PTA Members' Perceptions of Headteachers' Performance in Secondary Schools in Gulu City

Table 13: PTA Members' Perceptions of Headteachers' Performance in Secondary Schools in Gulu City

Interview Transcript/Response	Initial Code	Category	Theme	Interpretation
PTA1: "participate in planning and improving school programs"	Participation in school planning	Planning support	PTA Governance Role	PTA is broadly viewed as a governance and support body that contributes to planning, financing, staffing support, and school development. It bridges parents, teachers, and administration.
PTA2: "they are the big financers of the school… bridge between parents and teachers"	School financing and parent-teacher linkage	Financial and liaison support		
PTA3: "responsible for welfare of teachers and students… fill in the gap of teachers"	Teacher/student welfare and staffing support	Welfare and staffing support		
PTA4: "PTA do planning… undertake projects… staff motivation"	Planning, projects and staff motivation	Development and motivation support		
PTA5: "PTA members would call meetings… talk about issues affecting the school"	Meetings on school issues	Participatory governance		
PTA1: "monitor the performance of the headteacher by tracking progress… welfare of teachers"	Tracking headteacher progress and staff welfare	Headteacher performance monitoring	Headteacher Monitoring Systems	Monitoring of headteachers is mainly indirect and participatory, involving school visits, reports, supervision structures, and stakeholder interactions rather than formal enforcement.
PTA2: "coming on the ground… one-on-one with the headteacher"	On-site one-to-one monitoring	Direct school-level monitoring		
PTA3: "headteacher talks to deputy… we are	Supervision through school	Internal supervision		

supervised in class”	leadership structures			
PTA4: “appraisal can be oral, written… impromptu visits”	Oral/written appraisal and impromptu visits	Performance appraisal		
PTA5: “regular checking of school… visiting the school”	Regular school checking and visits	School visits		
PTA1: “academic performance, discipline… infrastructure and materials”	Academic results, discipline and resources	Holistic performance indicators	Academic Performance Indicators	Schools are evaluated using academic results, discipline, staff welfare, relationships, and learning environment, showing a holistic performance assessment approach.
PTA2: “staff motivation… student discipline… academic excellence”	Staff motivation, discipline and academic excellence	Staff and learner performance indicators		
PTA3: “relationship between headteacher, staff and students”	Headteacher-staff-student relationships	Leadership relationship indicators		
PTA4: “academic excellence… staff turnover… discipline”	Academic excellence, staff turnover and discipline	Organizational performance indicators		
PTA5: “performance of students… discipline… learning environment”	Student performance, discipline and environment	Learner and school environment indicators		
PTA1: “when there is a meeting like a parent meeting, PTA can attend”	PTA participation in parent meetings	Stakeholder meeting platforms	Stakeholder Engagement Platforms	PTA evaluation is conducted through formal meetings (AGMs, executive meetings) and reporting systems where headteachers present school performance updates.
PTA2: “AGM where the headteacher gives his report”	AGM reporting by headteacher	Formal accountability meetings		
PTA3: “meetings happen but not all attend… representatives bring feedback”	Representative feedback from meetings	Representative communication		

PTA4: "executive meetings and AGM where reports are discussed"	Executive and AGM report discussions	Formal governance forums		
PTA1: "headteachers might fear accountability… diverting funds"	Fear of accountability for fund misuse	Financial accountability pressure	Accountability and Leadership Effect	PTA monitoring increases accountability, motivation, discipline, and performance pressure, leading to improved leadership and teacher output.
PTA2: "he knows he must report… teachers are motivated"	Reporting obligation and teacher motivation	Accountability and motivation		
PTA3: "when someone is following you, you will do your best"	Oversight encourages best performance	Performance pressure		
PTA4: "headteacher knows he must be accountable"	Headteacher accountability obligation	Leadership accountability		
PTA5: "PTA is checking… so he does his duties"	PTA checking encourages duty performance	Monitoring effect on performance		
PTA1: "lack of funds… low parental participation… poor communication"	Lack of funds, participation and communication	Resource and participation constraints	Structural and Operational Challenges	PTA effectiveness is constrained by financial limitations, governance hierarchy, communication gaps, timing issues, and low participation levels.
PTA2: "Board of Governors limits PTA decisions"	BOG limits PTA decisions	Governance hierarchy constraints		
PTA3: "financial challenges… lack of knowledge among PTA members"	Financial challenges and PTA knowledge gaps	Financial and capacity constraints		
PTA4: "foundation body and BOG must approve decisions"	Foundation body and BOG approval requirements	Decision-authority constraints		
PTA5: "timing issues… school already busy"	Timing conflicts with school activities	Operational timing constraints		

According to Table 13, the PTA was seen as a crucial governance and support system for planning, funding, staffing assistance, welfare, and school improvement. PTA members took part in discussing issues impacting the school, organizing resources, and working on initiatives. The results demonstrated how the PTA assisted in addressing needs that could not be satisfied by the school budget alone and connected parents with school administration.

According to the study, PTA members kept an eye on headteachers through meetings, school visits, informal observation, appraisal reports, and direct communication with staff and school administrators. The monitoring strategy was mostly cooperative and participative. It made it possible for PTA officials to obtain data from the school setting and speak with the headteacher directly about performance issues.

A diverse group of measurements, such as academic achievement, student discipline, staff motivation, welfare, infrastructure, and the learning environment, were used by PTA members to assess headmaster performance. This demonstrated that the PTA took into account the headteacher's ability to manage staff, facilities, and learner support systems in addition to exam results when evaluating leadership.

Based on responses to the survey, PTAs used parent forums, executive meetings, annual general meetings, and reporting systems to engage headteachers. Head teachers were able to give school reports, discuss difficulties, and get input from parent representatives thanks to these platforms. Frequent use of these platforms improved involvement, communication, and a common understanding of the priorities of the school.

The results showed that PTA monitoring enhanced leadership performance, accountability, transparency, staff motivation, and discipline. When head teachers realized that parents and their representatives were actively monitoring performance, they were more inclined to report on school events and adhere to established protocols. Thus, the findings demonstrate that PTA oversight was a crucial source of community support and accountability.

Financial limitations, minimal involvement, poor communication, governance hierarchy, insufficient expertise, and meeting timing were all cited by PTA respondents as significant obstacles. These elements made it harder for PTA members to regularly participate and have an impact on choices. The results indicated that better roles, prompt communication, frequent meetings, and increased parental involvement could enhance PTA efficacy.

4.9 Inspector of Schools' Perceptions of Stakeholders' Monitoring Roles and Headteachers' Performance in Secondary Schools in Gulu City

Table 14: Inspector of Schools' Perceptions of Stakeholders' Monitoring Roles and Headteachers' Performance in Secondary Schools in Gulu City

Interview Transcript/Response	Initial Code	Category	Theme	Interpretation
"We normally do carry out school monitoring to see how schools have opened… attendance of students and staff."	Opening-day attendance monitoring	School attendance oversight	Multi-Stakeholder Monitoring System	Monitoring is conducted by multiple actors including inspectors, BOGs, PTAs, and the Ministry, creating a shared governance system for headteacher oversight.
"Boards of Governors… provide support supervision and monitoring in schools."	BOG support supervision	Board monitoring role		
"Directorate of Education Standards also carry out independent inspection."	Independent standards inspection	External inspection		
"We carry out school inspection where we look at management of the school, facilities, and learning environment."	Inspection of management, facilities and environment	Whole-school inspection	School Inspection Practices	Inspection is both planned and spontaneous, focusing on classroom teaching, school management, and real-time observation of school operations.
"We also observe lessons in the classroom."	Classroom lesson observation	Instructional inspection		
"We carry out fly-in visits to see what is really going on."	Unannounced fly-in visits	Spontaneous inspection		
"Monitoring is very effective, however we are unable to cover all schools because of understaffing."	Understaffing limits coverage	Staffing constraints	Monitoring Effectiveness Constraints	Although monitoring systems exist, their effectiveness is reduced by staffing shortages, limited transport, and inadequate funding.
"We had only five staff manning the entire city… almost impossible to reach all schools."	Insufficient inspectors for city-wide coverage	Human resource constraints		
"Financial resources allocated are not enough."	Insufficient monitoring funds	Financial constraints		
"We have open offices for teachers and headteachers to interact."	Open-office interaction	Open-door communication	Feedback and Communication Systems	Communication between stakeholders is enhanced through digital platforms and

“We have a WhatsApp group where all headteachers are included.”	Headteacher WhatsApp group	Digital communication		open-door policies, improving feedback flow and responsiveness.
“Through TELUS system we monitor attendance and get feedback.”	TELUS attendance monitoring and feedback	Digital monitoring systems		
“We identify gaps in management and guide headteachers on how best to improve.”	Management gap identification and guidance	Performance improvement	Headteacher Performance Improvement	Monitoring is supportive and developmental, aiming to improve leadership performance through feedback, correction, and positive reinforcement.
“We applaud good practices and encourage benchmarking from other schools.”	Recognition and benchmarking	Positive reinforcement		
“We normally talk to headteachers and guide them on how things should be done.”	Direct guidance to headteachers	Leadership coaching		
“We use associate assessors who are retired educationists to support monitoring.”	Use of retired associate assessors	Supplementary monitoring personnel	Capacity Building and Support Strategies	Capacity building and resource improvisation are used to strengthen monitoring systems and address staffing and logistical gaps.
“We train heads of departments, deputies, and Board of Governors.”	Training HODs, deputies and BOGs	Capacity building		
“We fuel staff motorcycles to reach schools for monitoring visits.”	Fuel support for monitoring motorcycles	Logistical support		

Table 14 pointed out that a number of players, including inspectors, Boards of Governors, PTAs, and Ministry of Education organizations, were active in monitoring secondary schools in Gulu City. The actors kept an eye on the start of classes, staff and student attendance, curriculum execution, facilities, administration, and adherence to educational regulations. This shared system decreased reliance on a single monitoring body and established multiple levels of oversight.

According to the report, inspection procedures comprised scheduled and unplanned school visits, instructional observation, and assessments of the learning environment, administration, and school facilities. These methods allowed inspectors to evaluate real school practices as well as published plans. A more accurate depiction of regular school operations was also produced by combining planned and unplanned visits.

Data showed that staff shortages, insufficient funds, and transportation issues restricted the effectiveness of monitoring. The number of schools that could be visited, the frequency of follow-ups, and the amount of time available for in-depth supervision were all limited by these limitations. Certain monitoring tasks could not be carried out as frequently or thoroughly as planned as a result.

In accordance to the study, digital monitoring tools, open-office communication, and WhatsApp groups were used to provide feedback. Inspectors, head teachers, and other stakeholders found it simpler to exchange information, voice concerns, and follow up on recommendations thanks to these channels. Digital communication facilitated faster communication between schools and monitoring agencies and complemented in-person visits.

The results demonstrated that standard monitoring enhanced headteacher performance through benchmarking, professional coaching, gap analysis, and remedial feedback. Headteachers were required to react to suggestions after receiving information about their areas of strength and weakness. As a result, the inspection procedure was primarily developmental and supporting while simultaneously guaranteeing adherence to the necessary criteria.

According to the report, field monitoring was strengthened through the employment of motorbikes, training programs, and associate assessors. Motorcycles facilitated access to schools, training enhanced monitoring abilities, and associate assessors expanded the number of staff members available for school inspections. Although more resources were still needed for thorough and consistent oversight, these tactics helped lessen the effects of staff and transportation shortages.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The major results, conclusions, and suggestions of the study on the monitoring roles of stakeholders and the performance of headteachers in secondary schools in Gulu City were summarized and discussed in this chapter. The three study objectives determining the level of headteachers' performance, evaluating the level of stakeholders' monitoring roles, and elucidating the connection between stakeholders' monitoring roles and headteachers' performance were used to arrange the discussion.

5.1 Discussion

5.1.1 The level of headteachers' performance in secondary schools in Gulu City

Assessing the performance of head teachers in Gulu City's secondary schools was the first goal. Overall performance was found to be moderate-to-high. The five indicators' approximate grand mean was 3.36. The areas with the highest performance were staff and student records (M = 3.46), student discipline (M = 3.43), student welfare (M = 3.41), teacher motivation (M = 3.26), and school-community connections (M = 3.23). According to the findings, headteachers were comparatively more adept at formal administrative and control tasks than in relational and motivational tasks.

The total mean of 3.26 suggested moderate performance in terms of teacher motivation. In terms of motivating teachers to engage in professional development (M = 3.388), establishing specific and motivating goals (M = 3.361), and giving prompt feedback (M = 3.314), headteachers fared better. When it came to offering rewards (M = 3.149) and formally commending teachers for their excellent work (M = 3.094), they did less well. This trend implies that, rather than cash rewards, motivation in the schools was mostly non-financial and relied on goal-setting, professional assistance, supervision, and feedback.

The results supported the findings from Mpaata and Mpaata (2018) Ugandan study, which discovered that headteachers frequently increase teacher performance through professional assistance, supervision, and other non-financial tactics. It also supports the findings of Salfi (2011), who found that effective head teachers in Pakistan inspire teachers by creating a common vision, promoting professional growth, and involving staff in school reform. However, the results contradict those of Kaziba et al. (2017) in Uganda, who discovered that tangible recognition, financial incentives, and awards are also necessary for

effective motivation. Disparities in educational resources could account for the disagreement. Headteachers may understand the value of awards but lack the discretionary finances to regularly offer them because many secondary schools in Gulu City are financially constrained. The findings suggest that headteachers have a motivating function, but it is still unfinished due to the lack of material assistance and acknowledgment.

With a mean score of 3.43, the administration of students' discipline demonstrated a comparatively high level of performance. Clearly conveying rules and regulations (M = 3.475), promoting responsible behavior (M = 3.463), and working with teachers to enforce discipline (M = 3.447) were the best strategies. The results showed that behavioral advice, joint enforcement, and explicit expectations were used to handle discipline. However, some schools may still encounter delays or inconsistent processing of disciplinary matters, as evidenced by the somewhat lower rankings for rapid response and fairness.

This result is similar with Wekoye's (2022) study conducted in Uganda, which shown that discipline is strengthened by clear school rules, regular communication, and collaboration between headteachers and instructors. It also supports the findings of Munir et al. (2020) in Pakistan, who found that order and student behavior are improved by strong management leadership, transparent procedures, and group accountability. The results, however, contradict those of Ofoyuru and Too-Okema (2011) in Uganda, who documented ongoing disciplinary issues brought on by lax enforcement, insufficient oversight, and little follow-up. Although the approach is not yet consistently effective across all schools, the difference implies that the chosen schools in Gulu City may have increased teacher participation and communication of school rules.

With an aggregate mean of 3.23, the management of school-community connections was the least successful aspect of headteachers' performance. Headteachers were comparatively successful in fostering a favorable perception of the school (M = 3.486), but they were less successful in routinely interacting with parents and community leaders (M = 3.102) and incorporating community members in school decision-making (M = 3.078). The results demonstrated that headteachers were more effective at representing their schools than at fostering long-term, active partnerships with communities and parents. Because Boards of Governors and PTA respondents indicated inconsistent parent participation, sporadic meetings, poor communication, financial limitations, and low attendance at school forums, the qualitative data corroborated this conclusion.

The outcome is consistent with the findings of Benson et al. (2024) in Uganda, who discovered that poor coordination among school stakeholder’s lowers community involvement

in school-related matters. It also supports the findings of Mohammed et al. (2021) in Nigeria, who found that unclear stakeholder roles and inadequate collaboration reduce school effectiveness. It contrasts, however, with Omara (2020) findings in Uganda, where regular meetings, house visits, parent forums, and shared decision-making led to excellent school-community interaction. Disagreements may result from variations in how PTAs are run, how often they meet, the state of the local economy, and how eager parents are to get involved. While certain stakeholders in Gulu City were involved, their involvement was inconsistent enough to result in a high degree of school-community interactions.

With an overall mean of 3.46, management of staff and student records turned out to be the best performance category. Relatively high ratings were given to organized file systems (M = 3.498), confidential information protection (M = 3.478), staff record maintenance (M = 3.427), frequent updating of student records (M = 3.451), and the use of records in decision-making (M = 3.427). Financial reports, audit records, attendance records, assessment reports, and accountability documentation were all heavily emphasized in the qualitative findings. Because records are regularly required by inspectors, Boards of Governors, PTAs, and government organizations, this indicated that headteachers paid close attention to paperwork.

The results complemented those of Obedling's (2024) study in Uganda, which found that headteachers typically perform well in record keeping when inspection and accountability requirements are consistently implemented. It also supports the findings of Ngole et al. (2021) in Tanzania, who discovered that organized oversight and transparent governance frameworks enhance record-keeping and administrative effectiveness. It contrasts, however, with data from the Gulu City Education Office for 2022–2023, which showed that certain schools possessed staff and student records that were either outdated or incomplete. The discrepancy does not always imply that the previous reports were inaccurate. Instead, it can indicate that some schools' record management has improved or that performance is still unequal, with stronger schools improving the average while a smaller percentage still have issues with documentation.

The overall mean for student welfare management was 3.41. When it came to putting health and safety precautions into practice (M = 3.475), giving guidance and counseling access (M = 3.463), and keeping facilities safe and clean (M = 3.412), headteachers excelled. Support for students who are vulnerable or in need received the lowest score (M = 3.314). Therefore, the results demonstrate that general welfare measures were more developed than focused treatments for students who are vulnerable due to poverty, disability, trauma, family issues, or other factors.

The above finding is in line with the findings of Jocasta et al. (2024) in the Ugandan setting, who discovered that while tailored help for underprivileged students is still insufficient, school administrators frequently prioritize visible and general welfare measures like safety, sanitation, and discipline. It also supports the findings of Ali (2022) in Kenya, who stated that inadequate coordination and scarce resources led to inconsistent implementation of student welfare programs. It contrasts, however, with DeJaeghere et al. (2009) in Uganda, who emphasized the significance of comprehensive welfare systems that address the needs of all students. According to the disagreement, headteachers in Gulu City acknowledge the importance of student welfare, but they might not have the funding, specialized staff, or referral networks necessary to offer all-encompassing care.

Overall, the first goal demonstrated that headteachers' performance was variable but generally favorable. Teacher incentives, community involvement, and focused care for vulnerable students were weaker than administrative control, recordkeeping, discipline, and overall student safety. Therefore, the results partially corroborate the literature that portrays headteachers as successful administrative leaders, but they also corroborate research demonstrating that relational leadership, staff motivation, and inclusive welfare continue to be challenging in school systems with little resources.

5.1.2 The level of stakeholders' monitoring roles in secondary schools in Gulu City

The second goal was to assess the degree of stakeholder monitoring in Gulu City's secondary schools. With an approximate grand mean of 3.15, the results indicated a generally moderate level of monitoring. Curriculum implementation had the highest mean (M = 3.26), followed by staff welfare (M = 2.87), teacher attendance (M = 3.20), student welfare (M = 3.23), and execution of education policy (M = 3.21). The findings showed that while stakeholders were active and present in school monitoring, their involvement was not equally strong or applied consistently in all areas.

The total mean for teacher attendance monitoring was 3.20. The presence of a monitoring structure (M = 3.180), timetable (M = 3.184), and tools (M = 3.169) were rated lower than the existence of a monitoring policy (M = 3.255) and a plan (M = 3.227). As a result, while most schools acknowledged the importance of tracking attendance, the operational frameworks for consistent, methodical follow-up were not as well-developed. The TELUS digital system, school visits, spontaneous checks, and attendance registers were all utilized by stakeholders, according to the qualitative findings. However, inspectors noted that the frequency of physical monitoring was decreased due to staff shortages, restricted transportation, and insufficient funds.

The conclusion corresponds with the findings of Haris et al. (2018) in Indonesia, who discovered that although policies and oversight mechanisms may exist, their execution is still inadequate due to a lack of follow-up and enforcement capabilities. It also supports the findings of Mugenyi (2015) in Uganda, who noted that poor coordination, low knowledge, and insufficient resources led to irregular monitoring. It contrasts, however, with a research conducted in Tanzania by Ngole et al. (2021), which found more organized and consistent monitoring backed by transparent governance protocols. According to the dispute, the problem in Gulu City is not that there isn't any policy at all, but rather that it needs to be transformed into regular schedules, trustworthy tools, field visits, and documented corrective action.

The average score for tracking the implementation of educational policies was 3.21. In terms of monitoring adherence to the Education Act (M = 3.235), establishing a safe and secure learning environment (M = 3.259), and implementing child-protection rules (M = 3.235), stakeholders fared comparatively better. While funding for ongoing professional development was likewise minimal (M = 3.192), the appropriate use of USE funds obtained the lowest score (M = 3.153). The results suggest that financial responsibility and ongoing professional growth were less evident than child safety and legal compliance.

This observation complies with that of Olembo (2020) in Kenya, who discovered that while inspectors and other stakeholders frequently keep an eye on policy compliance, they struggle to maintain efficient financial control. It also supports the findings of Adikwu et al. (2020) in Nigeria, who suggested that policy supervision might be more effective than financial management oversight. It contrasts, however, with the findings of Benson et al. (2024) in Uganda, who found that schools in that country profited from active district assistance and collaborations with non-governmental organizations. The distinction shows that the ability, independence, and resources of the monitoring bodies determine how effective policy monitoring is.

With an average mean of 3.26, curriculum implementation monitoring was the strongest stakeholder function. Lesson plan review (M = 3.173) was weaker than scheme of work supervision (M = 3.337) and assessment congruence with curriculum objectives (M = 3.294). Lesson observations, assessment reports, exam results, and curriculum papers were used by inspectors, Boards of Governors, and head teachers to evaluate performance, according to the qualitative findings. This implied that, compared to ongoing classroom follow-up, monitoring was more consistent at the planning, documentation, and outcome levels.

The conclusions reached validated those of Makori and Onderi (2022) study conducted in Cameroon, which demonstrated the regular involvement of stakeholders in planning, resource mobilization, and curriculum structures. It also supports the findings of Wandera et al. (2024) in Uganda, who discovered that education stakeholders and governing authorities are frequently more involved in overseeing plans and resources than in carrying out thorough instructional follow-up. It contrasts, however, with the findings of Abakan et al. (2021) in Turkey, who documented regular and methodical instructional inspection. Disparities in inspector staffing, transportation, school numbers, surveillance technology, and institutional resources could all contribute to the dispute.

The mean score for student welfare monitoring was 3.23, which is moderate. Accommodation received the lowest score (M = 3.133), while stakeholders focused most on safety and security (M = 3.318). Meals, rest, well-being, and recreation were all moderately monitored. This pattern indicates that structural welfare problems were given less attention than immediate and obvious risks. PTAs and Boards of Governors talked about discipline, meals, infrastructure, safety, and the learning environment, according to the qualitative findings, however their capacity to react was constrained by budgetary limitations.

The above finding complies with the findings of Jocasta et al. (2024) in Uganda, who discovered that stakeholders frequently give priority to safety and other obvious welfare concerns. It also supports the findings of Ali (2022) in Kenya, who revealed uneven student welfare monitoring due to poorly integrated roles. It is at odds with DeJaeghere et al. (2009) in Uganda, who promoted inclusive and all-encompassing social programs. The outcome suggests that monitoring should assess the entire spectrum of disorders impacting students' physical, emotional, and social health in addition to recognizing urgent safety concerns.

With an overall average mean of 2.87, staff welfare monitoring was the least effective job. Low ratings were given to staff accommodations (M = 2.698), leisure and recreation (M = 2.800), health and general wellness (M = 2.855), and food quality (M = 2.918). Although it was still modest, safety and security improved somewhat (M = 3.078). The findings demonstrated that stakeholders prioritized children, curriculum, and compliance over teachers' well-being. This disparity is significant because staff welfare has an impact on teachers' dedication, morale, retention, and ability to assist headteachers in accomplishing school objectives.

The data matched those of Mohammed et al. (2021) in Nigeria, who discovered that role conflicts and resource constraints frequently cause stakeholder monitoring to overlook employee welfare. Additionally, it concurs with Atieno (2019) in Zambia and Lamaro and

Okello (2024) in Uganda, who noted that teacher motivation and welfare received little attention. It contrasts, however, with the findings of Ngole et al. (2021) in Tanzania, who discovered comparatively greater welfare support under structured school governance. Additionally, it is at odds with the wide stance of Stakeholder Theory, which was created in the United States of America by Freeman (1984) and holds that organizational performance necessitates consideration of the legitimate interests of all stakeholders. Thus, a significant flaw in the current monitoring method is exposed by the low staff-welfare score.

The second goal was better understood owing to the qualitative findings. A multi-actor monitoring system comprising audits, reports, meetings, school visits, lesson observations, appraisals, attendance tracking, and digital communication was detailed by head teachers, boards of governors, PTA members, and the inspector of schools. This is consistent with Haris et al. (2018) in Indonesia and Freeman's Stakeholder Theory in the United States of America, both of which highlight numerous accountability linkages and shared responsibility. It also supports the findings of Amugune (2020) in Kenya, who discovered that stakeholder involvement can improve school monitoring. It contrasts with Mugenyi (2015) findings in Uganda, where stakeholder involvement was often low. Evidence from Gulu City demonstrates that there is involvement, but the effectiveness varies depending on the role, the school, and the resources at hand.

The Inspector of Schools further stated that school coverage and follow-up were restricted due to understaffing, a lack of funding, and transportation issues. This is consistent with the findings of Mohammed et al. (2021) in Nigeria, Elepu et al. (2023) in Uganda, and Mugenyi (2015) in Uganda, who noted coordination and resource limitations as significant obstacles to efficient monitoring. In contrast, monitoring and leadership support function within relatively better-resourced systems in the United Kingdom (Bush and Glover, 2014). These limitations were somewhat mitigated by the use of WhatsApp groups, open-office communication, and TELUS, which allowed for faster communication. However, digital tools were unable to completely replace direct stakeholder interaction, instructional observation, and physical inspection.

In conclusion, the monitoring responsibilities of stakeholders were carried out moderately. Curriculum preparation, student safety, and policy compliance received the most attention, while staff welfare, financial supervision, and regular lesson-level follow-up received the least. As a result, the monitoring system was imbalanced but functioning. Stronger implementation tools, more frequent field supervision, more resources, and a conscious move

toward supportive monitoring which enhances responsibility and the well-being of those in charge of teaching and learning were all necessary.

5.1.3 The relationship between stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City

Objective 3 was to explain the connection between headteachers' performance and the monitoring responsibilities of stakeholders. A moderately strong positive link was indicated by the multiple correlation coefficient of R = 0.666. The modified R squared was 0.433, and the coefficient of determination was R squared = 0.444. This indicated that 44.4% of the variation in headteachers' performance could be explained by the five stakeholder monitoring responsibilities taken together. The ANOVA result, F (5, 249) = 39.726, p <.001, was statistically significant. As a result, the null hypothesis that there was no meaningful relationship was disproved. Although 55.6% of the variation was linked to other characteristics not included in the model, the study found that stakeholder monitoring significantly improved headteachers' performance.

The most significant positive predictor of headteachers' success was keeping an eye on their attendance (Beta = 0.223, p =.001). Frequent attendance tracking improved staff responsibility, timeliness, and the dependability of instructional programs. Additionally, it provided head teachers with proof for delegating tasks, monitoring absence, and making sure that class time is used efficiently. This result is consistent with the findings of Wandera et al. (2024) in Uganda, who discovered that supervision enhances teacher effectiveness and accountability. Additionally, it concurs with Bush and Glover (2014) in the UK, who emphasized the significance of structured accountability systems, and Mugizi et al. (2019) in Uganda, who found that instructional supervision enhances teacher performance. However, contradict those of Wanzare (2011) in Kenya, who discovered that supervision was frequently erratic and focused on compliance, which limited its impact. According to the Gulu City findings, tracking attendance is beneficial when it is connected to management action and follow-up, as opposed to being only a routine record.

The second best predictor was keeping an eye on curriculum implementation (Beta = 0.203, p =.008). Improved academic leadership and coordination were linked to oversight of work plans, lesson plans, curriculum coverage, instructional materials, and assessment alignment. The results were consistent with those of Zikanga et al. (2021) in Uganda, who discovered that supervision enhances teacher effectiveness and instructional delivery. Additionally, it supports the findings of Leithwood et al. (2020) in Canada, who found that instructional leadership is a key factor in school success, and Kipkoech et al. (2020) in Kenya,

who found that structured supervision improves curriculum implementation and learner outcomes. It contrasts with the findings of Abakan et al. (2021) in Turkey, who discovered that rather from being developmental, supervision may become erratic and compliance-based. It follows that curriculum monitoring is most beneficial when stakeholders offer constructive criticism, guidance, and hands-on assistance rather than just reviewing documentation.

Additionally, preserving monitoring on how education policies were being implemented had a favorable and statistically significant impact (Beta = 0.196, p =.009). As a result, monitoring adherence to the Education Act, child-protection regulations, USE funding processes, and other policy commitments enhanced openness and reinforced leadership accountability. This is consistent with the findings of Olembo (2020) in Kenya, who discovered that policy supervision promotes resource usage and accountability. Additionally, it supports the findings of Haris et al. (2018) in Indonesia, who found that policy-driven monitoring increases institutional efficacy and compliance. However, contradict the findings of Mohammed et al. (2021) in Nigeria, who discovered that inadequate coordination and resource constraints decreased the efficacy of policy enforcement. The results from Gulu City indicate that policy monitoring is helpful, but if budgetary oversight and ongoing professional development were improved, its impact might be higher.

Headteachers' performance was positively and significantly correlated with student wellbeing monitoring (Beta = 0.167, p =.016). It showed that stakeholder attention to safety, meals, accommodations, guidance, counseling, and welfare fosters a favorable school environment, even if the effect was smaller than the benefits of attendance, curriculum, and policy monitoring. The outcome is consistent with the findings of Jocasta et al. (2024) in Uganda and Ali (2022) in Kenya, who discovered that even though implementation is frequently unequal, stakeholder attention to welfare can strengthen school support systems. The comprehensive strategy suggested by DeJaeghere et al. (2009) in Uganda is somewhat at contrasts with the current study, which indicated a somewhat weaker effect and a higher focus on safety than on the larger welfare system. It follows that while welfare monitoring enhances leadership performance, its impact is diminished in areas with limited or inadequate funding.

The performance of headteachers was negatively and statistically insignificantly impacted by staff wellbeing monitoring (Beta = -0.008, p =.887). The results showed that, once the other monitoring functions were taken into account, the staff-welfare practices assessed in the study did not provide a discernible independent contribution. This does not imply that employee well-being is irrelevant. Instead, it's possible that the extremely low and uneven level of staff welfare monitoring resulted in insufficient variation and practical support

to produce a discernible effect. The results corroborated those of Lamaro and Okello (2024) in Uganda, who found that low stakeholder prioritizing and scarce resources often result in the neglect of teacher welfare.

However, Freeman's Stakeholder Theory, which was created in the United States of America and contends that organizational success depends on acknowledging the interests of all relevant stakeholders, was at odds with the negligible staff-welfare outcome. Additionally, it contrasted with Bush and Glover (2014) in the UK, who emphasized holistic leadership-support systems, and Leithwood et al. (2020) in Canada, who connected staff support to effective leadership. Theoretically, the paradox is significant. It implies that the failure of staff welfare was not due to its lack of value, but rather to the inadequacy of the monitoring and support systems in place. Future relationships may be altered by improving staff housing, meals, health care, leisure, recognition, and general well-being.

The overall significant regression model supported the findings of Bush and Glover (2014) in the UK, Wandera et al. (2024) in Uganda, and Mugizi et al. (2019) in Uganda that organized supervision enhances the efficacy and accountability of leadership. It also supports the findings of Habiyeze and Ngabonziza (2024) in Rwanda and Zikanga et al. (2021) in Uganda, who found a favorable correlation between supervision and academic achievement. The outcome also supports previous research that was examined in Chapter Two, such as George and Sesay (2024), Wataba and Abiodun (2018), and Wandera (2023), which found a favorable correlation between headteacher performance and stakeholder monitoring.

However, the results contradict those of Wanzare (2011) in Kenya, who noted that uneven and compliance-based supervision may have little impact. Additionally, they contrast from Ali (2022) in Kenya, who revealed only moderate effects of parental involvement, and Mohammed et al. (2021) in Nigeria, who discovered that poor teamwork and resource limitations diminish the effectiveness of monitoring. The Gulu City findings remain valid despite these differences. Rather, they show how the quality, frequency, resources, feedback systems, and cooperation of stakeholders all affect monitoring's impact.

The quantitative relationship was validated by the qualitative data. According to headteachers, monitoring strengthened financial accountability, improved lesson delivery, encouraged teachers to construct work plans, and increased performance pressure. Boards of Governors stated that headteachers are assessed using budgets, audits, performance reports, and test results. According to PTA members, head teachers behaved more responsibly when they were aware that parents and representatives were keeping an eye on school events. According to the Inspector of Schools, monitoring revealed management shortcomings and

made it possible for expert advice, adjustment, and benchmarking. The conclusion that stakeholder monitoring enhances headteachers' performance when it is consistent, encouraging, and connected to follow-up action is strengthened by the convergence of quantitative and qualitative data.

Stakeholder monitoring is crucial but insufficient on its own, as evidenced by the unexplained 55.6% of variation. The credentials and experience of headteachers, school size, ownership, financial resources, infrastructure, staff competency, organizational culture, learner characteristics, community economic situations, and internal leadership style are further considerations. Therefore, rather than being the sole factor influencing headteacher performance, monitoring should be viewed as a significant part of a larger system for school improvement.

5.1.4 Integration of Quantitative and Qualitative Findings

The study's convergent parallel mixed-methods design allowed for the integration of quantitative and qualitative results throughout the interpretation phase. While qualitative findings from headteachers, boards of governors, PTA members, and education officials offered contextual explanations of how and why these relationships occurred, quantitative results established the size and statistical relationships between stakeholders' monitoring roles and headteachers' performance.

The combined results demonstrated convergence between the two data streams. According to quantitative studies, headteachers' performance was significantly predicted by stakeholders' monitoring roles ($R = 0.666$), accounting for 44.4% of performance variation. Respondents' explanations of how monitoring enhanced accountability, teacher attendance, curriculum implementation, record management, and school administration provided qualitative evidence to support this.

Table 15: integration of quantitative and qualitative findings

Research Area	Quantitative Finding	Qualitative Explanation	Integrated Interpretation
Headteachers' performance	Moderate-to-high performance levels were reported.	Stakeholders described strengths in administration, discipline and records management, but noted challenges in motivation and instructional support.	Both findings indicate that headteachers perform well in administrative duties but require stronger instructional and relational support.
Stakeholders' monitoring roles	Monitoring roles were generally	Key informants explained that	Qualitative evidence explains why

	moderate, with stronger curriculum and policy monitoring.	monitoring occurs through supervision, meetings and follow-up, but is affected by resources and coordination challenges.	monitoring was moderate rather than fully effective.
Relationship between monitoring and performance	Monitoring roles had a significant positive relationship with performance.	Respondents reported that monitoring improves accountability, commitment and implementation of school programmes.	Both datasets confirm that stakeholder monitoring contributes to improved headteacher performance.

Therefore, the integrated interpretation highlights that stakeholder monitoring functions through accountability, cooperation, feedback, and shared responsibility rather than as a stand-alone process. Stakeholder Theory, which contends that ongoing participation and reciprocal accountability among interconnected stakeholders are essential to organizational effectiveness, is supported by these findings.

5.2 Conclusions

Based on the responses from the study's first goal, head teachers in Gulu City's secondary schools performed at a moderate to high level. Managing staff and student records, upholding discipline, and attending to the general welfare of students were their stronger points. They performed poorly when it came to providing targeted help to vulnerable students, involving parents and community members in decision-making, and encouraging instructors through incentives and official recognition. As a result, headteachers had significant administrative advantages, but they still needed to work on their inclusive, motivating, and relational leadership styles.

The study indicated that stakeholders carried out their monitoring responsibilities at moderate levels based on the second objective. Curriculum implementation, student safety, policy compliance, and teacher attendance all had comparatively better monitoring. In terms of staff welfare, financial supervision, regular lesson plan follow-up, and the monitoring of more general welfare circumstances including housing, food, health care, and leisure, it was poorer. The monitoring system was restricted by a lack of financing, understaffing, transportation issues, infrequent meetings, low participation, and uneven coordination. However, it employed several procedures and involved multiple parties.

The study's third goal led to the conclusion that headteachers' performance was positively and statistically significantly correlated with the monitoring functions of stakeholders. While staff welfare monitoring did not have a significant independent effect, performance was strongly predicted by monitoring teacher attendance, curriculum implementation, education policies, and student wellbeing. The null hypothesis was disproved. While other institutional and leadership characteristics also play a role, stakeholder monitoring accounted for 44.4% of the difference in headteachers' performance, demonstrating its significant impact on school leadership.

The general conclusion was that a balanced system of accountability, professional support, and stakeholder participation is necessary for effective headteacher performance in Gulu City. Regular, evidence-based, well resourced, and developmental monitoring yields superior outcomes. Sustained progress is unlikely to result from monitoring that only verifies compliance without providing feedback, capacity building, welfare support, and follow-up.

5.3 Recommendations

The Gulu City Education Department should strengthen headteachers' capacity through regular professional development in instructional leadership, teacher motivation, student discipline, school–community relations, records management, and student welfare. Headteachers should set clear performance targets and conduct regular reviews to identify areas for improvement.

The Gulu City Education Department, Ministry of Education and Sports, Boards of Governors, and PTAs should establish a coordinated monitoring framework with clear responsibilities and schedules. Monitoring should cover teacher attendance, education policy compliance, curriculum implementation, and staff and student welfare, supported by adequate staffing, transport, and operational funding.

Since stakeholders' monitoring roles explained 44.4% of the variation in headteachers' performance, stakeholders should adopt regular, supportive, and accountable monitoring practices. These should include constructive feedback, mentoring, improvement plans, and follow-up visits to strengthen headteachers' performance.

The Gulu City Education Department and school governing bodies should complement stakeholder monitoring with improved school resources, staff welfare support, infrastructure development, and leadership training. They should also address other institutional and contextual factors that influence headteachers' performance.

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APPENDICES

Appendix I: Sample size determination procedure using: Glend, D. Israel 1992

Population Size (N)	**±5% Precision (e = 0.05)**	**±7% Precision (e = 0.07)**	**±10% Precision (e = 0.10)**
100	80	65	49
200	132	97	65
300	169	110	75
400	196	119	80
500	217	125	83
750	254	133	86
1,000	278	140	88
2,000	322	152	92
5,000	357	160	94
10,000	370	164	96
20,000	377	166	96
100,000+ (Infinite)	384	169	96

Appendix II: Teachers' questionnaire on Stakeholders' Monitoring Roles and Headteachers' Performance

Dear Respondent,

My name is Lukwiya George, a student of Gulu University pursuing a course leading to the award of a Master degree in Education of Education Management. As part of the research requirements for the award, I am undertaking research on; "stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City."

I am convinced that you can be a resourceful person to help to fill in this questionnaire for the purpose of this research. The information obtained from you is solely for academic purpose and will be treated with utmost confidentiality. I therefore request you to spare a few minutes of your busy schedules to fill in this questionnaire to enable me accomplish this task. Your honest and sincere contribution is highly appreciated.

Thanks in advance.

……

George Lukwiya

Reg. No: 23/U/0662/MED/PS

Phone: 0784261201

Section A: Background information

Please tick (✓) or fill in the appropriate response where applicable.

1. What is your gender?
   ☐ Male
   ☐ Female
2. In which age bracket do you belong?
   ☐ Below 20 years
   ☐ 20–24 years
   ☐ 25–29 years
   ☐ 30–34 years
   ☐ 35–39 years
   ☐ 40–44 years
   ☐ 45–49 years
   ☐ 50–54 years
   ☐ 55 years and above
3. What is your educational qualification?
   ☐ PhD
   ☐ Master's Degree
   ☐ Postgraduate Diploma

☐ Bachelor's Degree (Graduate)
☐ Diploma

4. What subject do you teach? .....
5. For how long have you taught?
   ☐ 1–5 years
   ☐ 6–10 years
   ☐ 11–15 years
   ☐ 16–20 years
   ☐ 21 years and above

Section B: Performance of headteachers in secondary schools

Using the key given, tick the right alternative that fits your opinion on Performance of headteachers in your school:

Key: 5 - Excellent (EX) 4- Very Good, (VG) 3 - Good, (G) 2- Fair (F) and 1 – Poor (P).

5 – Very Very High (VVH) 4- Very High, (VH) 3 - High, (H) 2- Low (L) and 1 – Very Low (VL).

B The level of Performance of headteachers

MT	Motivation of teachers	P	F	G	VG	EX
1	The headteacher praises teachers for good performance.					
2	The headteacher provides incentives to motivate staff.					
3	The headteacher encourages teachers to attend professional development.					
4	The headteacher provides timely feedback to teachers.					
5	The headteacher sets clear goals that inspire teachers.					
MSD	**Management of students discipline**	**P**	**F**	**G**	**VG**	**EX**
1	The headteacher responds quickly to disciplinary issues.					
2	The headteacher collaborates with teachers to enforce discipline.					
3	Rules and regulations are well communicated to students.					
4	The headteacher maintains fairness in managing discipline.					
5	Students are encouraged to behave responsibly.					
MSCR	**Management of school community relations**	**P**	**F**	**G**	**VG**	**EX**
1	The headteacher regularly meets with parents and community leaders.					
2	Community members are involved in school decision-making.					
3	The headteacher communicates school progress to the community.					
4	The school partners with local organizations for support.					
5	The headteacher promotes a positive image of the school.					

MSSR	**Management of staff and student records**	**P**	**F**	**G**	**VG**	**EX**
1	The headteacher maintains accurate staff records.					
2	Student records are updated regularly.					
3	Confidential information is kept secure.					
4	The headteacher uses records to support decision-making.					
5	The school has an organized filing system for staff and student data.					
MSW	**Management of student welfare**	**P**	**F**	**G**	**VG**	**EX**
1	The headteacher ensures students have access to guidance and counseling.					
2	Health and safety measures are implemented effectively.					
3	The headteacher supports vulnerable or needy students.					
4	The school provides clean and safe learning facilities.					
5	The headteacher engages parents on matters concerning student welfare.					
C	**The level of Stakeholders' Monitoring Roles**					
MTA	**Monitoring teacher attendance**	**VL**	**L**	**H**	**VH**	**VVH**
1	There is a policy on stakeholders monitoring of teacher attendance.					
2	There is a plan for stakeholders monitoring of teacher attendance.					
3	There is a structure for stakeholders monitoring of teacher attendance.					
4	There is a schedule for stakeholders monitoring of teacher attendance.					
5	There is a tool for stakeholders monitoring of teacher attendance.					
MIEP	**Monitoring implementation of education policies**	**VL**	**L**	**H**	**VH**	**VVH**
1	There is active monitoring of compliance with the Education Act in the management of the school.					
2	There is regular monitoring of the proper use of USE government funds in the school.					
3	There is support for continuous professional development of teachers.					
4	There is effective monitoring of the implementation of child protection guidelines in the school.					
5	There is assurance of a safe and secure learning environment for students.					
MCI	**Monitor curriculum implementation**	**VL**	**L**	**H**	**VH**	**VVH**
1	There is monitoring of teachers' adherence to the approved syllabus.					
2	There is supervision of the preparation and implementation of schemes of work.					

3	There is monitoring of the availability and effective utilization of teaching and learning resources.					
4	There is review and monitoring of teachers' lesson plans.					
5	There is monitoring of the alignment of assessments with curriculum objectives.					
MSW	**Monitoring students welfare**	**VL**	**L**	**H**	**VH**	**VVH**
1	There is monitoring of the adequacy and condition of students' accommodation.					
2	There is monitoring of the quality, adequacy, and regularity of students' meals.					
3	There is monitoring of students' rest schedules and overall well-being.					
4	There is monitoring and assurance of students' safety and security within the school environment.					
5	There is monitoring of the availability and appropriateness of students' leisure and recreational activities.					
6	There is support and monitoring of prayer and fellowship activities for students.					
MSW	**Monitoring staff welfare**	**VL**	**L**	**H**	**VH**	**VVH**
1	There is adequate and good staff accommodation.					
2	There is quality of meals provided to staff.					
3	There is access to leisure and recreational activities for teacher					
4	There is support for staff health and general well-being.					
5	There is safety and security of staff within the school.					

Thank you

Appendix III: Headteachers' Interview on Stakeholders' Monitoring Roles and Headteachers' Performance

Dear Respondent,

My name is Lukwiya George, a student at Gulu University pursuing a Master's degree in Education Management. As part of the requirements for the award of this degree, I am conducting a research study entitled: stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City."

I believe you are a valuable resource person whose views and experiences can greatly contribute to this study. Kindly spare some time from your busy schedule to respond to the following interview questions. Your responses will be treated with the highest level of confidentiality and will be used strictly for academic purposes. Your honesty and cooperation are highly appreciated.

Interview questions

1. What types of monitoring do you receive from external stakeholders such as the Board of Governors, PTA, Ministry of Education and Sports, and District Education Office?
2. How often do these external stakeholders engage with your school in monitoring roles, and in what forms (e.g., visits, meetings, reports)?
3. How has stakeholder monitoring influenced your performance in managing instructional activities (e.g., lesson observation, curriculum implementation)?
4. To what extent do stakeholders participate in monitoring and evaluating your administrative decisions and school development plans?
5. In what ways do stakeholder monitoring practices support or challenge your efforts in managing teacher professional development?
6. What challenges do you face in implementing recommendations or directives from stakeholders involved in monitoring?
7. How do you coordinate with stakeholders to ensure accountability and transparency in school management and financial operations?
8. What strategies have you adopted to foster a positive working relationship with monitoring stakeholders to improve your performance?
9. In your opinion, what improvements are needed in stakeholder monitoring to enhance headteachers' performance in Gulu City secondary schools?

Thank you

Appendix IV: Inspector of schools' Interview on Stakeholders' Monitoring Roles and Headteachers' Performance

Dear Respondent,

My name is Lukwiya George, a student at Gulu University pursuing a Master's degree in Education Management. As part of the requirements for the award of this degree, I am conducting a research study entitled: stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City."

I believe you are a valuable resource person whose views and experiences can greatly contribute to this study. Kindly spare some time from your busy schedule to respond to the following interview questions. Your responses will be treated with the highest level of confidentiality and will be used strictly for academic purposes. Your honesty and cooperation are highly appreciated.

Interview Questions

1. What monitoring roles do you and other education stakeholders (e.g., Board of Governors, PTA, MoES) play in supporting headteachers' performance in Gulu City?
2. How do you assess the effectiveness of stakeholders' monitoring in improving headteachers' administrative and instructional leadership?
3. In what ways do you monitor and evaluate the performance of headteachers in secondary schools within your jurisdiction?
4. What platforms or mechanisms are available for stakeholders to provide regular feedback or support to headteachers?
5. What challenges do stakeholders face in executing their monitoring roles effectively, and how are these challenges being addressed?
6. How does the monitoring between inspectors, school governing bodies, and other stakeholders enhance the performance of headteachers?
7. What strategies have been put in place to strengthen stakeholder monitoring in the monitoring of headteachers in Gulu City?
8. Based on your experience, what recommendations would you give to improve stakeholders' monitoring roles in enhancing headteachers' performance?

Thank you

Appendix V: Board of Governors' Interview on Stakeholders' Monitoring Roles and Headteachers' Performance

Dear Respondent,

My name is Lukwiya George, a student at Gulu University pursuing a Master's degree in Education Management. As part of the requirements for the award of this degree, I am conducting a research study entitled: stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City."

I believe you are a valuable resource person whose views and experiences can greatly contribute to this study. Kindly spare some time from your busy schedule to respond to the following interview questions. Your responses will be treated with the highest level of confidentiality and will be used strictly for academic purposes. Your honesty and cooperation are highly appreciated.

Interviews questions

1. What are the key functions and responsibilities of the Board of Governors in your school?
2. How does the Board of Governors monitor the performance of the headteacher?
3. How often does the Board interact with the headteacher for performance monitoring and accountability purposes?
4. What tools or strategies does the Board use to assess the headteachers' performance in administrative and academic management?
5. Can you share an example of a situation where the Board had to take action regarding the performance of a headteacher? What was the outcome?
6. What challenges does the Board face in executing its monitoring role over headteachers?
7. What recommendations would you make to strengthen the monitoring role of the Board of Governors to enhance headteachers' performance?

Thank you

Appendix VI: Parent Teacher Associations' Interview on Stakeholders' Monitoring Roles and Headteachers' Performance

Dear Respondent,

My name is Lukwiya George, a student at Gulu University pursuing a Master's degree in Education Management. As part of the requirements for the award of this degree, I am conducting a research study entitled: stakeholders' monitoring roles and headteachers' performance in secondary schools in Gulu City."

I believe you are a valuable resource person whose views and experiences can greatly contribute to this study. Kindly spare some time from your busy schedule to respond to the following interview questions. Your responses will be treated with the highest level of confidentiality and will be used strictly for academic purposes. Your honesty and cooperation are highly appreciated.

Interviews questions

1. What are the key responsibilities of the PTA in your school, particularly in relation to school administration and leadership?
2. In what ways does the PTA monitor the performance of the headteacher in your school?
3. Can you describe any regular meetings or forums where the PTA evaluates the headteachers' performance or school management issues?
4. What indicators or benchmarks does the PTA consider when monitoring the performance of the headteacher?
5. Have there been any cases where the PTA monitored the unsatisfactory performance of a headteacher? If yes, how was the issue handled?
6. In your opinion, how has PTA monitoring roles affected the overall performance of headteachers in your school?
7. What challenges does the PTA face in trying to play an effective monitoring role over headteachers?
8. What suggestions would you give to improve the monitoring role of the PTA in enhancing the performance of headteachers in secondary schools in Gulu City?

Thank you

Appendix VII: Informed Consent Form

Study Title: Stakeholders' Monitoring Roles and Headteachers' Performance in Secondary Schools in Gulu City

Researcher: Lukwiya George

Institution: Gulu University

Introduction

I am George Lukwiya a master's student at Gulu University with registration number 23/U/0662/MED/PS. The study I'm doing titled "Stakeholders' Monitoring Roles and Headteachers' Performance in Secondary Schools in Gulu City" You are being invited to take part in a research study being conducted as part of the requirements for award of Degree of Master of Education in Education Management at Gulu University before you decide whether or not to participate, It's important that you understand why the research is being done and what it will involve.

Purpose of the Study

The purpose of this study is to investigate how stakeholders' monitoring roles influence headteachers' performance in secondary schools in Gulu City, Uganda, with a view to generating evidence that can strengthen school leadership, improve accountability, and enhance overall school performance.

Procedures

If you agree to participate, you will be asked to: complete a structured questionnaire, which will take approximately 20-30 minutes, or participate in an interview lasting about 30-45 minutes. If you are a key informant. Your responses will be recorded manually and, with your permission, using an audio recorder for accuracy.

Voluntary Participation

Your participation in this study is entirely voluntary. You can choose not to participate or to withdraw from the study at any time without facing any penalty or consequences.

Risks and Benefits

There are no known risks associated with participating in this study. While there may be no direct benefits to you, the findings will inform policymakers, education administrators, Boards of Governors, PTAs, inspectors of schools, and other education stakeholders on how stakeholders' monitoring roles influence headteachers' performance in secondary schools in Gulu City, thereby guiding policy improvement, strengthening monitoring roles, and informing future research in educational management.

Confidentiality

All information collected will be kept strictly confidential. Your name or any identifying information will not appear in any report or publication resulting from the study. Data will be used solely for academic and policy purposes and stored securely.

Contact Information

If you have any questions about this study, please contact

Lukwiya George

Gulu University

+256 784 261201.

Consent Statement

I have read and understood the information above. I have been given the opportunity to ask questions, and my questions have been answered satisfactorily. I voluntarily agree to participate in this study.

Participant's
Name……..sign……...

Date……. Researcher's Signature……

Appendix VIII: Introductory letter from the Faculty of Education and Humanities introducing the researcher to the field to collect data

GULU UNIVERSITY

P.O. BOX 166 GULU

TEL: +256471432922

OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

31st March 2026

TO : WHOM IT MAY CONCERN

This is to introduce to you Mr. Lukwiya George (Reg No. 23/U/0662/MED/PS) a student pursuing a programme of study leading to an award Master of Education in Education Management of Gulu University, Master of Gulu University.

He is undertaking research on the Topic:

STAKEHOLDERS' MONITORING ROLES AND HEADTEACHERS PERFORMANCE IN SECONDARY SCHOOLS IN GULU CITY

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to him in relation to this research work will be highly appreciated.

Yours faithfully,

GULU UNIVERSITY
31 MAR 2026
FACULTY OF EDUCATION AND HUMANITIES

Dr. Denis Thaddeus Ofoyuru

Dean, Faculty of Education and Humanities

Permission granted
1. You are authorized to reach out to the 15 Sch listed
2. Give a feedback to Gulu City Comm on your findings

Appendix IX: Report from plagiarism check from the University Librarian

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PLAGIARISM CHECK

Declaration for Originality Form

This form must be completed and signed for all scholarly work produced.

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Personal File No.(staff) Reg. (**student**).___ REG. NO. 23/U/0662/MED/PS_____

Faculty/Institute:___ FACULTY OF EDUCATION AND HUMANITIES, GULU UNIVERSITY

Department:____ EDUCATION MANAGEMENT AND ADMINISTRATION ___

Title and bibliographic description of the work

STAKEHOLDERS' MONITORING ROLES AND HEADTEACHERS PERFORMANCE IN SECONDARY SCHOOLS IN GULU CITY

Declaration.

1. I understand what plagiarism is and I am aware of the University policy on this regard,
2. I declare that this … **Dissertation** … (Proposal, thesis, essay, assignment, paper, report etc.) is my original work and has not been submitted elsewhere for examination, award of a degree or publication. Where other people's work or my work has been used, this has been properly acknowledged and referenced in accordance with Gulu University requirements,
3. I have not sought or used the services of any professional agency to produce this work,
4. I have not allowed, and shall not allow anyone to copy my work with the intention of passing it off as his/her own,
5. I understand that any false claim of this work shall result in disciplinary action in accordance with University Policy on Plagiarism.

Signature _____ Date 19/10/2026

Originality Report

The article/thesis/document titled above have been subjected to plagiarism check and the level was found to be……**15%** (percent) this is classified as:

- ✓ Minor
- ☐ Moderate
- ☐ Serious

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Yours sincerely,

Dr. Clement Lutaaya Nabutto Claire (PhD)