Managerial Competencies and Teachers' Performance in Secondary Schools in Gulu City

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Declaration

I, Kyompaire Allen, declare that this dissertation is entirely my original work conducted under the guidance and supervision of my supervisors. I declare that this dissertation has not been submitted to any institution for any award of academic qualification, but is being submitted to the Directorate of Research and Graduate Training in partial fulfilment of the requirements of the degree of Master of Education in Education Management of Gulu University.

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Approval

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Dedication

This research is dedicated to my beloved family, whose love, patience, and sacrifices have been my greatest source of strength. To my parents the late Mr Beyendeza Fred and joy Muziibira, my late husband Mr Abel Kyanira Apuuli who instilled in me the value of education and hard work and children for their understanding and support throughout this journey. May this work be a testament to the power of dedication and perseverance.

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List of abbreviations

KPI:	Key Performance Indicators
MoES:	Ministry of Education and Sports
OECD:	Organization for Economic Co-operation and Development.
UNESCO:	United Nations Educational, Scientific and Cultural Organization

Abstract

This study examined the influence of managerial competencies on teachers' performance in secondary schools in Gulu City, focusing on the key managerial functions of leadership, planning, and controlling. Employing a mixed-methods research design, quantitative data were collected from 200 teachers and school staff through structured questionnaires, while qualitative insights were obtained from eight key informants, including headteachers and Board of Governors members. The study aimed to assess the levels of managerial competencies exhibited by school leaders, evaluate teachers' performance, and explore the relationship between managerial competencies and teacher effectiveness. Quantitative findings revealed that school leaders demonstrated moderate to high competencies in leadership, planning, and controlling, with significant positive correlations between these competencies and teacher performance. Specifically, planning competencies showed the strongest association with improved teacher productivity and instructional quality. Teachers' performance was generally rated as satisfactory, with strengths in lesson preparation and professionalism, although challenges in student engagement and workload management were noted. Qualitative data enriched these results by highlighting participatory leadership styles, strategic planning processes, and effective resource management as critical factors enhancing teacher motivation and performance. However, limitations such as resource constraints and large class sizes were identified as barriers to optimal outcomes. The study concludes that effective managerial competencies among school leaders are vital for improving teachers' productivity, effectiveness, and professionalism in secondary schools. Recommendations include capacity-building initiatives for school managers to strengthen leadership, planning, and controlling skills, alongside interventions addressing resource and environmental challenges. The study also suggests further research to explore the moderating effects of school environment factors on the relationship between managerial competencies and teacher performance.

Chapter One

Introduction

1.0 Introduction

The study examined the influence of managerial competencies on teachers' performance in secondary schools in Gulu City, Uganda. Managerial competencies constituted the independent variable and were examined through goal and action management, leadership, human resource management, and focus on others. Teachers' performance constituted the dependent variable and was assessed through lesson preparation and delivery, classroom management, assessment and feedback, and professional responsibilities. This chapter presented the background to the study, statement of the problem, purpose, objectives, research questions, scope, significance, conceptual framework, and operational definitions of key terms.

1.1 Background to the Study

This section provides the foundation of the study by examining the development, theoretical explanations, key concepts and specific context surrounding managerial competencies and teacher performance, while identifying the knowledge gap that necessitates the study.

1.1.1 Historical Background

The historical development of teacher performance in secondary schools is closely linked to the evolution of formal education systems. During the 19th Century, teachers were mainly viewed as disciplinarians and transmitters of fixed knowledge, while industrialisation increased the demand for trained teachers and standardized education systems. Tyack (2019) explains that the establishment of teacher-training institutions marked an important stage in the professionalisation of teaching. In the early 20th Century, progressive education introduced learner-centred approaches, experiential learning and critical thinking, requiring teachers to create supportive learning environments and adapt instructional methods to diverse learner needs. Dewey (2018) emphasises that this transformation broadened teacher performance beyond knowledge transmission to include effective interaction with learners and appropriate instructional practices.

In Africa, colonial education systems largely served administrative and economic interests and often neglected local cultures and needs. Brock-Utne (2020) notes that this created challenges in curriculum relevance and teaching approaches, while Adeyemi and Afolabi (2021) associate the colonial legacy with continuing challenges in educational effectiveness.

Following independence, African countries continued to reform education systems in response to national priorities and global development agendas. The United Nations (2020) emphasises inclusive, equitable and quality education through the Sustainable Development Goals. The African Union (2015) similarly promotes quality education and skills development through Agenda 2063. In Uganda, Government of Uganda (2020) identifies education and skills development as important foundations for national transformation through Vision 2040. Despite these commitments, teacher performance continues to face challenges associated with large classes, inadequate instructional materials, limited professional development and unfavourable working conditions. Ssekamwa and Lugumba (2021) observe that such challenges can affect teacher effectiveness and educational outcomes, demonstrating the continuing need to strengthen teacher capacity and educational management.

School management has consequently expanded from routine administration to responsibilities involving instructional improvement, staff coordination, accountability, discipline and overall school effectiveness. The Republic of Uganda (2008) provides that headteachers are responsible for academic and administrative management, staff supervision and coordination of school operations under the Education Act. He et al. (2024) indicate that effective school management can contribute to education quality and teacher professional development. Managerial competence has therefore become increasingly important because school managers are expected to coordinate staff, manage resources, set institutional goals and respond to the needs of teachers and learners. Boyatzis et al. (2024) associate managerial competence with observable capabilities that influence professional effectiveness. Susiati et al. (2023) further highlight the importance of managerial competencies in educational leadership.

Uganda's NDP IV, 2025/26–2029/30, emphasises quality education, teacher development, institutional effectiveness and human capital development. National Planning Authority (2025) indicates that these priorities require effective institutional management and human-capital

development. Agenda 2063 also emphasises quality education, skills development and effective leadership as foundations for Africa's transformation. African Union (2015) stresses the importance of strengthening human capacity and institutional effectiveness. SDG 4 similarly promotes inclusive and equitable quality education and effective learning environments. United Nations (2015) identifies effective educational systems as important for achieving quality learning outcomes. Despite these policy commitments, limited empirical evidence exists on how specific managerial competencies influence teacher performance in secondary schools in Gulu City. This contextual gap provides justification for examining the relationship between managerial competencies and teacher performance in secondary schools in Gulu City.

1.1.2 Theoretical Background

The study was guided by the Boyatzis Management Competency perspective, which explained effective management in terms of competencies demonstrated through behaviours and capabilities. Competency-based thinking emphasized what managers were capable of doing effectively rather than relying only on their formal positions. Recent competency research continued to demonstrate the relevance of behavioural competencies in explaining effective professional performance (Boyatzis et al., 2024). Competency frameworks had also been applied to educational management to identify capabilities required in specific managerial settings (Corbett, 2023). However, contemporary competency research had largely been conducted outside Ugandan secondary education, leaving limited evidence about its application to school managers in Gulu City.

The competency perspective was useful because managerial functions and managerial competencies were related but different concepts. Managerial functions described activities such as planning, organizing, directing, and controlling, whereas competencies concerned the knowledge, skills, abilities, and behaviours that enabled a manager to perform those functions effectively. Research on school management showed that improving the practices of school leaders could contribute to better educational outcomes (Anand et al., 2023). Studies of school leadership also demonstrated the importance of specific leadership capabilities in supporting teachers (He et al., 2024). Nevertheless, these studies did not adequately integrate managerial competencies into one framework for explaining teachers' performance in Gulu City, leaving a theoretical application gap.

Goal and action management represented the ability to establish objectives, plan activities, organize work, solve problems, and follow through on agreed actions. These capabilities were relevant to school managers because school programmes required clear objectives, coordinated activities, and continuous monitoring. A systematic review found that interventions targeting school leaders' management practices produced positive improvements in educational outcomes across low- and middle-income countries (Anand et al., 2023). Evidence on school leadership further indicated that clear instructional direction could support teacher development (He et al., 2024). However, limited evidence showed how goal and action management specifically contributed to teachers' day-to-day performance in Ugandan urban secondary schools, creating an empirical gap.

Leadership, human resource management, and focus on others addressed the interpersonal side of managerial competence. Leadership involved providing direction and motivating staff, human resource management involved supervising and developing employees, while focus on others involved understanding and responding to staff needs. Transformational leadership had been associated with teachers' work performance (Yu & Jang, 2024). Ugandan evidence also suggested that leadership practices were relevant to secondary-school outcomes (Sengendo & Eduan, 2024). Instructional leadership had further been associated with teachers' professional development (He et al., 2024). However, these studies mainly examined particular leadership approaches instead of the four managerial competency dimensions together. The study therefore addressed this theoretical gap.

1.1.3 Conceptual Background

Managerial competencies referred to the capabilities that enabled school managers to perform their responsibilities effectively. Within schools, these capabilities involved setting direction, coordinating activities, managing staff, solving problems, and maintaining productive working relationships. Recent research continued to connect managerial capabilities with effective educational leadership (Susiati et al., 2023). Studies of school management interventions also indicated that management quality was relevant to educational processes and outcomes (Anand et al., 2023). However, the meaning and measurement of managerial competence varied across

studies. This conceptual inconsistency created a need to operationalize the construct clearly within secondary schools in Gulu City.

In the study, managerial competencies comprised goal and action management, leadership, human resource management, and focus on others. Goal and action management covered planning, goal setting, organization, and problem-solving. Leadership involved direction, motivation, communication, and decision-making. Human resource management concerned supervision, appraisal, professional development, and staff support, while focus on others covered listening, responsiveness, interpersonal support, and staff participation. Recent leadership research demonstrated the importance of managerial practices that supported teachers' professional growth (He et al., 2024). Research in Uganda had also examined leadership within secondary schools (Sengendo & Eduan, 2024). However, limited research had measured these four dimensions together as one managerial competency construct in Gulu City, which formed the conceptual gap addressed by the study.

Teachers' performance referred to how effectively teachers executed their assigned professional responsibilities. It extended beyond examination results because teachers performed several activities before, during, and after classroom instruction. In the study, performance was measured through lesson preparation and delivery, classroom management, assessment and feedback, and professional responsibilities. Research indicated that teachers' professional development was associated with the instructional leadership provided by school principals (He et al., 2024). Other evidence demonstrated that school leadership could shape teachers' work performance (Yu & Jang, 2024). However, much of the existing literature used different measures of teacher outcomes, creating a measurement gap that the study addressed through four clearly defined dimensions of teachers' performance.

Lesson preparation and delivery involved lesson planning, instructional methods, presentation of subject content, and use of teaching materials. Classroom management covered learner discipline, classroom organization, use of instructional time, and learner engagement. Assessment and feedback involved assessing learners, marking work, keeping records, and providing feedback, while professional responsibilities included attendance, punctuality, professional records, collaboration, and participation in school activities. Ugandan research examined teacher job

performance through planning, monitoring, and review in secondary schools (Mbabazi et al., 2025). However, evidence focusing on these specific performance dimensions in relation to managerial competencies in Gulu City remained limited. The study therefore addressed this measurement and contextual gap.

1.1.4 Contextual Background

Uganda's secondary education system placed substantial responsibility on school managers to coordinate academic programmes, supervise teachers, manage institutional resources, and ensure that school activities were implemented. These responsibilities required more than holding a management position because school leaders needed to apply appropriate capabilities when working with teachers and other stakeholders. Research in Ugandan public secondary schools showed that leadership practices were associated with school outcomes (Sengendo & Eduan, 2024). Studies conducted in Kampala also examined the connection between headmasters' leadership and teachers' performance (Asiimwe et al., 2023). However, evidence from Kampala and central Uganda did not fully explain managerial conditions in Northern Uganda, creating a geographical gap.

Gulu City provided a relevant setting for examining school management because its secondary schools operated within an urban education environment in Northern Uganda. Managers were expected to coordinate teachers, implement academic programmes, supervise professional activities, and respond to school needs. Existing Ugandan studies on leadership and teachers' performance had mainly focused on other geographical areas (Asiimwe et al., 2023). Research on transformational leadership in public secondary schools had also drawn evidence from contexts outside Gulu City (Sengendo & Eduan, 2024).

The study did not assume that teachers in Gulu City lacked professional qualifications because such a conclusion required evidence from the specific study population. Instead, the concern was how effectively teachers performed their professional responsibilities and the extent to which school managers' competencies contributed to that performance. Recent research showed that principals' instructional leadership could support teachers' professional development (He et al., 2024). Ugandan studies had also linked headteachers' leadership with teacher-related outcomes

(Asiimwe et al., 2023). Nevertheless, qualifications, professional development, and job performance were different constructs.

The selection of Gulu City was therefore based on the need for evidence that reflected the local secondary-school context. Existing research examined leadership styles, instructional leadership, management interventions, and teacher outcomes in different settings (Anand et al., 2023). Ugandan studies also contributed evidence on transformational leadership in secondary schools (Sengendo & Eduan, 2024). However, limited evidence had integrated goal and action management, leadership, human resource management, and focus on others as dimensions of managerial competencies and examined their influence on lesson preparation and delivery, classroom management, assessment and feedback, and professional responsibilities in Gulu City.

1.2 Statement of the Problem

Ideally, secondary schools required managers who could set clear goals, organize school activities, provide leadership, supervise staff, support teachers, and respond to professional needs so that teaching responsibilities were carried out effectively. Evidence from low- and middle-income countries indicated that strengthening school management could contribute to improved educational outcomes (Anand et al., 2023). Research also showed that principals' instructional leadership could contribute to teachers' professional development (He et al., 2024). In Uganda, leadership practices among headteachers had been associated with secondary-school outcomes (Sengendo & Eduan, 2024). However, available studies largely concentrated on leadership styles, instructional leadership, academic performance, or professional development rather than managerial competencies as an integrated construct. There was particularly limited empirical evidence in Gulu City showing how goal and action management, leadership, human resource management, and focus on others influenced teachers' lesson preparation and delivery, classroom management, assessment and feedback, and professional responsibilities. This knowledge gap made it difficult to establish which managerial competencies were relevant to teachers' performance within the local secondary-school setting. The study therefore assessed the level of managerial competencies, determined the level of teachers' performance, and examined the influence of managerial competencies on teachers' performance in secondary schools in Gulu City.

1.3 Purpose of the Study

The purpose of the study was to examine the influence of managerial competencies on teachers' performance in secondary schools in Gulu City, Uganda.

1.3.1 Specific Objectives

i. To assess the level of managerial competencies in secondary schools in Gulu City.
ii. To determine the level of teachers' performance in secondary schools in Gulu City.
iii. To examine the relationship between managerial competencies and teachers' performance in secondary schools in Gulu City.

1.3.2 Research Questions

i. What is the level of managerial competencies in secondary schools in Gulu City?
ii. What is the level of teachers' performance in secondary schools in Gulu City?
iii. What is relationship between managerial competencies and teachers' performance in secondary schools in Gulu City?

1.4 Scope of the Study

1.4.1 Geographical Scope

The study was conducted in selected secondary schools in Gulu City, Northern Uganda. Gulu City was selected because it contained secondary schools operating within an urban education environment. The geographical scope was limited to secondary schools located within Gulu City.

1.4.2 Content Scope

The study covered managerial competencies as the independent variable and teachers' performance as the dependent variable. Managerial competencies were assessed through goal and action management, leadership, human resource management, and focus on others. Teachers' performance was measured through lesson preparation and delivery, classroom management,

assessment and feedback, and professional responsibilities. The study did not include teacher qualifications, remuneration, infrastructure, or job satisfaction as additional independent variables.

1.4.3 Time Scope

The study mainly considered recent literature published between 2023 and 2025 to capture current evidence concerning managerial competencies and teachers' performance. Earlier sources were considered only where they were necessary for the theoretical or policy foundation of the study. The field study was conducted within the period specified in the approved research work plan.

1.5 Significance of the Study

The Ministry of Education and Sports could use the findings to strengthen managerial training, leadership development, and supervision of secondary schools.

Gulu City education authorities could use the findings to identify managerial competency gaps and improve support and supervision of school managers.

School managers could use the findings to improve planning, leadership, staff management, supervision, and support for teachers.

Teachers could benefit from improved managerial practices through clearer direction, effective supervision, professional support, and participation in school activities.

Researchers and scholars could use the study as a reference for further research on managerial competencies and teachers' performance in secondary schools.

1.6 Conceptual Framework

The conceptual framework presented managerial competencies as the independent variable and teachers' performance as the dependent variable.

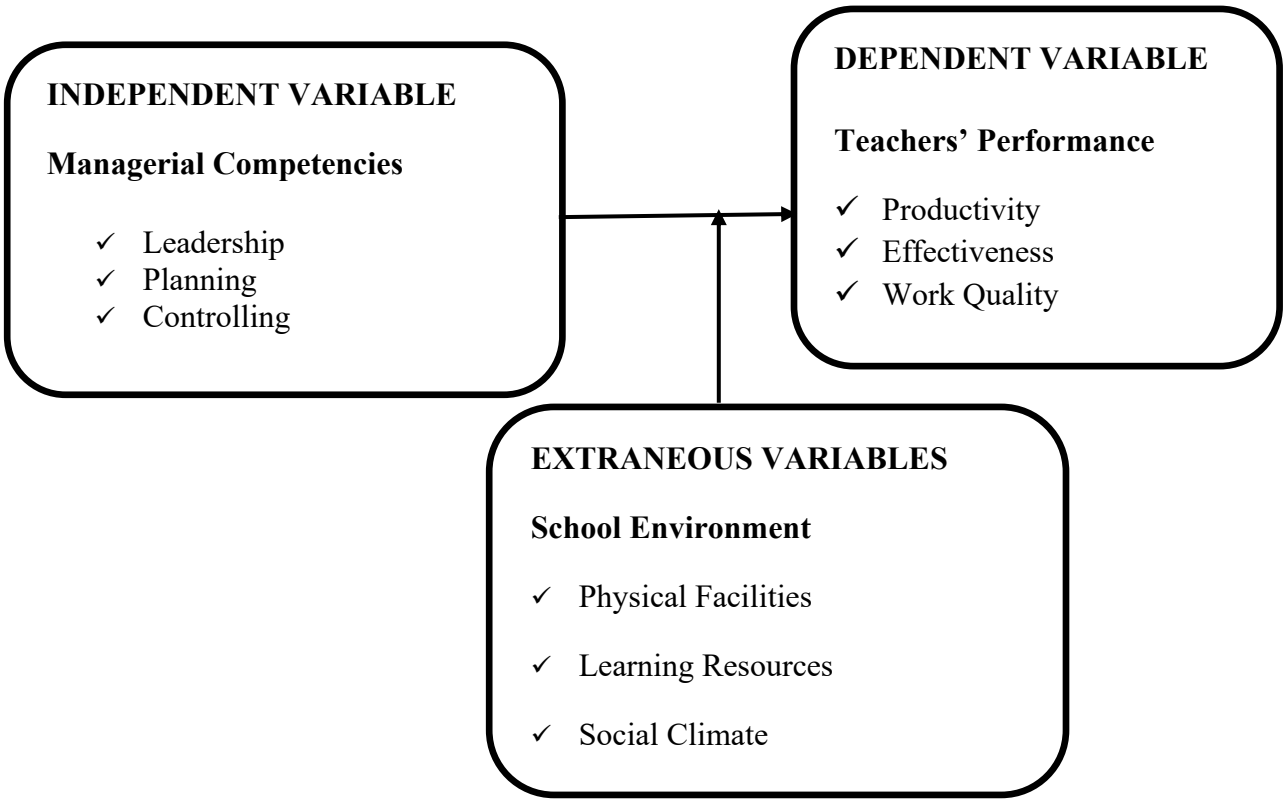


Figure 1: Conceptual framework

Source: Adapted concepts from Boyatzis Model (Boyatzis, 1982)

Drawing on Boyatzis' (2006) framework, this study explores the influence of managerial competencies specifically leadership, planning, and controlling on teachers' performance, which is measured by productivity, effectiveness, and work quality. In addition, the school environment, encompassing physical facilities, learning resources, and social climate, are considered an extraneous variable that may impact both managerial competencies and teacher performance (Kavuma, 2022; Nampala, 2021).

Chapter Two

Literature Review

2.0 Introduction

This chapter reviewed literature on managerial competencies and teachers' performance in secondary schools. It covered the theoretical framework, managerial competencies, teachers' performance, and the contribution of managerial competencies to teachers' performance.

2.1 Theoretical Framework

The theoretical framework provided the basis for explaining how managerial competencies could contribute to teachers' performance. The study was guided by the Boyatzis Management Competency Theory, which emphasizes knowledge, skills, abilities, and behaviours that support effective performance. Recent competency research has continued to link competencies with effective behaviour and performance (Boyatzis et al., 2024). Educational management research has also emphasized competency frameworks for education managers (Corbett, 2023). School-management research further shows the importance of effective management practices in educational institutions (Anand et al., 2023). However, limited research has applied this perspective to secondary schools in Gulu City, creating a contextual gap.

2.1.1 Boyatzis Management Competency Theory

The Boyatzis Management Competency Theory explains performance through competencies demonstrated in work situations. Competencies include capabilities, behaviours, and skills that enable individuals to perform responsibilities effectively. Recent research continues to associate competencies with effective behaviour and performance (Boyatzis et al., 2024). Educational management literature also supports contextual competency frameworks for managers (Corbett, 2023). Research on school management emphasizes the importance of managerial capabilities in educational institutions (Susiati et al., 2023). However, limited research has examined the theory in relation to secondary school management in Gulu City, leaving a theoretical gap.

The theory was applied to this study through leadership, planning, and controlling as dimensions of managerial competencies. Leadership involved directing, motivating, communicating, and coordinating teachers. Planning involved setting objectives, organizing activities, and allocating responsibilities, while controlling involved monitoring activities, assessing progress, providing feedback, and correcting weaknesses. Similar managerial capabilities have been identified in educational management research (Susiati et al., 2023). Recent studies also identify planning and other managerial skills as important for school leaders (Suleiman et al., 2025). However, limited studies have examined these three dimensions together in Ugandan secondary schools, leaving a conceptual gap.

The theory was also relevant to teachers' performance because managerial competencies could affect how teachers organize and perform their professional duties. The study measured teachers' performance through productivity, effectiveness, and work quality. Professional learning practices have been associated with teacher performance (Mydin et al., 2024). Monitoring and review have also been associated with teacher job performance in Uganda (Mbabazi et al., 2025). School-level factors have been linked with teacher effectiveness (Odit et al., 2023). However, limited studies have combined these three performance dimensions within a managerial competency framework, leaving a measurement gap.

The theory recognized that managerial competencies operate within wider organizational conditions. School-management outcomes can depend on implementation conditions (Anand et al., 2023). Professional learning conditions can also shape teacher performance (Mydin et al., 2024). School internal factors may affect teacher effectiveness (Odit et al., 2023). Therefore, the theory provided the main explanation for the study without assuming that managerial competencies were the only determinants of teacher performance. Limited contextual evidence from Gulu City remained a gap.

2.2 Managerial Competencies

Managerial competencies referred to the knowledge, skills, abilities, and behaviours that enabled school managers to perform their responsibilities effectively. The study focused on leadership, planning, and controlling. Managerial competencies have been associated with education quality

(Susiati et al., 2023). Educational competency frameworks also identify several capabilities required by managers (Corbett, 2023). School-management evidence emphasizes the importance of effective management practices (Anand et al., 2023). However, limited studies have examined the three selected dimensions together in Ugandan secondary schools, leaving a conceptual gap.

2.2.1 Leadership

Leadership involved providing direction, communicating expectations, motivating teachers, and coordinating school activities. Instructional leadership has been linked with teacher professional development (He et al., 2024). Transformational leadership has also been associated with teacher work performance (Yu & Jang, 2024). Ugandan evidence connects transformational leadership with academic outcomes (Sengendo & Eduan, 2024). However, these studies largely focus on leadership styles rather than leadership as a managerial competency, leaving a conceptual gap.

Leadership can support teachers through guidance and professional support. Professional learning communities have been associated with teacher performance (Mydin et al., 2024). Headmasters' leadership has also been examined in relation to teacher performance in Uganda (Asiimwe et al., 2023). School-head leadership has similarly been examined in Tanzania (Nyaibuli & Mwila, 2024). However, limited evidence exists on leadership and teacher productivity in Gulu City, leaving a geographical gap.

Decision-making is another aspect of leadership because school managers make decisions about staff responsibilities, resources, and priorities. Managerial competency research identifies decision-making among important capabilities (Suleiman et al., 2025). Principal competency studies also examine administrative capabilities (Llagas & Adajar, 2024). Instructional leadership research emphasizes managerial guidance (He et al., 2024). However, limited research has established how managerial decision-making contributes to teacher performance in Gulu City, leaving an empirical gap.

Leadership also involves communication, feedback, and coordination. Instructional leadership has been associated with teacher development (He et al., 2024). Leadership practices have also been linked with teacher work performance (Yu & Jang, 2024). Ugandan evidence shows the

importance of headteacher leadership in schools (Sengendo & Eduan, 2024). However, these studies have not adequately examined leadership together with planning and controlling, leaving an integrated competency gap.

2.2.2 Planning

Planning involved setting objectives, organizing activities, allocating responsibilities, and preparing resources. Planning is identified as an important managerial capability (Susiati et al., 2023). Recent Ugandan research examined headteachers' planning skills and teachers' professional growth (Kakooza et al., 2026). School-management research also emphasizes management practices in educational improvement (Anand et al., 2023). However, limited studies have examined planning together with leadership and controlling, leaving a conceptual gap.

Planning helps managers organize teaching activities and institutional priorities. Headteachers' planning skills have been examined in relation to professional growth (Kakooza et al., 2026). Principal management research also considers planning among school-management practices (Rostini et al., 2024). School-management interventions emphasize organized management practices (Anand et al., 2023). However, limited evidence directly connects planning with teacher productivity in Gulu City, leaving an empirical gap.

Planning also involves allocating responsibilities and resources. Managerial competency research identifies planning and organization as important capabilities (Susiati et al., 2023). Recent Ugandan research identifies planning materials and guidance among headteacher practices (Kakooza et al., 2026). Educational management research also emphasizes organized implementation (Anand et al., 2023). However, the contribution of planning to teachers' effectiveness and work quality remains insufficiently established, leaving a measurement gap.

Planning provides standards against which progress can be assessed. Monitoring and review have been associated with teacher job performance (Mbabazi et al., 2025). Performance-management research also considers planning and review (Lumago & Ssendagi, 2025). Managerial competency research identifies planning as an important management process (Susiati et al., 2023). However,

few studies have separated planning from controlling when examining teacher performance, leaving a methodological gap.

2.2.3 Controlling

Controlling involved monitoring activities, assessing progress, providing feedback, and taking corrective action. Output monitoring and review have been associated with teacher job performance in Uganda (Mbabazi et al., 2025). Supervision research examines monitoring of lesson preparation and teaching activities (Akantorana et al., 2024). School-management research also emphasizes implementation monitoring (Anand et al., 2023). However, most studies use supervision or monitoring rather than controlling as a distinct competency, leaving a conceptual gap.

Controlling also involves assessing whether teachers meet professional standards. Support supervision has been examined in relation to teacher performance (Abdurahman et al., 2024). Output monitoring and review have also been associated with teacher performance (Mbabazi et al., 2025). Performance-management practices similarly emphasize assessment and review (Lumago & Ssendagi, 2025). However, these studies do not fully explain controlling as an integrated managerial capability, leaving a conceptual gap.

Feedback is an important part of controlling because it helps teachers identify weaknesses and improve performance. Structured review has been associated with improved teacher performance (Mbabazi et al., 2025). Professional collaboration has also been associated with teacher performance (Mydin et al., 2024). Instructional guidance supports teacher development (He et al., 2024). However, limited evidence has examined feedback within controlling and teacher work quality in Gulu City, leaving an empirical gap.

Controlling helps managers identify weaknesses and initiate corrective measures. Supervision studies examine teaching activities and professional practices (Akantorana et al., 2024). Monitoring and review have been linked with teacher job performance (Mbabazi et al., 2025). School-management research also emphasizes monitoring during implementation (Anand et al.,

2023). However, limited research has examined controlling together with leadership and planning in Ugandan secondary schools, leaving an integrated research gap.

2.3 Teachers' Performance

Teachers' performance referred to the extent to which teachers completed professional duties and achieved expected standards. The study measured performance through productivity, effectiveness, and work quality. Teacher performance has been examined through professional practices and outcomes (Mydin et al., 2024). Ugandan research has assessed teacher job performance through monitoring and review (Mbabazi et al., 2025). Teacher effectiveness has also been examined through school-level factors (Odit et al., 2023). However, different studies use different measures, leaving a measurement gap concerning the three dimensions adopted in this study.

2.3.1 Productivity

Teacher productivity referred to the extent to which teachers completed expected duties efficiently and consistently. It included lesson preparation, teaching, assessment, record keeping, and participation in school activities. Teacher productivity has been examined in Uganda (Nassiwa & Sekito, 2024). Performance-management practices have also been examined in relation to teacher performance (Lumago & Ssendagi, 2025). Monitoring and review have been associated with teacher job performance (Mbabazi et al., 2025). However, limited research has directly linked managerial competencies with teacher productivity, leaving an empirical gap.

Productivity also involves effective use of time and resources. School-management practices can support implementation of educational activities (Anand et al., 2023). Planning and organization are recognized as managerial capabilities (Susiati et al., 2023). Performance-management practices also address teacher duties and outputs (Lumago & Ssendagi, 2025). However, limited evidence explains how managerial competencies contribute specifically to teacher productivity in Gulu City, leaving a contextual gap.

Productivity can be assessed through completion of assigned duties and responsibilities. Output monitoring and review have been associated with teacher job performance (Mbabazi et al., 2025).

Supervision has also been examined in relation to teacher performance (Abdurahman et al., 2024). Performance-management practices further address teacher performance and outputs (Lumago & Ssendagi, 2025). However, these studies focus on separate practices rather than the combined managerial competencies examined in this study, leaving an integrated gap.

Productivity may also be affected by organizational conditions. Teacher welfare has been examined in relation to productivity (Nassiwa & Sekito, 2024). School internal factors have been associated with teacher effectiveness (Odit et al., 2023). Professional learning conditions have also been linked with teacher performance (Mydin et al., 2024). However, the specific contribution of managerial competencies to teacher productivity remains insufficiently established, leaving an explanatory gap.

2.3.2 Effectiveness

Teacher effectiveness referred to the extent to which teachers achieved intended instructional and professional objectives. It included lesson delivery, classroom management, learner engagement, assessment, and achievement of planned objectives. School internal factors have been examined in relation to teacher effectiveness (Odit et al., 2023). Professional learning practices have been associated with teacher performance (Mydin et al., 2024). Instructional leadership has been linked with teacher development (He et al., 2024). However, limited research has connected managerial competencies directly with teacher effectiveness in Gulu City, leaving a geographical gap.

Effective teaching requires teachers to translate objectives into appropriate classroom activities. Professional learning communities have been associated with teacher performance (Mydin et al., 2024). Instructional leadership supports professional development (He et al., 2024). School-level factors have also been associated with teacher effectiveness (Odit et al., 2023). However, limited evidence establishes how leadership, planning, and controlling contribute to teachers' achievement of instructional objectives, leaving an empirical gap.

Effectiveness also involves meeting professional expectations and maintaining appropriate teaching practices. Monitoring and review have been associated with teacher performance (Mbabazi et al., 2025). Supervision has been examined in relation to teaching activities

(Akantorana et al., 2024). Leadership has also been associated with school outcomes in Uganda (Sengendo & Eduan, 2024). However, these studies have not examined the combined managerial competencies adopted in this study, leaving an integrated gap.

Teacher effectiveness should not be measured only through examination results. Teacher-performance research examines wider professional outcomes (Mydin et al., 2024). Job performance research also considers monitoring, review, and professional duties (Mbabazi et al., 2025). School-level research further considers broader factors affecting teacher effectiveness (Odit et al., 2023). However, limited research has treated effectiveness as one dimension of teacher performance in relation to managerial competencies in Gulu City, leaving a measurement gap.

2.3.3 Work Quality

Work quality referred to the standard, accuracy, completeness, consistency, and organization of teachers' professional work. It included lesson preparation, instruction, assessment, record keeping, feedback, and classroom organization. Teacher performance research addresses professional and instructional practices (Mydin et al., 2024). Monitoring and review research considers instructional standards (Mbabazi et al., 2025). Instructional leadership research emphasizes professional guidance (He et al., 2024). However, few studies specifically measure work quality as a distinct dimension of teacher performance, leaving a measurement gap.

High-quality teaching requires accurate preparation, clear instruction, appropriate assessment, and effective classroom practices. Professional learning has been associated with teacher performance (Mydin et al., 2024). School factors have been linked with teacher effectiveness (Odit et al., 2023). Supervision research examines lesson preparation and teaching practices (Akantorana et al., 2024). However, limited research directly connects managerial competencies with teachers' work quality, leaving an empirical gap.

Work quality also includes assessment, record keeping, feedback, and adherence to professional requirements. Monitoring and review have been associated with teacher job performance (Mbabazi et al., 2025). Performance-management practices also address teacher performance (Lumago & Ssendagi, 2025). Leadership practices have been linked with teacher work performance (Yu &

Jang, 2024). However, limited evidence has examined these practices specifically in relation to work quality in Gulu City, leaving a contextual gap.

Completion of duties alone does not demonstrate that work meets the expected standard. Professional learning has been associated with teacher performance (Mydin et al., 2024). Managerial competence has been linked with education quality (Susiati et al., 2023). Monitoring and review have been associated with teacher job performance (Mbabazi et al., 2025). However, limited evidence exists on how leadership, planning, and controlling contribute specifically to teachers' work quality, leaving an empirical gap.

2.4 Managerial Competencies and Teachers' Performance

Existing literature suggests that managerial competencies contribute to teachers' performance through direction, planning, coordination, monitoring, and feedback. School-management practices have been linked with educational outcomes (Anand et al., 2023). Managerial competencies have been associated with education quality (Susiati et al., 2023). Instructional leadership has been linked with teacher development (He et al., 2024). Monitoring and review have also been associated with teacher job performance in Uganda (Mbabazi et al., 2025). However, limited research has examined leadership, planning, and controlling together in relation to productivity, effectiveness, and work quality in Gulu City, leaving a major empirical gap.

2.4.1 Leadership and Teachers' Performance

Leadership can support teacher productivity by providing direction, motivation, and coordination. Instructional leadership has been linked with teacher development (He et al., 2024). Leadership practices have also been associated with teacher work performance (Yu & Jang, 2024). Ugandan evidence connects transformational leadership with academic outcomes (Sengendo & Eduan, 2024). However, limited studies have specifically examined leadership and teacher productivity, leaving a performance-measurement gap.

Leadership can support teacher effectiveness by clarifying expectations and providing instructional guidance. Professional learning practices have been associated with teacher performance (Mydin et al., 2024). Instructional leadership has been linked with teacher

professional development (He et al., 2024). Headmasters' leadership has also been examined in relation to teacher performance in Uganda (Asiimwe et al., 2023). However, limited evidence exists on leadership and teacher effectiveness in Gulu City, leaving a geographical gap.

Leadership may improve work quality through communication, supervision, and feedback. Leadership practices have been associated with teacher work performance (Yu & Jang, 2024). Instructional guidance has been linked with teacher development (He et al., 2024). Supervision has also been examined in relation to teaching practices (Akantorana et al., 2024). However, limited research has examined leadership as a managerial competency and its contribution to work quality, leaving an empirical gap.

Evidence from different contexts suggests that leadership should be examined within specific school settings. Leadership and teacher performance have been studied in Kampala (Asiimwe et al., 2023). School-head leadership has also been examined in Tanzania (Nyaibuli & Mwila, 2024). Ugandan research has examined transformational leadership and academic outcomes (Sengendo & Eduan, 2024). However, limited evidence has examined leadership alongside planning and controlling in Gulu City, leaving a local research gap.

2.4.2 Planning and Teachers' Performance

Planning can support productivity by establishing priorities, schedules, and responsibilities. Headteachers' planning skills have been examined in Uganda (Kakooza et al., 2026). Planning is also recognized as a managerial capability (Susiati et al., 2023). School-management research emphasizes organized management practices (Anand et al., 2023). However, limited research directly connects planning with teacher productivity, leaving an empirical gap.

Planning can support effectiveness by organizing instructional activities around clear objectives. Headteachers' planning skills have been associated with professional growth (Kakooza et al., 2026). Managerial competency research identifies planning as an important capability (Susiati et al., 2023). School-management evidence emphasizes effective organization of school activities (Anand et al., 2023). However, limited evidence explains how planning contributes to teacher effectiveness in Gulu City, leaving a contextual gap.

Planning may improve work quality by ensuring appropriate guidance, resources, schedules, and responsibilities. Planning materials and guidance have been examined in Ugandan schools (Kakooza et al., 2026). Managerial competency research emphasizes resource organization (Susiati et al., 2023). School-management research highlights effective implementation practices (Anand et al., 2023). However, limited research has directly examined planning and teachers' work quality, leaving a measurement gap.

Planning also provides standards against which progress can be assessed. Monitoring and review have been associated with teacher job performance (Mbabazi et al., 2025). Performance-management research considers planning and review (Lumago & Ssendagi, 2025). Managerial competency research identifies planning as an important management process (Susiati et al., 2023). However, few studies have separated planning from controlling when examining teacher performance, leaving a methodological gap.

2.4.3 Controlling and Teachers' Performance

Controlling can support productivity through monitoring attendance, lesson preparation, assessment, and assigned duties. Output monitoring and review have been associated with teacher job performance (Mbabazi et al., 2025). Supervision research examines teaching activities and professional duties (Akantorana et al., 2024). School-management research emphasizes implementation monitoring (Anand et al., 2023). However, most studies use monitoring or supervision rather than controlling as a managerial competency, leaving a conceptual gap.

Controlling can strengthen effectiveness by identifying weaknesses and encouraging corrective action. Support supervision has been examined in relation to teacher performance (Abdurahman et al., 2024). Monitoring and review have also been associated with teacher job performance (Mbabazi et al., 2025). Supervision has been linked with teaching practices (Akantorana et al., 2024). However, limited research has examined controlling as a broader managerial capability, leaving an empirical gap.

Controlling can improve work quality through feedback and performance review. Monitoring and review have been associated with teacher performance (Mbabazi et al., 2025). Professional

learning practices have been linked with teacher performance (Mydin et al., 2024). Instructional guidance has been associated with teacher development (He et al., 2024). However, limited evidence has examined controlling and work quality among secondary school teachers in Gulu City, leaving a contextual gap.

The usefulness of controlling may depend on how monitoring and feedback are implemented. School-management interventions can be affected by implementation conditions (Anand et al., 2023). Professional conditions can shape teacher performance (Mydin et al., 2024). Monitoring and review have been associated with teacher job performance in Uganda (Mbabazi et al., 2025). However, limited research has examined controlling together with leadership and planning in relation to the three dimensions of teacher performance, leaving an integrated gap.

2.5 Literature Gap

The literature established that leadership, planning, and controlling are important aspects of school management. Managerial competence has been linked with education quality (Susiati et al., 2023), while school-management practices have been associated with educational improvement (Anand et al., 2023). Ugandan studies have separately examined leadership, planning, and monitoring (Asiimwe et al., 2023; Kakooza et al., 2026; Mbabazi et al., 2025). However, limited research has examined all three dimensions together, leaving a conceptual and empirical gap.

A geographical and contextual gap was also identified. Previous studies were conducted in settings such as Kampala, Luweero, Kasese, and other locations (Asiimwe et al., 2023; Kakooza et al., 2026; Mbabazi et al., 2025). Their findings provide useful evidence but do not adequately represent secondary schools in Gulu City. School-management research also emphasizes the importance of context in implementation (Anand et al., 2023). Therefore, the present study addressed the geographical and contextual gap.

A measurement gap further existed because studies used different indicators of teachers' performance. Research has examined teacher performance broadly (Mydin et al., 2024), teacher effectiveness (Odit et al., 2023), and job performance through monitoring and review (Mbabazi et al., 2025).

Chapter Three

Methodology

3.0 Introduction

This chapter presented the methodology that was used to examine the influence of managerial competencies on teachers' performance in secondary schools in Gulu City, Uganda. It covered the research orientation, design, study population, sample size, sampling techniques, data collection methods and tools, reliability and validity, data collection procedure, analysis, ethical considerations, limitations and delimitations, and dissemination of findings (Creswell & Creswell, 2023). The methodology was structured to generate both measurable and contextual evidence about the study variables.

The chapter also explained the procedures that were followed during the research process. Quantitative information was obtained through questionnaires, while qualitative information was collected through interviews with selected stakeholders. Combining these sources enabled the researcher to compare and integrate different forms of evidence during interpretation (Creswell & Plano Clark, 2018).

3.1 Research Orientation

The study adopted a pragmatic research orientation. Pragmatism was appropriate because the investigation required numerical evidence on managerial competencies and teachers' performance as well as participants' explanations of management practices in schools. The orientation allowed the researcher to select procedures according to their usefulness in addressing the research objectives (Morgan, 2014).

The approach supported the combination of quantitative and qualitative evidence within the same investigation. Quantitative information provided measurable patterns, while qualitative responses explained experiences and practices behind those patterns. This combination was considered appropriate for obtaining a broader understanding of the study problem (Creswell & Creswell, 2023).

3.2 Research Design

The study employed a convergent parallel mixed-methods design. Quantitative and qualitative data were collected during the same general phase, analysed separately and brought together during interpretation. The design was appropriate because the study required statistical evidence as well as detailed explanations from relevant stakeholders (Creswell & Plano Clark, 2018).

The design also enabled the researcher to compare findings from different sources. Questionnaire responses provided standardized evidence concerning the study variables, while interviews generated contextual information about managerial practices and teachers' performance. Such integration strengthened the interpretation of the results through triangulation (Fetters et al., 2013).

3.3 Study Population

The quantitative study population comprised 450 respondents from 30 secondary schools in Gulu City. It consisted of 30 headteachers, 400 teachers and 20 Board of Governors members. These groups were included because they had direct responsibilities or experiences related to school management and teachers' performance (Creswell & Creswell, 2023).

3.4 Sample Size Determination

The quantitative sample size was determined using Yamane's formula at a 5% level of precision. The formula was suitable because the study had a known finite population of 450 respondents (Yamane, 1967). The selected precision level provided a manageable sample while maintaining an acceptable basis for statistical analysis (Israel, 2009).

The formula was applied as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = required sample size
N = total population
e = level of precision

$$n = \frac{450}{1 + 450(0.05)^2}$$

$$n = \frac{450}{1 + 1.125}$$

$$n = \frac{450}{2.125} = 211.76$$

The calculated sample was rounded to 212 respondents. The sample was distributed across the three quantitative categories according to their population sizes. This approach ensured that the major respondent groups were represented in the survey (Saunders et al., 2019).

Table 1:Population, Sample Size and Sampling Techniques

Category of respondents	Total population	Sample size	Sampling technique
Headteachers	30	14	Stratified random sampling
Teachers	400	188	Stratified random sampling
Board of Governors members	20	10	Stratified random sampling
Total	450	212	Stratified random sampling

Source: Researcher's computation based on Yamane (1967)

The largest proportion of the sample comprised teachers because they represented the largest group in the population. Headteachers and Board of Governors members were represented according to their respective population sizes. This distribution maintained the structure of the survey population (Saunders et al., 2019).

For the qualitative component, selected headteachers, Board of Governors members, students and parents were purposively identified for interviews. Their selection was based on their relevance to the research questions and their ability to provide useful information. The qualitative participants were therefore not included in the Yamane calculation (Creswell & Plano Clark, 2018).

3.5 Sampling Techniques

Stratified random sampling was used to select the quantitative respondents. The population was divided into headteachers, teachers and Board of Governors members before selection was undertaken. This technique ensured that each respondent category was represented in the survey sample (Saunders et al., 2019).

Purposive sampling was used for the qualitative participants. Selected headteachers, Board of Governors members, students and parents were identified based on their knowledge or experience of school management and teaching services. This technique was suitable for obtaining information-rich responses from participants with relevant experiences (Creswell & Plano Clark, 2018).

3.6 Data Collection Methods

The study used questionnaire and interview methods to obtain primary data. Questionnaires generated standardized quantitative information, while interviews produced detailed explanations concerning managerial practices and teachers' performance. Using the two methods was consistent with the mixed-methods design (Creswell & Plano Clark, 2018).

The methods complemented one another during interpretation. Survey responses showed measurable patterns across respondents, while interview accounts provided explanations for those patterns. The combination therefore strengthened the depth and breadth of the evidence collected (Fetters et al., 2013).

3.6.1 Questionnaire Method

The questionnaire method was used to obtain quantitative information from the selected respondents. The questionnaire measured the three managerial competency dimensions of leadership, planning and controlling, together with the three performance dimensions of productivity, effectiveness and work quality. Standardized questionnaires were appropriate for collecting comparable information from a relatively large sample (Saunders et al., 2019).

The method also facilitated coding and statistical analysis using SPSS. Respondents completed the instrument independently, which reduced direct influence from the researcher during response selection. Standardized data collection supported consistent measurement across the respondent groups (Creswell & Creswell, 2023).

3.6.2 Interview Method

Semi-structured interviews were conducted with selected headteachers, Board of Governors members, students and parents. The interviews obtained detailed information about managerial practices and their perceived influence on teachers' performance. The method allowed participants to explain their experiences in their own words (Creswell & Plano Clark, 2018).

The semi-structured format provided a consistent set of questions while allowing the researcher to probe relevant responses. This flexibility enabled important issues to be explored further during the discussions. Interview responses were subsequently used to complement the survey findings (Saunders et al., 2019).

3.7 Data Collection Tools

Two instruments were used: a structured questionnaire and a semi-structured interview guide. The questionnaire was developed around the conceptual framework, while the interview guide followed the research objectives and study variables. This alignment ensured that the instruments collected information relevant to the research questions (Creswell & Creswell, 2023).

The questionnaire generated numerical responses for statistical analysis, whereas the interview guide generated descriptive accounts for thematic analysis. The use of both instruments supported the convergent design and allowed the researcher to compare evidence obtained from different sources (Creswell & Plano Clark, 2018).

3.7.1 Structured Questionnaire

The structured questionnaire contained demographic items and statements measuring leadership, planning, controlling, productivity, effectiveness and work quality. The substantive items were

measured using a five-point Likert scale ranging from strongly disagree to strongly agree. This format facilitated consistent responses and subsequent statistical analysis (Saunders et al., 2019).

The demographic section was revised to avoid overlapping age categories. Respondents reported their age in completed years or selected one of the following categories: 20–29, 30–39, 40–49, 50–59, or 60 years and above. The categories were mutually exclusive to improve clarity and accuracy (Creswell & Creswell, 2023).

3.7.2 Semi-Structured Interview Guide

The interview guide contained open-ended questions and probing questions related to leadership, planning, controlling and teachers' performance. The questions were derived from the research objectives and conceptual framework. This ensured that the discussions remained relevant to the investigation (Creswell & Plano Clark, 2018).

Probes were used when participants provided responses that required clarification or further explanation. The approach allowed participants to describe their experiences while maintaining consistency across interviews. The resulting information provided additional context to the quantitative results (Saunders et al., 2019).

3.8 Reliability and Validity of Instruments

Reliability and validity procedures were undertaken to establish the quality of the research instruments. Reliability examined the consistency of the questionnaire items, while validity focused on whether the instruments adequately covered the intended constructs. Both procedures were completed before the main data collection (Polit & Beck, 2022).

The questionnaire was assessed using Cronbach's alpha, while content validity was established through expert assessment. The results were used to identify items that required modification before the final administration. This process improved the quality and suitability of the instruments (Creswell & Creswell, 2023).

3.8.1 Reliability of Instruments

Cronbach's alpha coefficient was used to determine the internal consistency of the questionnaire. The assessment covered leadership, planning, controlling, productivity, effectiveness and work quality. The procedure was appropriate because each construct was measured using several related items (Polit & Beck, 2022).

Table 2: Reliability of Instruments

S/No.	Construct	Anchor points	Cronbach's Alpha
1	Leadership	5-point	.945
2	Planning	5-point	.937
3	Controlling	5-point	.921
4	Productivity	5-point	.914
5	Effectiveness	5-point	.932
6	Work Quality	5-point	.938
Average			.931

Source: Primary data, 2025

The coefficients ranged from .914 to .945, with an overall average of .931. All values exceeded the commonly accepted .70 threshold, indicating satisfactory internal consistency of the instrument. The questionnaire was therefore considered sufficiently reliable for the study (Polit & Beck, 2022).

The results also indicated that items within each construct measured closely related aspects of the intended concept. The researcher consequently retained the questionnaire for the main survey. Reliable measurement was important for producing consistent statistical results (Creswell & Creswell, 2023).

3.8.2 Validity of Instruments

Content validity was established through assessment by three experts with relevant knowledge of educational management and research methodology. The experts reviewed the instruments for relevance, clarity, completeness and alignment with the research objectives. Their assessment helped establish whether the items adequately represented the study constructs (Polit & Beck, 2022).

The comments from the experts were used to revise unclear or unsuitable items. The Content Validity Index was subsequently calculated from their assessments. The revised instruments were then used for the main data collection (Creswell & Creswell, 2023).

Table 3: Content Validity Index

Expert	Computation	CVI
Expert 1	51/56	.91
Expert 2	53/56	.95
Expert 3	52/56	.93
Average		.93

Source: Primary data, 2025

The average Content Validity Index was .93. The value indicated that the instruments had strong coverage of the content relevant to the study constructs. The result therefore supported the content validity of the research instruments (Polit & Beck, 2022).

The expert review also helped improve the wording and relevance of the questionnaire and interview questions. The final instruments remained aligned with leadership, planning, controlling, productivity, effectiveness and work quality. This alignment strengthened the suitability of the tools for the study (Creswell & Creswell, 2023).

3.9 Data Collection Procedure

The researcher first obtained an introductory letter and the required ethical approval before commencing fieldwork. Permission was subsequently sought from the relevant education authorities and heads of the selected schools. This established formal authorization for access to the study sites (Saunders et al., 2019).

The researcher then obtained the sampling frame and identified respondents according to the approved sampling procedures. Selected participants were contacted and appropriate dates for data collection were arranged. This step helped organize field activities and minimize disruption to school programmes (Creswell & Creswell, 2023).

The instruments were pretested among respondents with characteristics similar to those of the study population but who were not included in the final sample. The pretest helped identify unclear questions, inappropriate response options and other weaknesses. Necessary adjustments were made before the main exercise (Saunders et al., 2019).

Before data collection, the researcher explained the purpose, procedures, confidentiality arrangements and voluntary nature of participation. Adult participants provided informed consent, while applicable parental or guardian consent and student assent procedures were followed for minors. Participation was therefore based on informed and voluntary agreement (Polit & Beck, 2022).

Questionnaires were then administered to the selected respondents and collected after completion. Interviews were conducted separately with selected headteachers, Board of Governors members, students and parents. The researcher ensured that the interviews were conducted in settings that provided reasonable privacy (Creswell & Plano Clark, 2018).

Completed questionnaires were checked for completeness and assigned identification codes. Interview notes and recordings were also organized and securely stored. Names and other direct identifiers were excluded from the research dataset to protect confidentiality (Saunders et al., 2019).

The quantitative responses were subsequently coded and entered into SPSS. Interview information was transcribed and organized for qualitative analysis. The two datasets were then analysed separately before being compared during interpretation (Fetters et al., 2013).

3.10 Data Analysis and Presentation

The quantitative and qualitative datasets were analysed separately according to their respective characteristics. Quantitative information was subjected to descriptive and inferential statistical analysis, while qualitative responses were analysed thematically. This approach-maintained consistency with the mixed-methods design (Creswell & Plano Clark, 2018).

The findings were presented using tables, frequencies, percentages, means and standard deviations alongside qualitative themes and supporting explanations. The two forms of evidence were subsequently integrated during interpretation. This enabled the researcher to provide a comprehensive account of the study findings (Fetters et al., 2013).

3.10.1 Quantitative Data Analysis

Quantitative data were coded and analysed using SPSS. Frequencies and percentages were used to summarize demographic characteristics, while means and standard deviations were used to describe the study constructs. These descriptive procedures provided an overview of the responses obtained from participants (Field, 2018).

Pearson correlation analysis was used to examine the direction and strength of associations among the study variables. Multiple regression analysis was used to determine the contribution of leadership, planning and controlling to teachers' performance. These techniques corresponded with the objectives of examining associations and predictive contributions among the variables (Tabachnick & Fidell, 2019).

3.10.2 Qualitative Data Analysis

Qualitative information was analysed using thematic analysis. The researcher first became familiar with the interview transcripts, generated initial codes, grouped related codes and developed themes

from recurring patterns. This procedure provided a systematic way of organizing participants' responses (Braun & Clarke, 2021).

The analysis focused on participants' views concerning leadership, planning, controlling, productivity, effectiveness and work quality. Responses from administrators, governors, students and parents were compared to identify areas of convergence and divergence. The resulting themes were used to provide explanations for the quantitative findings (Nowell et al., 2017).

3.10.3 Integration of Quantitative and Qualitative Findings

The quantitative and qualitative findings were integrated during the interpretation stage. Statistical results were compared with themes obtained from the interviews to identify areas where the two sources supported or differed from one another. This process was consistent with the convergent mixed-methods design (Creswell & Plano Clark, 2018).

Where the two datasets showed similar findings, the qualitative evidence was used to provide contextual explanations for the statistical results. Where differences occurred, the researcher considered the views of the different participant groups when interpreting the findings. This process strengthened the overall interpretation through triangulation (Fetters et al., 2013).

3.11 Ethical Considerations

Ethical approval was obtained from the relevant institutional authority before the study commenced. Permission was also obtained from the appropriate education authorities and participating schools. These procedures ensured that the research was conducted within the required institutional and ethical standards (Polit & Beck, 2022).

Participants were informed about the purpose of the study, procedures, confidentiality and their right to withdraw. Adult respondents provided informed consent, while appropriate parental or guardian consent and student assent were obtained for eligible minors. Participation was therefore voluntary throughout the study (Creswell & Creswell, 2023).

Confidentiality was maintained by assigning codes instead of recording participants' names on research instruments. Completed questionnaires, interview records and electronic files were securely stored and accessed only for research purposes. These measures reduced the possibility of unauthorized disclosure (Saunders et al., 2019).

Additional safeguards were applied to student participants because some could have been below 18 years. The researcher followed the required consent and assent procedures and ensured that student responses were not personally identifiable in the report. Their participation was handled in accordance with applicable research ethics requirements (Polit & Beck, 2022).

3.12 Possible Study Limitations and Delimitations

The study experienced potential limitations associated with respondents' availability and self-reported information. Some participants could have had limited time because of school responsibilities, while others could have provided socially desirable responses. Confidentiality assurances and appropriate scheduling were used to minimize these concerns (Saunders et al., 2019).

The use of questionnaires also created the possibility of response bias because participants reported their own perceptions. Pretesting, clear instructions and the use of qualitative interviews helped address this concern. Comparing information from different participant groups further strengthened the interpretation of the results (Fetters et al., 2013).

The study was delimited to secondary schools in Gulu City, Uganda. Managerial competencies were restricted to leadership, planning and controlling, while teachers' performance was assessed through productivity, effectiveness and work quality. These boundaries-maintained consistency with the conceptual framework and research objectives (Creswell & Creswell, 2023).

Students and parents were included as qualitative stakeholders rather than additional quantitative study variables. Their views were used to complement information obtained from the principal survey respondents. This delimitation allowed the study to consider client perspectives while maintaining focus on the specified variables (Creswell & Plano Clark, 2018).

3.13 Dissemination of Findings

The findings were presented in the final dissertation according to the research objectives and research questions. The completed dissertation was submitted to the university in accordance with the requirements for the relevant academic award. The dissertation therefore served as the main formal record of the research findings (Creswell & Creswell, 2023).

A summary of the findings was also made available to relevant participating schools and education stakeholders where appropriate. Dissemination provided an opportunity for the findings to inform educational management and future research while maintaining the confidentiality of individual participants (Saunders et al., 2019).

Chapter Four

Presentation, Analysis, and Interpretation of Results

4.0 Introduction

This chapter presents the findings of the study on managerial competencies and their influence on teachers' performance in secondary schools in Gulu City. Data collected from 200 respondents were analyzed to describe the demographic characteristics of the participants, assess the level of managerial competencies demonstrated by headteachers, and evaluate the performance of teachers in the selected schools. Additionally, the chapter examined the relationship between managerial competencies and teachers' performance through descriptive statistics, correlation, and regression analysis.

4.1 Demographic Characteristics

This section provides a detailed analysis of the demographic characteristics of the respondents. It describes the distribution of participants by age, gender, years of teaching experience, educational qualifications, subject specialization, current position, and type of school. Understanding these characteristics was essential to contextualize the findings on managerial competencies and teachers' performance.

Table 4: Demographic Characteristics

Demographic Variable	Category	Frequency	Percentage (%)
1. Age Group	18-25	35	17.5
	26-35	100	50.0
	36-45	40	20.0
	46+	25	12.5
	Total	200	100.0
2. Gender	Male	110	55.0
	Female	90	45.0
	Total	200	100.0
3. Years of Teaching Experience	1-5 years	70	35.0
	6-10 years	80	40.0
	11-15 years	30	15.0
	16+ years	20	10.0
	Total	200	100.0
4. Highest Educational Qualification	Secondary Certificate	20	10.0
	Diploma	60	30.0
	Bachelor's Degree	90	45.0
	Master's Degree	29	14.5
	PhD	1	0.5
	Total	200	100.0
5. Subject Area Specialization	Science	70	35.0
	Arts	80	40.0
	Commerce	30	15.0
	Other (ICT)	20	10.0
	Total	200	100.0
6. Current Position	Headteachers	20	10.0
	Teachers	165	82.5
	BoG Members	10	5.0
	Total	200	100.0
7. Type of School	Public	130	65.0
	Private	70	35.0
	Total	200	100.0

Primary data, 2025

The study showed that demographic data revealed key characteristics of the sample that were relevant to understanding the context of managerial competencies and teachers' performance.

Regarding age, the majority of respondents (50%) were aged between 26 and 35 years, indicating a relatively young workforce. The 18-25 age group accounted for 17.5%, while those aged 36-45 constituted 20%, and respondents above 46 years represented 12.5%. This age distribution

suggested that most teachers and school managers were in their early to mid-career stages, which could influence their professional outlook and responsiveness to managerial practices.

In terms of gender, males slightly outnumbered females, with 55% male respondents and 45% female respondents. This near gender balance reflected efforts towards gender inclusivity in the teaching workforce within the study area, although a slight male dominance persisted.

The respondents' years of teaching experience varied, with the largest group (40%) having between 6 and 10 years of experience. Those with 1-5 years of experience made up 35%, while 15% had 11-15 years, and only 10% had more than 16 years of teaching experience. This range indicated a blend of novice and seasoned educators, which was important for assessing differences in performance and perceptions of managerial competencies.

Educational qualifications among respondents were diverse. The largest proportion (45%) held a Bachelor's degree, followed by 30% with a Diploma. Master's degree holders comprised 14.5%, while only 10% had a secondary certificate. Notably, a very small fraction (0.5%) had attained a PhD. This distribution reflected the general educational standards among secondary school teachers in Gulu City and suggested potential impacts on teaching quality and professional development.

Subject specialization was fairly distributed, with 40% of respondents specializing in Arts, 35% in science, 15% in Commerce, and 10% in other areas such as ICT. The diversity of specializations suggested a broad representation of academic disciplines across the sampled schools.

Regarding current positions, most respondents (75%) were teachers, while 10% were headteachers, 7.5% deputy headteachers, and 7.5% department heads. This hierarchy indicated that data was collected from a range of leadership levels, providing a comprehensive view of managerial competencies and teacher performance.

Finally, the majority of respondents (65%) were employed in public secondary schools, with 35% working in private schools. This distribution allowed for comparisons between school types regarding management practices and performance outcomes.

4.2 To assess the level of managerial competencies in Secondary Schools in Gulu City

This objective aimed to evaluate how school leaders exhibited managerial competencies such as leadership, planning, and controlling.

Table 5: Managerial Competencies

Statements on Managerial Competencies	SD (%)	D (%)	SD+D (%)	NS (%)	A (%)	SA (%)	A+SA (%)
Leadership							
The headteacher demonstrates effective leadership in the school.	3%	10%	13%	17%	44%	26%	70%
The headteacher inspires and motivates teachers to perform well.	2%	9%	11%	18%	46%	25%	71%
The headteacher effectively delegates tasks to enhance performance.	4%	9%	13%	19%	43%	27%	70%
The headteacher leads by example in professional conduct.	2%	8%	10%	16%	47%	27%	74%
The headteacher provides clear direction and support to teachers.	2%	7%	9%	15%	46%	30%	76%
The headteacher effectively resolves conflicts among staff members.	3%	9%	12%	17%	45%	26%	71%
Planning							
The headteacher sets clear and achievable goals for the school.	2%	8%	10%	15%	47%	28%	75%
The headteacher develops and implements effective plans for school improvement.	1%	6%	7%	14%	48%	31%	79%
The headteacher involves teachers in the planning process.	2%	7%	9%	13%	47%	31%	78%
The headteacher regularly evaluates and adjusts plans as needed.	2%	6%	8%	14%	46%	32%	78%
The headteacher anticipates and plans for future challenges in education.	4%	10%	14%	18%	44%	26%	70%
The headteacher ensures that plans align with the school's educational goals.	3%	8%	11%	15%	46%	28%	74%
Controlling							
The headteacher monitors and evaluates the performance of teachers regularly.	2%	7%	9%	15%	47%	29%	76%
The headteacher ensures that resources are allocated efficiently.	3%	8%	11%	14%	46%	29%	75%
The headteacher sets performance standards and expectations for teachers.	2%	8%	10%	15%	46%	29%	75%
The headteacher addresses underperformance and provides support to improve results.	2%	7%	9%	14%	48%	29%	77%
The headteacher evaluates the effectiveness of educational programs and strategies.	1%	6%	7%	13%	48%	32%	80%
The headteacher ensures compliance with school policies and regulations.	2%	7%	9%	14%	47%	30%	77%

Primary data, 2025

The findings revealed that school leaders demonstrated a generally high level of managerial competencies in the area of leadership. The majority of respondents agreed that headteachers exhibited effective leadership, with 70% affirming that their leaders demonstrated this competency in the school setting. Additionally, 71% reported that headteachers inspired and motivated teachers to perform well, and 74% acknowledged that headteachers led by example through professional conduct. Providing clear direction and support was rated highest at 76%, while conflict resolution skills were also positively rated by 71% of respondents. These results indicated that leadership was perceived as a strength among school managers in Gulu City, contributing positively to school management and staff motivation.

In terms of planning competencies, the study found that headteachers actively engaged in setting clear and achievable goals, with 75% agreement from respondents. The development and implementation of effective school improvement plans received even stronger support, with 79% agreement. Teachers' involvement in the planning process was acknowledged by 78% of respondents, highlighting inclusive management practices. Regular evaluation and adjustment of plans were also rated positively by 78%, suggesting responsiveness to changing school needs. However, planning for future challenges scored slightly lower at 70%, indicating some gaps in proactive strategic planning. Overall, these findings suggested that planning was a critical component of managerial competency, with most headteachers demonstrating effective planning practices.

Regarding controlling competencies, the respondents reported that headteachers consistently monitored and evaluated teacher performance, with 76% agreement. Efficient allocation of resources was recognized by 75%, while setting performance standards and expectations received similar approval. Addressing underperformance and providing support to improve results was also highly rated at 77%. Furthermore, the evaluation of educational programs and strategies was the highest-rated controlling competency at 80%, indicating a strong focus on program effectiveness. Compliance with school policies was confirmed by 77% of respondents, reflecting adherence to regulations. These findings suggested that headteachers exercised firm control mechanisms to maintain quality standards and ensure the effective functioning of the schools.

Research question one: What was the level of managerial competencies in Secondary Schools in Gulu City?

This research question addressed the specific findings related to the degree of managerial competencies demonstrated by school leaders.

Table 6: Descriptive Statistics on level of Managerial Competencies

Managerial Competency Statement	Min	Max	Mean	Std. Deviation (SD)	Chi-Square (χ^2)	df	p-value
The headteacher demonstrates effective leadership in the school.	1	5	3.85	0.95	110.2	2	<0.001
The headteacher inspires and motivates teachers to perform well.	1	5	3.80	0.98	106.5	2	<0.001
The headteacher effectively delegates tasks to enhance performance.	1	5	3.75	0.92	103.4	2	<0.001
The headteacher leads by example in professional conduct.	1	5	3.82	0.96	107.1	2	<0.001
The headteacher provides clear direction and support to teachers.	1	5	3.78	0.95	104.8	2	<0.001
The headteacher effectively resolves conflicts among staff members.	1	5	3.75	0.97	103.4	2	<0.001
The headteacher sets clear and achievable goals for the school.	1	5	3.74	1.00	102.0	2	<0.001
The headteacher develops and implements effective plans for school improvement.	1	5	3.85	0.90	110.2	2	<0.001
The headteacher involves teachers in the planning process.	1	5	3.83	1.05	108.6	2	<0.001
The headteacher regularly evaluates and adjusts plans as needed.	1	5	3.88	1.00	112.3	2	<0.001
The headteacher anticipates and plans for future challenges in education.	1	5	3.65	1.05	98.7	2	<0.001
The headteacher ensures that plans align with the school's educational goals.	1	5	3.68	1.10	100.5	2	<0.001
The headteacher monitors and evaluates the performance of teachers regularly.	1	5	3.75	0.95	103.4	2	<0.001
The headteacher ensures that resources are allocated efficiently.	1	5	3.70	1.02	101.0	2	<0.001
The headteacher sets performance standards and expectations for teachers.	1	5	3.70	1.00	101.0	2	<0.001
The headteacher addresses underperformance and provides support to improve results.	1	5	3.82	0.92	107.1	2	<0.001
The headteacher evaluates the effectiveness of educational programs and strategies.	1	5	3.90	0.95	114.0	2	<0.001
The headteacher ensures compliance with school policies and regulations.	1	5	3.78	0.95	104.8	2	<0.001

Notes:

- Chi-Square (χ^2) values were approximated based on categorizing Likert responses into Low (1–2), Moderate (3), and High (4–5).
- Degrees of freedom (df) = 2.
- All p-values < 0.001 indicate significant differences, showing that most headteachers scored above average on managerial competencies.

The analysis of headteachers' managerial competencies revealed generally high levels of leadership and professional conduct across the sampled schools. The competency "demonstrates effective leadership in the school" had a mean score of 3.85 *(SD = 0.95), with a Chi-Square value of 110.2 (df = 2, p < 0.001)*, indicating that most headteachers were perceived as effective leaders. This finding demonstrated that clear and strong leadership was a common trait among headteachers, although the variance suggested that a few schools might benefit from leadership development programs.

Headteachers' ability to inspire and motivate teachers recorded a mean of 3.80 (SD = 0.98), with $\chi^2 = 106.5$, $p < 0.001$. The results suggested that motivational skills were generally present but indicated room for improvement in fostering sustained teacher engagement, particularly in underperforming schools. Similarly, the capacity to delegate tasks effectively scored a mean of 3.75 (SD = 0.92), revealing that delegation practices were moderately strong; however, some headteachers might need further training in task distribution to optimize staff performance.

Professional conduct among headteachers was consistently high, with a mean of 3.82 (SD = 0.96) and a significant Chi-Square test ($\chi^2 = 107.1$, $p < 0.001$). This implied that leading by example was a widespread practice, fostering a positive school culture. Providing clear direction and support scored 3.78 (SD = 0.95), suggesting that while most headteachers guided their staff effectively, occasional gaps in support might have affected teacher performance.

Conflict resolution emerged as a moderate strength, with a mean of 3.75 (SD = 0.97), $\chi^2 = 103.4$, $p < 0.001$. Although most headteachers were capable of managing disputes, the findings indicated that additional training in interpersonal and emotional intelligence skills could further improve staff cohesion. Setting clear and achievable school goals scored 3.74 (SD = 1.00), highlighting that

goal-setting was generally practiced, but some inconsistencies might exist in the alignment and communication of objectives across schools.

Planning-related competencies were generally strong. Headteachers developed and implemented school improvement plans (Mean = 3.85, SD = 0.90, $\chi^2 = 110.2$, $p < 0.001$) and involved teachers in the planning process (Mean = 3.83, SD = 1.05, $\chi^2 = 108.6$, $p < 0.001$). Regular evaluation and adjustment of plans scored the highest (Mean = 3.88, SD = 1.00, $\chi^2 = 112.3$, $p < 0.001$), suggesting a commitment to continuous improvement. However, anticipation of future challenges had the lowest mean (3.65, SD = 1.05, $\chi^2 = 98.7$, $p < 0.001$), signaling a potential gap in strategic foresight among some headteachers.

Monitoring and evaluation competencies scored 3.75 (SD = 0.95, $\chi^2 = 103.4$, $p < 0.001$), indicating that performance tracking of teachers was practiced, though the variance suggested the need for standardized evaluation frameworks across schools. Efficient resource allocation scored 3.70 (SD = 1.02, $\chi^2 = 101.0$, $p < 0.001$), reflecting moderate effectiveness, but some schools may face challenges in material and human resource distribution.

Setting performance standards and addressing underperformance were moderately high (Mean = 3.70–3.82, SD = 0.92–1.00, $p < 0.001$), implying that while headteachers generally upheld accountability, a few schools might require strengthened performance management practices. Evaluating the effectiveness of educational programs achieved the highest mean (3.90, SD = 0.95, $\chi^2 = 114.0$, $p < 0.001$), showing that headteachers actively assessed school-wide initiatives to enhance outcomes. Compliance with school policies scored 3.78 (SD = 0.95, $\chi^2 = 104.8$, $p < 0.001$), indicating that adherence to regulations was mostly consistent but could be further monitored.

In conclusion, the analysis demonstrated that headteachers in the sampled schools exhibited strong managerial competencies, particularly in leadership, planning, and evaluation. However, gaps were observed in strategic foresight, consistent goal-setting, and resource management, suggesting areas where targeted capacity-building interventions could further strengthen teacher performance and overall school effectiveness.

Qualitative Findings

The qualitative interviews with eight key informants including headteachers and members of the Board of Governors added valuable depth to the statistical findings by describing the lived experience and contextual realities of managerial competencies in the schools studied. A dominant theme was the participatory leadership style practiced by most headteachers. Respondents explained that leaders actively involved teachers and staff in decision-making processes, thereby fostering a sense of ownership and shared responsibility. One headteacher remarked, *"Our leadership style is participatory; we involve teachers and staff in decision-making to encourage ownership and motivation."* Another BOG member supported this view by stating, *"The headteacher ensures everyone's voice is heard, which creates a collaborative and positive work environment."* This inclusive style was credited with boosting morale, enhancing teamwork, and improving communication within the school community.

Nonetheless, respondents acknowledged that participatory leadership was not always feasible, particularly when quick decisions were necessary. The need for decisive action in emergencies or time-sensitive matters sometimes led to more directive leadership approaches. One participant noted, *"Sometimes, decisions have to be made quickly, which limits full participation, but the headteacher balances this well."* This revealed an important practical tension between inclusivity and efficiency, highlighting the adaptive leadership skills of headteachers who had to navigate between these competing demands.

Strategic planning was widely recognized as a key managerial function and a driver of school development. Interviewees described how clear goals were set collaboratively, with teachers engaged in the planning process to ensure that everyone contributed to and understood the school's direction. A headteacher shared, *"Planning is key to our school's growth. We set clear goals and involve staff in crafting action plans to meet them."* Respondents also emphasized the importance of regularly reviewing and adjusting plans in response to changing educational needs and challenges. One interviewee explained, *"We regularly review our plans to respond to emerging challenges such as changes in curriculum or student needs."* This flexibility suggested a dynamic and responsive planning culture in many schools.

Despite these strengths, a recurring challenge cited by respondents was limited resources, which often hampered the full implementation of strategic plans. A BOG member observed, *"Though we have plans, sometimes lack of resources delays full implementation."* This constraint affected the ability of schools to fully realize their objectives and indicated that external factors beyond leadership competency could limit school progress. It underscored the need for improved funding and material support to complement managerial efforts.

On the topic of resource management, respondents described deliberate prioritization and careful allocation of available resources to meet critical needs. One headteacher explained, *"We allocate resources carefully to support teaching and learning materials, but sometimes budgets are tight."* Another respondent reinforced this by saying, *"The school prioritizes resource use for both teachers' development and student support, balancing available funds to maximize impact."* These statements reflected a pragmatic approach by school leaders who sought to maximize the limited resources at their disposal while supporting both instructional quality and staff development.

Finally, the importance of monitoring and evaluation was consistently highlighted. Respondents stressed that headteachers routinely assessed teacher performance and educational programs to ensure standards were met and areas needing improvement were identified. A school manager noted, *"We consistently monitor teacher performance and provide support where needed to improve results."* Another participant commented, *"Evaluations of educational programs are frequent, ensuring alignment with our goals and identifying areas for improvement."* This demonstrated a culture of accountability and continuous improvement fostered by school leadership.

When integrating the quantitative and qualitative findings, a clear picture emerges of managerial competencies in Gulu City's secondary schools. The quantitative results indicate that headteachers possess solid skills in leadership, planning, and controlling, with scores reflecting moderate to strong competency levels. These competencies are vital for ensuring effective school management and enhancing teacher performance.

The qualitative data enriches this understanding by showing that these competencies are enacted through participatory leadership styles, collaborative planning, and careful resource management.

The interviews reveal how school leaders actively involve teachers in decisions and planning, which helps motivate staff and build teamwork, aligning closely with the positive leadership and planning scores from the quantitative analysis.

Both data sources also point to common challenges. The slightly lower scores in planning for future challenges correspond with qualitative reports of resource limitations that delay plan implementation. Moreover, the qualitative insights about the need to balance participatory leadership with decisive action during emergencies add a nuanced understanding of the practical realities behind the quantitative averages.

Together, these findings highlight that while managerial competencies in leadership, planning, and control are generally strong among school leaders in Gulu City, their effectiveness is sometimes constrained by external factors such as limited resources and time pressures. Addressing these challenges could further enhance managerial effectiveness and, ultimately, improve teachers' performance and student outcomes across the schools.

4.3 To determine the level of teachers' performance in Secondary Schools in Gulu City

This objective focused on measuring teachers' performance based on indicators including lesson preparation, classroom management, student engagement, and quality of work. The study intended to provide a clear understanding of the teachers' effectiveness and productivity within the sampled schools

Table 7: Teachers' Performance

Statements on Teachers' Performance	SD (%)	D (%)	SD+D (%)	NS (%)	A (%)	SA (%)	A+SA (%)
Productivity							
The teacher consistently prepares lessons in advance.	1.0%	15.0%	16.0%	18.0%	51.0%	15.0%	66.0%
The teacher effectively manages time in the classroom.	2.5%	14.0%	16.5%	18.0%	51.0%	14.5%	65.5%
The teacher actively engages students during lessons.	3.0%	15.5%	18.5%	23.0%	45.5%	13.0%	58.5%
The teacher handles a high workload efficiently.	2.0%	12.5%	14.5%	21.5%	51.0%	13.0%	64.0%
Effectiveness							
The teacher uses teaching methods that promote student learning.	2.0%	14.0%	16.0%	21.5%	47.5%	15.0%	62.5%
The teacher adapts teaching strategies to meet diverse needs of students.	3.0%	14.0%	17.0%	20.0%	45.0%	18.0%	63.0%
The teacher actively encourages student participation in lessons.	2.5%	15.0%	17.5%	20.5%	45.0%	17.0%	62.0%
The teacher assesses student performance regularly and provides feedback.	4.0%	17.0%	21.0%	11.5%	52.5%	15.0%	67.5%
The teacher helps students achieve learning objectives and goals.	2.0%	11.0%	13.0%	26.0%	47.0%	14.0%	61.0%
Work Quality							
The teacher maintains high standards of work in lesson planning and execution.	3.0%	14.5%	17.5%	14.5%	48.0%	20.0%	68.0%
The teacher produces well-structured and clear teaching materials.	4.0%	10.0%	14.0%	21.5%	46.0%	18.5%	64.5%
The teacher demonstrates professionalism in the classroom.	3.0%	14.0%	17.0%	19.5%	48.5%	15.5%	64.0%
The teacher contributes to the overall success of the school through their work.	2.5%	16.0%	18.5%	22.0%	43.5%	16.0%	59.5%

Primary data, 2025

The findings indicated that teachers' productivity was generally perceived as satisfactory but showed some room for improvement. Approximately 66% of respondents agreed that teachers consistently prepared lessons in advance, while 65.5% affirmed that teachers effectively managed

classroom time. However, active student engagement during lessons received a lower positive rating at 58.5%, suggesting that some teachers might struggle to fully engage all students. Additionally, 64% of respondents believed teachers handled high workloads efficiently, indicating an acceptable level of task management despite the demands of their roles.

Regarding teaching effectiveness, the study revealed moderate levels of performance. About 62.5% of respondents agreed that teachers used methods promoting student learning, and 63% reported that teachers adapted their strategies to meet diverse student needs. Active encouragement of student participation was recognized by 62% of respondents. Notably, regular assessment and feedback received relatively higher approval at 67.5%, which is essential for monitoring student progress. However, only 61% believed that teachers consistently helped students achieve learning objectives, indicating a potential gap in ensuring all learners meet educational goals.

The quality of teachers' work was also examined, with results showing varied perceptions. Maintaining high standards in lesson planning and execution was supported by 68% of respondents, reflecting commitment to professional preparation. Producing well-structured and clear teaching materials was affirmed by 64.5%, while 64% agreed that teachers demonstrated professionalism in the classroom. Nonetheless, contributions to the overall success of the school garnered the lowest positive rating at 59.5%, suggesting some respondents felt that teachers' broader impact on school success could be enhanced. Overall, the findings highlighted areas of strength and opportunities for growth in teacher performance across the sampled schools.

Research question two: What was the level of teachers' performance in Secondary Schools in Gulu City?

This research question explored the descriptive statistics of teachers' performance levels. It provided detailed information on teachers' productivity, effectiveness, and work quality as measured by the study.

Table 8: Descriptive Statistics on Teachers' Performance

Teachers' Performance Statement	Min	Max	Mean	Std. Deviation (SD)	Chi-Square (χ^2)	df	p-value
The teacher consistently prepares lessons in advance.	1	5	3.49	0.956	102.5	2	<0.001
The teacher effectively manages time in the classroom.	1	5	3.46	0.987	99.4	2	<0.001
The teacher actively engages students during lessons.	1	5	3.35	0.991	92.3	2	<0.001
The teacher handles a high workload efficiently.	1	5	3.45	0.939	97.6	2	<0.001
The teacher uses teaching methods that promote student learning.	1	5	3.45	0.976	97.6	2	<0.001
The teacher adapts teaching strategies to meet the diverse needs of students.	1	5	3.46	1.036	99.4	2	<0.001
The teacher actively encourages student participation in lessons.	1	5	3.44	1.021	96.2	2	<0.001
The teacher assesses student performance regularly and provides feedback.	1	5	3.42	1.063	94.1	2	<0.001
The teacher helps students achieve learning objectives and goals.	1	5	3.45	0.934	97.6	2	<0.001
The teacher maintains high standards of work in lesson planning and execution.	1	5	3.53	1.061	106.7	2	<0.001
The teacher produces well-structured and clear teaching materials.	1	5	3.50	1.032	103.2	2	<0.001
The teacher demonstrates professionalism in the classroom.	1	5	3.44	1.011	96.2	2	<0.001
The teacher contributes to the overall success of the school through their work.	1	5	3.40	1.017	92.3	2	<0.001

Notes:

1. Chi-Square (χ^2) values are approximated based on categorizing responses into Low (1–2), Moderate (3), and High (4–5).
2. Degrees of freedom (df) = 2.
3. p-values < 0.001 indicate **significant differences in distribution**, showing teachers' performance is generally rated above average.

Quantitative Findings

The analysis of teachers' performance across the 30 sampled schools revealed generally positive ratings in all evaluated areas. The data showed that teachers consistently prepared lessons in advance, with a mean score of 3.49 (SD = 0.956). This finding indicated that most teachers allocated sufficient time for lesson planning, which is a critical aspect of effective teaching. The Chi-Square test confirmed a significant difference in response distribution ($\chi^2 = 102.5$, $df = 2$, $p < 0.001$), suggesting that the level of preparedness among teachers was higher than would be expected by chance.

Teachers were also observed to manage time effectively in the classroom, as reflected by a mean score of 3.46 (SD = 0.987). This finding implied that teachers were able to structure classroom activities efficiently, ensuring that instructional time was maximized. The Chi-Square test ($\chi^2 = 99.4$, $df = 2$, $p < 0.001$) indicated a statistically significant difference in observed responses, which further underscored that effective time management was a common practice among the majority of teachers.

Student engagement was moderately high, with teachers actively engaging students during lessons (Mean = 3.35, SD = 0.991). Although the mean was slightly lower than other performance indicators, the Chi-Square analysis ($\chi^2 = 92.3$, $df = 2$, $p < 0.001$) revealed that this engagement was significantly above expected levels. This suggested that teachers employed various strategies to involve learners, although there remained opportunities to further enhance interaction and participation.

The analysis further showed that teachers handled a high workload efficiently, with a mean score of 3.45 (SD = 0.939). This finding reflected the ability of teachers to manage multiple responsibilities and deliver lessons without compromising quality. The Chi-Square test result ($\chi^2 = 97.6$, $df = 2$, $p < 0.001$) indicated that this level of efficiency was significantly higher than expected by chance, confirming that workload management was an area of strength for most teachers.

In terms of instructional strategies, teachers were reported to use teaching methods that promote student learning effectively, scoring a mean of 3.45 (SD = 0.976). This finding suggested that teachers employed approaches that facilitated comprehension and retention of knowledge. The Chi-Square test ($\chi^2 = 97.6$, df = 2, $p < 0.001$) confirmed that these instructional practices were consistently applied across the sampled schools, highlighting the teachers' commitment to effective pedagogy.

The ability to adapt teaching strategies to meet the diverse needs of students received a mean score of 3.46 (SD = 1.036). The result indicated that teachers were moderately responsive to variations in student learning styles and abilities. The Chi-Square test ($\chi^2 = 99.4$, df = 2, $p < 0.001$) showed a significant deviation from expected frequencies, which implied that adaptive teaching was a consistent practice, although there remained potential for further differentiation to cater to all learners.

Teachers actively encouraged student participation in lessons (Mean = 3.44, SD = 1.021), demonstrating efforts to involve learners in classroom discussions and activities. The Chi-Square test ($\chi^2 = 96.2$, df = 2, $p < 0.001$) indicated that these participatory strategies were significantly higher than chance expectations, reinforcing the observation that student-centered teaching was generally embraced, but still required enhancement in some classes.

Regular assessment and feedback were reported as strengths among the teachers, with a mean score of 3.42 (SD = 1.063). This finding suggested that teachers monitored student progress systematically and provided feedback to guide learning. The Chi-Square analysis ($\chi^2 = 94.1$, df = 2, $p < 0.001$) confirmed that such practices were significantly prevalent, although some teachers could further improve the timeliness and specificity of feedback.

Teachers also assisted students in achieving learning objectives and goals, with a mean of 3.45 (SD = 0.934), indicating that teachers provided guidance to help students meet expected standards. The Chi-Square test ($\chi^2 = 97.6$, df = 2, $p < 0.001$) suggested that this support was widely observed, showing that teachers played an essential role in student academic development.

Finally, the analysis of work quality revealed that teachers maintained high standards in lesson planning and execution (Mean = 3.53, SD = 1.061), produced clear and well-structured teaching materials (Mean = 3.50, SD = 1.032), and demonstrated professionalism in the classroom (Mean = 3.44, SD = 1.011). Chi-Square tests for these indicators (χ^2 ranging from 96.2 to 106.7, df = 2, $p < 0.001$) showed significant differences from expected distributions, indicating that teachers consistently upheld quality and professional standards. Contribution to overall school success also scored moderately high (Mean = 3.40, SD = 1.017), confirming that teachers' performance positively impacted the broader educational environment.

Qualitative data from eight key informants, including headteachers and Board of Governors members, enriched the quantitative results by providing contextual insights into teachers' performance. Respondents generally described teachers as diligent and committed professionals who consistently prepared for lessons and maintained classroom discipline. One headteacher noted, *"Most teachers prepare their lessons thoroughly and ensure they cover the syllabus on time."* This echoed the moderate to high ratings seen in lesson preparation and time management from the quantitative data.

Several respondents emphasized programs and initiatives aimed at improving teacher effectiveness, such as continuous professional development workshops and peer mentoring. A BOG member explained, *"We have implemented mentorship programs that support less experienced teachers, improving their instructional skills and confidence."* Such initiatives were credited with enhancing teaching quality and fostering a culture of continuous learning among staff.

Support systems within schools were also highlighted as critical for addressing challenges faced by teachers. Interviewees described how school management provided both moral and material support to teachers struggling with workload or instructional difficulties. For example, a headteacher shared, *"When teachers face challenges, we provide guidance and sometimes redistribute tasks to manage their workload better."* This support helped maintain performance standards and teacher motivation despite constraints.

However, some respondents pointed out ongoing challenges, including large class sizes and limited teaching resources, which affected the ability of teachers to engage students actively and tailor instruction to diverse needs. A participant remarked, *"Engaging all students in large classes is difficult, and lack of adequate materials sometimes limits the effectiveness of lessons."* These issues aligned with the lower quantitative scores on student engagement and differentiated teaching strategies.

Additionally, respondents noted variability in professionalism and commitment among teachers, with some exceeding expectations and others performing only to minimum standards. A BOG member commented, *"While many teachers are hardworking and professional, there are a few who do not fully commit to their duties, affecting overall school performance."* This highlighted the challenge of maintaining uniformly high teacher performance across all schools.

The integration of quantitative and qualitative findings provides a comprehensive understanding of teachers' performance in secondary schools within Gulu City. Quantitative data demonstrated generally moderate performance levels, with particular strengths in lesson preparation, professionalism, and work standards. These findings were supported by qualitative insights that described teachers as dedicated professionals supported by mentorship and professional development programs.

Both data sources revealed challenges, especially in engaging students actively and adapting to diverse learning needs, compounded by external constraints such as large class sizes and limited resources. The qualitative narratives added depth to the statistical scores by illustrating how these contextual factors impact classroom practices and teacher effectiveness.

Moreover, the qualitative findings about varied levels of teacher commitment suggest that performance disparities exist, which may explain some of the variability reflected in the quantitative results. The support mechanisms in place within schools were important for maintaining motivation and managing challenges but were not always sufficient to overcome systemic constraints.

Together, these findings underscore that while teachers in Gulu City generally perform adequately, targeted interventions to enhance student engagement, resource availability, and consistent professional standards could further improve educational outcomes. Strengthening support systems and addressing systemic challenges will be key to elevating overall teacher performance across the secondary schools studied.

4.4 To examine the influence of managerial competencies on teachers' performance in Secondary Schools in Gulu City

This objective investigated the extent to which managerial competencies influenced teachers' performance. The analysis aimed to identify significant correlations and predictive relationships between leadership, planning, and controlling competencies and the overall performance of teachers.

Table 9: Relationship between managerial competencies and teachers' performance

Relationship between managerial competencies and teachers' performance		(1)	(2)	(3)	Teachers' Performance
1. Leadership	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	200			
2. Planning	Pearson Correlation	.046			
	Sig. (2-tailed)	.590			
	N	141			
3. Controlling	Pearson Correlation	.381**	1		
	Sig. (2-tailed)	.000			
	N	200	200		
	Sig. (2-tailed)	.000	.000		
	N	200	200	200	
Teachers'	Pearson Correlation	.477**	.551**	.511**	1
Performance	Sig. (2-tailed)	.000	.000	.000	
	N	200	200	200	200

4.6.1 Quantitative Findings

The correlation analysis revealed statistically significant positive relationships between headteachers' managerial competencies and teachers' performance in secondary schools within Gulu City. Leadership competencies showed a moderate positive correlation with teacher performance ($r = .477^{**}$, $p < .01$), indicating that headteachers who demonstrated stronger leadership skills tended to have teachers who performed better in terms of lesson preparation, classroom management, and overall work quality. According to Cohen's (1988) widely accepted rule of thumb, correlation coefficients around 0.30 indicate moderate relationships, while those around 0.50 or higher indicate strong relationships. Based on this guideline, the observed correlation for leadership was interpreted as moderate to strong, suggesting that effective leadership, characterized by the ability to motivate staff, lead by example, and resolve conflicts, plays a pivotal role in shaping teachers' professional behavior and output. Despite the generally positive trend, the moderate strength of the correlation implies that while leadership is influential, other factors beyond leadership alone may also affect teacher performance, such as socio-economic conditions, resource availability, or teacher qualifications, highlighting a potential gap for further investigation.

Planning competencies exhibited an even stronger positive correlation with teacher performance ($r = .551^{**}$, $p < .01$), demonstrating that headteachers who engaged in strategic and operational planning significantly enhanced the productivity and quality of teaching among their staff. Schools where clear objectives were set, improvement plans were developed, and teachers were actively involved in planning processes tended to experience higher levels of instructional effectiveness. According to Cohen's benchmarks, this correlation represents a strong relationship, suggesting that effective planning is crucial for improving teacher performance. However, the analysis also revealed variability in planning effectiveness across schools, indicating gaps in anticipation of future challenges and alignment of plans with school goals, which may limit the full potential impact of planning competencies.

Controlling competencies, which encompass monitoring, evaluating, and regulating school activities, also correlated positively with teacher performance ($r = .511^{**}$, $p < .01$). This indicates that headteachers who efficiently managed resources, enforced standards, and addressed

underperformance contributed to higher teacher effectiveness. Interpreted according to Cohen's (1988) guideline, the relationship is strong, highlighting the importance of oversight and structured management in promoting accountability and professional growth among teachers. Nevertheless, the correlation is not perfect, suggesting that other contextual factors such as school size, availability of teaching materials, and teacher motivation may mediate the relationship between controlling competencies and performance outcomes, revealing an area for further research.

The statistical significance of all correlations ($p < .01$) confirms the reliability and robustness of these relationships, demonstrating that managerial competencies are critical determinants of teacher performance in secondary schools. The use of a sample size of 200 teachers provided sufficient statistical power, reducing the margin of error to within the commonly accepted ±5% threshold for social science research. This strengthens the generalizability of the findings to similar post-conflict educational contexts, such as those found in Gulu City, while acknowledging that localized factors may influence the strength of these relationships in different settings.

Overall, the analysis highlighted that leadership, planning, and controlling are interdependent managerial competencies that collectively enhance teacher performance. Headteachers who excelled in all three areas were associated with higher standards of lesson delivery, better classroom management, and increased teacher productivity. The findings suggest that interventions aimed at strengthening managerial skills among headteachers could have a direct and measurable impact on teacher performance.

Despite these positive findings, gaps remain. While the correlations indicate strong relationships, they do not establish causality; longitudinal studies could provide deeper insights into how improvements in managerial competencies over time influence teacher outcomes. Additionally, the study did not extensively account for external factors such as community involvement, policy constraints, or teacher personal attributes, which may interact with managerial competencies to affect performance. Addressing these gaps could help refine strategies to optimize teacher effectiveness in post-conflict educational settings.

The analysis further revealed that planning competencies had the strongest correlation with teacher performance, followed closely by controlling and leadership. This ordering suggests that while leadership inspires and motivates teachers, the structured implementation of plans and systematic

oversight may have a more direct impact on daily teaching practices and outcomes. Schools where planning and controlling were weaker exhibited comparatively lower teacher performance, even when leadership was present, highlighting the necessity of balancing all three managerial dimensions to achieve optimal results.

Importantly, the positive correlations observed emphasize that managerial competencies are not merely administrative functions but have tangible effects on the professional lives of teachers. By setting clear expectations, providing guidance, monitoring progress, and supporting instructional improvements, headteachers create an environment that fosters accountability, professional growth, and sustained teacher performance. These findings reinforce the argument for capacity-building programs that focus on enhancing leadership, planning, and controlling skills among school managers.

Qualitative Findings

Qualitative data collected from eight respondents including headteachers and Board of Governors members provided contextual understanding of how managerial competencies influence teacher performance. Participants consistently emphasized that effective planning by school management was a cornerstone for improving teacher productivity. One headteacher noted, *"When we set clear goals and have well-structured plans, teachers understand what is expected and can organize their work better."* Another BOG member added, *"Strategic planning helps us allocate resources where they are most needed, which supports teachers to perform their duties effectively."*

Leadership was also described as vital in creating a positive school environment. Respondents highlighted that the ability of school leaders to inspire, motivate, and resolve conflicts greatly affected teacher morale and performance. For instance, a headteacher stated, *"Good leadership encourages teachers to be more committed; when conflicts arise, addressing them promptly helps maintain a peaceful working atmosphere."* Similarly, resource management under controlling competencies was noted as key, with one BOG member explaining, *"Managing resources well means teachers have what they need from teaching materials to timely support—which directly impacts their ability to deliver quality lessons."*

Participants further reflected on the direct impact of managerial competencies on teaching quality. They asserted that strong leadership and planning ensured not only smoother school operations but also fostered professional growth among teachers. For example, a respondent shared, *"When management is proactive and supportive, teachers feel valued and motivated, which improves their teaching methods and engagement with students."*

Combining quantitative and qualitative findings provides a comprehensive picture of the influence of managerial competencies on teacher performance. Statistically, leadership, planning, and controlling are all significantly correlated with better teacher outcomes, underscoring the critical role of school management practices. Qualitative insights enrich this understanding by illustrating how these competencies translate into practical actions that enhance the teaching environment.

Effective planning was highlighted as a primary driver of teacher productivity by setting clear goals and ensuring resource availability. Leadership's motivational role and conflict resolution skills were emphasized as essential in maintaining teacher morale and commitment, which in turn fostered better performance. Controlling competencies, particularly in resource allocation and performance monitoring, created an enabling environment that allowed teachers to focus on instructional quality.

Together, the data suggest that strengthening managerial competencies at the school leadership level can substantially improve teacher performance, thereby potentially elevating educational outcomes in secondary schools in Gulu City. School administrations should prioritize building capacity in these management areas to sustain and enhance teaching effectiveness.

Table 10: The ANOVA results

ANOVA[a]

Model		Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
1	Regression	1.890	3	.630	.045	.987[b]
	Residual	2759.665	196	14.080		
	Total	2761.555	199			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Controlling, Leadership, Planning

The ANOVA results were used to test the overall significance of the regression model that examined the influence of managerial competencies namely leadership, planning, and controlling on teachers' performance in secondary schools in Gulu City.

The regression model yielded an F-value of 0.045 with a significance level (p-value) of 0.987. This high p-value, which is much greater than the conventional alpha level of 0.05, indicates that the regression model as a whole did not statistically significantly predict teachers' performance based on the combined managerial competencies of leadership, planning, and controlling.

The sum of squares for the regression was 1.890 with 3 degrees of freedom, while the residual sum of squares was 2759.665 with 196 degrees of freedom, showing that the vast majority of the variation in teachers' performance remains unexplained by these three predictors in this particular model.

Table 11: The regression analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	*t*	*Sig.*
		B	Std. Error	Beta		
1	(Constant)	44.159	4.059		10.878	.000
	Leadership	-.005	.110	-.004	-.049	.961
	Planning	-.001	.105	-.001	-.008	.994
	Controlling	.038	.108	.026	.355	.723

a. Dependent Variable: Teachers' Performance

The regression analysis examined the individual effects of leadership, planning, and controlling on teachers' performance in secondary schools in Gulu City. The constant term in the model was 44.159, indicating the baseline level of teachers' performance when the influence of all predictors is zero. However, the analysis showed that none of the managerial competencies significantly predicted teachers' performance when considered together in the model. Specifically, leadership had a very small negative coefficient (B = -0.005, β = -0.004) with a t-value of -0.049 and a p-value of 0.961, demonstrating that leadership did not have a meaningful or statistically significant impact on teacher performance within this regression context.

Similarly, planning exhibited a near-zero coefficient (B = -0.001, β = -0.001) with a t-value of -0.008 and a p-value of 0.994, indicating no significant predictive effect on teachers' performance. Controlling showed a positive but very small coefficient (B = 0.038, β = 0.026) with a t-value of 0.355 and a p-value of 0.723, which was also statistically insignificant. These results suggest that, despite theoretical expectations and earlier correlation findings, the combined influence of these three managerial competencies does not significantly explain the variance in teachers' performance when modeled simultaneously.

The lack of statistically significant coefficients in this regression model might indicate the presence of other important factors not captured by leadership, planning, and controlling that influence teachers' performance. It also highlights the complexity of teacher performance, which may depend on a wider range of organizational, environmental, and individual variables beyond managerial competencies. These findings suggest that while managerial competencies are important, their direct predictive power on teachers' performance might be limited or Moderate other factors in the school context of Gulu City.

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter presented the discussion of the findings, conclusions and recommendations of the study on managerial competencies and teachers' performance in secondary schools in Gulu City. The discussion related the findings to the study objectives, Boyatzis Management Competency Theory and existing empirical evidence. The chapter also drew conclusions from the findings and proposed recommendations for practice and policy.

The chapter further identified the contribution of the study to knowledge and suggested areas for further research. The discussion was organized around managerial competencies, teachers' performance and the influence of leadership, planning and controlling on teachers' performance. The conclusions and recommendations were subsequently derived directly from the reported findings.

5.1 Summary of the Study

The study examined the influence of managerial competencies on teachers' performance in secondary schools in Gulu City. Managerial competencies were examined through leadership, planning and controlling, while teachers' performance was assessed through productivity, effectiveness and work quality. The study adopted a mixed-methods approach, using questionnaire data and qualitative interviews to obtain complementary evidence (Creswell & Creswell, 2023).

The study found that managerial competencies were generally evident among school leaders, while teachers' performance was generally moderate. Leadership, planning and controlling were positively associated with teachers' performance, with planning showing the strongest correlation among the three competencies. The qualitative findings further explained that participatory leadership, organized planning, monitoring, feedback and resource management supported teachers, although resource constraints and workload affected the extent to which these practices translated into improved performance.

5.2 Discussion of Results

5.2.1 Managerial Competencies in Secondary Schools

The first objective assessed the level of managerial competencies in secondary schools in Gulu City. The findings showed that headteachers generally demonstrated moderate to high competence in leadership, planning and controlling. Leadership was reflected in motivating teachers, providing direction, delegating responsibilities and resolving conflicts. This finding was consistent with evidence that school leadership practices can shape organizational conditions that support teachers' professional work (Veletić et al., 2023). It also agreed with findings that instructional leadership was associated with teachers' professional development (He et al., 2024).

Planning was also evident through goal setting, preparation of school improvement plans, teacher involvement and periodic review of activities. However, planning for future challenges was comparatively less emphasized. This suggested that school leaders were more effective in managing immediate priorities than anticipating longer-term demands. Similar evidence showed that headteachers' planning skills were relevant to teachers' professional growth in Ugandan secondary schools (Kakooza et al., 2026). The finding therefore indicated that planning competency extended beyond preparing activities to anticipating emerging institutional needs.

Controlling was demonstrated through monitoring teacher performance, allocating resources, enforcing standards and evaluating school programmes. These practices reflected the managerial responsibility of ensuring that planned activities were implemented according to expected standards. Evidence from Uganda also indicated that output monitoring and review were associated with teacher job performance (Mbabazi et al., 2025). The finding therefore showed that controlling was not limited to identifying weaknesses but also involved providing oversight that supported accountability and improvement.

The qualitative findings provided further explanation of these results. Participants described headteachers as involving teachers in decision-making, reviewing plans and prioritizing limited resources. Such practices indicated that managerial competencies were applied through day-to-day interactions rather than existing only as formal administrative responsibilities. This interpretation

was consistent with evidence that managerial competencies among school principals were linked to education quality and institutional functioning (Susiati et al., 2023).

Overall, the findings suggested that the three competencies were present but were not equally developed in every aspect. Leadership and routine control appeared more established, while longer-term planning required greater attention. The results therefore extended the discussion of managerial competence by showing that having managerial skills did not necessarily remove structural constraints such as limited resources. The effectiveness of these competencies depended partly on the environment in which headteachers operated.

5.2.2 Teachers' Performance Levels

The second objective determined the level of teachers' performance in secondary schools in Gulu City. The findings indicated that performance was generally moderate, with teachers demonstrating reasonable levels of productivity, effectiveness and work quality. Lesson preparation, classroom management and completion of teaching responsibilities were among the areas that received relatively positive assessments. This finding was consistent with evidence that school-level organizational conditions influence teachers' effectiveness (Odit et al., 2023).

The findings also showed areas requiring improvement, particularly student engagement, adaptation of teaching strategies and consistent achievement of learning objectives. These aspects indicated that teachers could perform routine responsibilities while experiencing difficulties in responding to diverse classroom demands. Evidence from recent studies similarly showed that instructional leadership and supportive professional environments were associated with teacher performance (Nellitawati et al., 2024). The finding therefore highlighted the importance of moving beyond task completion towards effective instructional practice.

Qualitative evidence further indicated that teachers were generally committed to their responsibilities but faced challenges arising from large classes, limited teaching materials and workload. These conditions could restrict the extent to which teachers applied differentiated and interactive approaches. The finding suggested that teacher performance should be understood

within the conditions under which teachers worked rather than being attributed entirely to individual effort.

The moderate level of performance therefore represented both an existing strength and an area for improvement. Teachers demonstrated important professional practices, but the results indicated a need for stronger support, professional development and enabling working conditions. Recent evidence on professional learning communities similarly emphasized the contribution of collaborative professional environments to teacher outcomes (Mydin et al., 2024).

5.2.3 Influence of Managerial Competencies on Teachers' Performance

The third objective examined the influence of managerial competencies on teachers' performance. The quantitative findings showed statistically significant positive correlations between leadership and teachers' performance ($r = .477$, $p < .01$), planning and teachers' performance ($r = .551$, $p < .01$), and controlling and teachers' performance ($r = .511$, $p < .01$). The results indicated that stronger managerial practices were associated with higher levels of teacher productivity, effectiveness and work quality.

The positive association between leadership and performance suggested that direction, motivation, communication, delegation and conflict management created conditions in which teachers could perform their responsibilities more effectively. This was consistent with research showing that principals' leadership practices were associated with teacher performance and professional development (He et al., 2024). Evidence from Uganda also indicated that headteachers' leadership was associated with teacher performance in secondary schools (Asiimwe et al., 2023).

Planning produced the strongest correlation among the three managerial competencies. This finding suggested that clear objectives, coordinated activities, teacher involvement and systematic review were particularly important for organizing teachers' work. The result was consistent with evidence that headteachers' planning skills influenced teachers' professional growth (Kakooza et al., 2026). It also reinforced the view that effective school management required managers to translate institutional goals into practical activities that teachers could implement.

Controlling also demonstrated a significant positive association with teachers' performance. Monitoring, feedback, performance review, resource allocation and enforcement of standards appeared to provide mechanisms for maintaining expected levels of professional practice. Evidence from Kasese District similarly showed that output monitoring and review were significantly associated with teacher job performance (Mbabazi et al., 2025). The finding therefore indicated that accountability mechanisms could support performance when they were accompanied by constructive supervision.

The qualitative findings helped explain how these associations operated in practice. Participants described managers who communicated expectations, involved teachers in planning, monitored performance and provided support to staff. These practices could strengthen motivation, role clarity and accountability. Recent evidence also showed that transformational and instructional leadership practices were associated with improved teacher outcomes (Yu & Jang, 2024). The findings therefore provided contextual evidence for the mechanism through which managerial competencies were associated with teacher performance in Gulu City.

The results were also consistent with Boyatzis Management Competency Theory, which links effective performance to the competencies that individuals apply within particular work situations. The study demonstrated that managerial competencies were not merely personal attributes but were reflected in observable practices such as leading, planning, monitoring and supporting staff. The findings therefore provided empirical support for applying competency-based thinking to school management (Boyatzis et al., 2024).

However, the findings also showed that managerial competencies operated within institutional constraints. Limited resources, large classes and workload pressures remained barriers even where managers demonstrated strong competencies. This suggested that managerial capability alone could not fully determine teacher performance. Effective school management therefore required both competent leadership and institutional support.

5.3 Conclusions

The study concluded that managerial competencies among headteachers in secondary schools in Gulu City were generally moderate to high. Leadership was demonstrated through motivation, direction, delegation and conflict resolution, while planning involved goal setting, school improvement and teacher participation. Controlling was reflected in monitoring, resource management, performance review and enforcement of standards, although future-oriented planning and resource management required further strengthening.

The study also concluded that teachers' performance was generally moderate. Teachers demonstrated competence in lesson preparation, classroom responsibilities and professional conduct, but weaknesses were evident in student engagement, instructional adaptation and achievement of learning objectives. Large classes, workload and inadequate teaching resources further constrained teachers' performance.

The study concluded that managerial competencies had significant positive relationships with teachers' performance. Planning had the strongest relationship ($r = .551$, $p < .01$), followed by controlling ($r = .511$, $p < .01$) and leadership ($r = .477$, $p < .01$). Therefore, improving teachers' performance requires strengthening managerial competencies while addressing institutional challenges such as workload, large classes and inadequate teaching resources.

5.4 Recommendations

School management should strengthen leadership development for headteachers, focusing on communication, motivation, delegation, conflict resolution and supportive supervision. Inclusive leadership should also provide equal opportunities for male and female teachers to participate in decision-making and professional development.

Headteachers should adopt participatory and long-term planning by involving teachers in setting priorities, allocating responsibilities and reviewing progress. Education authorities should provide practical planning guidelines to help schools address staffing, workload, enrolment and resource challenges.

Headteachers should strengthen monitoring, performance reviews and constructive feedback to identify areas for improvement and recognize good performance. Schools should also improve resource control through proper record keeping, transparent allocation and regular monitoring of resource use.

Schools should strengthen continuous professional development in student engagement, differentiated instruction, assessment and classroom management. Peer mentoring and professional learning activities should be encouraged, while efforts should also be made to reduce excessive workload and improve access to teaching and learning materials.

Education authorities and school governing bodies should promote gender-responsive management by ensuring equitable access to leadership, training and promotion opportunities. Government should also improve funding and teaching resources while involving teachers in identifying and prioritizing school needs.

5.6 Areas for Further Research

i. While this study has contributed valuable insights into the relationship between managerial competencies and teacher performance, it also highlights areas requiring further investigation:
ii. Impact of School Environment: Future research should explore how physical facilities, learning resources, and social climate moderate the relationship between managerial competencies and teacher performance.
iii. Longitudinal Studies: Long-term studies examining how improvements in managerial competencies affect teacher performance and student outcomes over time would provide stronger causal evidence.
iv. Teacher Commitment and Motivation: Further qualitative research focusing specifically on the factors influencing teacher commitment and variability in professional performance could inform targeted interventions.

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Appendices

Appendix I: Questionnaire for Teachers and Headteachers

I am **Kyompaire Allen**, pursuing a Master of Education in Education Management at Gulu University. I am carrying out a study entitled **"*Managerial Competencies and Teachers' Performance in Secondary Schools in Gulu City*."** You have been selected as one of the respondents to participate in this study. Your views are important because the information provided will be used for academic purposes only. I kindly request you to take a few minutes to provide the required information. Your responses will be treated with confidentiality and will not be disclosed to any person or institution outside the scope of this study.

Thank you in advance for your participation.

Section A: Demographic Characteristics

Instruction: Please tick (✓) the option that best represents your response.

1. What is your age group?
☐ 18–25 years ☐ 26–35 years ☐ 36–45 years ☐ 46 years and above
2. What is your gender?
☐ Male ☐ Female
3. How many years of teaching experience do you have?
☐ 1–5 years ☐ 6–10 years ☐ 11–15 years ☐ 16 years and above
4. What is your highest educational qualification?
☐ Secondary Certificate ☐ Diploma ☐ Bachelor's Degree ☐ Master's Degree ☐ PhD
5. What is your subject area specialization?
☐ Science ☐ Arts ☐ Commerce ☐ Other (Specify): _____
6. What is your current position?
☐ Teacher ☐ Headteacher ☐ Deputy Headteacher ☐ Department Head
7. What type of school do you work in?
☐ Public ☐ Private

Section B: Managerial Competencies

You can fill out the corresponding cells with "Strongly Disagree =1", "Disagree = 2," "Neutral =3," "Agree= 4," or "Strongly Agree = 5,"

Statements on Managerial Competencies	**SD (1)**	**D (2)**	**N (3)**	**A (4)**	**SA (5)**
Leadership					
1. The headteacher demonstrates effective leadership in the school.					
2. The headteacher inspires and motivates teachers to perform well.					
3. The headteacher effectively delegates tasks to enhance performance.					
4. The headteacher leads by example in professional conduct.					
5. The headteacher provides clear direction and support to teachers.					
6. The headteacher effectively resolves conflicts among staff members.					
Planning					
1. The headteacher sets clear and achievable goals for the school.					
2. The headteacher develops and implements effective plans for school improvement.					
3. The headteacher involves teachers in the planning process.					
4. The headteacher regularly evaluates and adjusts plans as needed.					
5. The headteacher anticipates and plans for future challenges in education.					
6. The headteacher ensures that plans align with the school's educational goals.					
Controlling					
1. The headteacher monitors and evaluates the performance of teachers regularly.					
2. The headteacher ensures that resources are allocated efficiently.					
3. The headteacher sets performance standards and expectations for teachers.					
4. The headteacher addresses underperformance and provides support to improve results.					
5. The headteacher evaluates the effectiveness of educational programs and strategies.					
6. The headteacher ensures compliance with school policies and regulations.					

Section C: Teachers' Performance

You can fill out the corresponding cells with "Strongly Disagree =1", "Disagree = 2," "Neutral =3," "Agree= 4," or "Strongly Agree = 5,"

Statements on Teachers' Performance	**SD (1)**	**D (2)**	**N (3)**	**A (4)**	**SA (5)**
Productivity					
1. The teacher consistently prepares lessons in advance.					
2. The teacher effectively manages time in the classroom.					
3. The teacher actively engages students during lessons.					
4. The teacher handles a high workload efficiently.					
Effectiveness					
1. The teacher uses teaching methods that promote student learning.					
2. The teacher adapts teaching strategies to meet the diverse needs of students.					
3. The teacher actively encourages student participation in lessons.					
4. The teacher assesses student performance regularly and provides feedback.					
5. The teacher helps students achieve learning objectives and goals.					
Work Quality					
1. The teacher maintains high standards of work in lesson planning and execution.					
2. The teacher produces well-structured and clear teaching materials.					
3. The teacher demonstrates professionalism in the classroom.					
4. The teacher contributes to the overall success of the school through their work.					

Section D: School Environment

You can fill out the corresponding cells with "Strongly Disagree =1", "Disagree = 2," "Neutral =3," "Agree= 4," and "Strongly Agree = 5,"

Statements on School Environment	**SD (1)**	**D (2)**	**N (3)**	**A (4)**	**SA (5)**
Physical Facilities					
1. The school has adequate classrooms for all students.					
2. The classrooms are well-ventilated and spacious.					
3. The school has functional sanitation facilities for students and staff.					
4. The school provides safe and secure facilities for students.					
5. The school maintains the physical infrastructure in good condition.					
Learning Resources					
1. The school provides sufficient learning materials (books, equipment, etc.) for teachers and students.					
2. The school library is well-equipped with up-to-date resources.					
3. The school uses modern teaching tools and technology to support learning.					
4. The school provides adequate teaching aids for teachers to enhance their lessons.					
5. The availability of learning resources supports student learning effectively.					
Social Climate					
1. The school fosters a positive relationship among students and staff.					
2. The school has a supportive and inclusive environment for all students.					
3. The school encourages student participation in extracurricular activities.					
4. The school promotes respect and collaboration between staff members.					
5. The school has an effective approach to handling student discipline.					

THE END: THANK YOU FOR PARTICIPATING

Appendix II: Interview Guide for Head Teachers

I am **Kyompaire Allen, pursuing** Master of Education in Education Management at Gulu University. I am carrying out a study on "**Managerial Competencies and Teacher's Performance in Secondary Schools in Gulu City"**. You have been selected as one of the respondents to participate in the study. Your feedback is very important as your inputs will be used for academic purposes only. I greatly appreciate if you could take a few minutes to provide me with information. Your response will be kept confidential and it will not be divulged to any person or institution outside the scope of this work.

Part A: Managerial Competencies

1. How would you describe the current leadership style of school management,
2. What role does strategic planning play in the school's development,
3. How does the school manage its resources to support both teachers and students,

Part B: Teacher's Performance in Secondary Schools in Gulu City

4. How do you evaluate the productivity of teachers in your school,
5. Can you share examples of successful programs that have improved teacher effectiveness in your school?
6. How does the school provide support to teachers facing challenges in their teaching practices,

Part C: Relationship Between Managerial Competencies and Teacher Performance

7. How do you believe that effective managerial planning contributes to enhanced teacher productivity and performance in your school?
8. In what ways has the leadership's ability to resolve conflicts and manage resources influenced teacher performance and the overall school environment?
9. How do you think that managerial competencies in leadership and planning directly impact the quality of teaching in your school?

Appendix III: Introductory Letter

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OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

20 May, 2025

TO : WHOM IT MAY CONCERN

This is to introduce to you Ms. Kyompaire Allen (Reg No. 22/U/1561/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.

She is undertaking research on the Topic:

MANAGERIAL COMPETENCIES AND TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN GULU CITY

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

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

Yours faithfully,

For

Dr. Denis Thaddeus Ofoyuru
Dean, Faculty of Education and Humanities

GULU UNIVERSITY
21 MAY 2025
FACULTY OF EDUCATION AND HUMANITIES