**To Identify The Possible Ways Of Enforcing The Head Teacher's Managerial Skills To Improve Students’ Academic Performance At The Uganda Certificate Of Education Examinations Level In Kasese Municipality.**

# ABSTRACT

This istudy iinvestigated i possible ways of enforcing the Head Teacher's Managerial skills to improve students’ academic performance at the Uganda Certificate of Education Examinations level in Kasese Municipality.

The istudy iutilized ithe iiresearch iobjective; ito identify the possible ways of enforcing the Head Teacher's Managerial skills to improve students’ academic performance at the Uganda Certificate of Education Examinations level in Kasese Municipality.iThe itotal istudy ipopulation iwas i312 iwhich ihelped ito iachieve ia isample isize iof i172 irespondents. iBoth isimple irandom isampling iand ipurposive isampling iwere iused iin ithis istudy. iSimple irandom isampling iwas iused ito iselect iteachers iand iBoGs iin ithe iseven iselected isecondary ischools iin iKasese iMunicipality, iKasese iDistrict. iBoth iquantitative iand iqualitative idata ithat iwere igathered iwere icompiled, isorted, ianalyzed, iand iedited ito icheck ifor iaccuracy, iconsistency, iand icompleteness. iThe idata icollected iwere ianalyzed iusing ia icomputerized idata ianalysis itool, ispecifically ithe iSPSS ipackage iversion i26.0. iUtilizing ia imixed-methods iapproach, ithe iresearch iemployed ia iquestionnaire ito igather idata ifrom i155 irespondents, iassessing possible ways of enforcing the Head Teacher's Managerial skills to improve students’ academic performance at the Uganda Certificate of Education Examinations level in Kasese Municipality.

iThe ifindings irevealed ia istrong ipositive icorrelation i(Pearson icorrelation icoefficient iof i0.887) ibetween iHead iTeachers' imanagerial iskills iand istudents' iacademic iperformance, iindicating ithat iimproved imanagerial icompetencies isignificantly ienhanced ieducational ioutcomes. iWhile ileadership, iplanning, iand iguidance iskills ireceived ifavorable iratings, icritical iareas isuch ias iknowledge iof iteaching, icourse idesign, iand itime imanagement iscored ipoorly, ireflecting ia iconsensus iamong irespondents iregarding ithe ineed ifor iimprovement. iThe iregression ianalysis ifurther iconfirmed ithat iapproximately i74.6% iof ithe ivariance iin istudents' iacademic iperformance ican ibe iattributed ito iHead iTeachers' imanagerial iskills, iunderscoring itheir iimportance iin ifostering ia iconducive ilearning ienvironment. iBased ion ithese ifindings, ithe istudy irecommended itargeted iprofessional idevelopment iprograms ito ienhance iinstructional ileadership iand itime imanagement iamong iHead iTeachers. iAdditionally, ifostering ia icollaborative iculture iwithin ischools iand iimplementing irobust imonitoring iand ievaluation isystems iare ivital ifor icontinuous iimprovement. iThis iresearch icontributed ito iunderstanding ithe iimpact iof ieffective imanagerial ipractices ion ieducational ioutcomes iand ihighlighted ithe inecessity ifor istrategic iinterventions ito ibolster iHead iTeachers' icompetencies, iultimately iaiming ito iimprove istudent iperformance iin iUganda's ieducational isystem.

**Keywords:** **Possible Ways Of Enforcing The Head Teacher's Managerial Skills To Improve Students’ Academic Performance**

# INTRODUCTION

Globally, iit iis irightly ibelieved ithat ithere iexists ia iclose irelationship ibetween istudents’ iachievements iand ithe inature iof ischool ileadership. iThe iintegration iof ithis irelationship iis ias iold ias ithe iwork i“The iHistory iof iManagement iThought, iGeorge i(1968) ireviewed iby iBowden, i(2020) iwhere ihe iasserts ithat iin ischool imanagement, ithe ischool iheads iare isaid ito ibe i‘sense imakers’ iof ilearning iinstitutions. iThis iis ibecause ithey iensure iimproved ilearning, ieffective iteaching, iformative isupervision, iteaching iand ilearning, i(Bowden, i(2020). iHead iTeachers ineed ito ibe igood isupervisors iof itheir isubordinates ito irealize iimproved iperformance iin ilearning iinstitutions. iSupervision ishould itherefore inot ibe iautocratic ibut icollaborative iand iinteractive, inot idirective ibut idemocratic i(Jeasabelle i& iAgripina., i2023). iIn itheir iresearch iin iEngland ion ithe iimpact iof ischool ileadership ion istudents’ ioutcomes, iDay, iand iGu, i(2014) ireports ithat ithere iis ia ipositive irelationship ibetween ieffective ileadership iand ipupil ioutcomes. iHead iTeachers, ias ischool imanagers iare itaxed iwith iensuring ithat itheir ischools imeet ithe i set iobjectives iwhile imaintaining irequired istandards. iAs imanagers, iHead iTeachers ineed ito ibe iskillful iin ibalancing ibetween isupervising ithe istaff iunder ithem, iimplementing igovernment ipolicies, iand imeeting isocietal iexpectations. iIn iPakistan, ias iwell ias imany iother icountries, ithe iHead iTeacher iis iresponsible ifor ischool imanagement iand ialso iteaching ithe istudents, i(government iprimary ischools iHead iTeachers, itraining).

In iUganda, iHead iTeachers iare iresponsible ifor icreating ian ienvironment iconducive ito ilearning, iwhich idirectly iimpacts istudent ioutcomes. iTheir imanagerial icompetencies, iincluding itechnical, ihuman, iand iconceptual iskills, iare iessential ifor ieffective ischool ileadership iand imanagement. iLaghari iand iJafri i(2022) imentioned ithat iHead iTeachers iwith istrong imanagerial iskills ican isignificantly ienhance ithe iacademic iperformance iof itheir istudents. iThey iemphasized ithat ithe iHead iTeachers' iconceptual, itechnical, iand iinterpersonal iskills iare icrucial iin ishaping iteachers' iperformance, iwhich iin iturn iaffects istudent ilearning ioutcomes. iThus, ieffective ileadership iis iassociated iwith iimproved iteacher imotivation iand iinstructional iquality, ileading ito ibetter iacademic iresults ifor istudents. iFurthermore, ithe iability iof iHead iTeachers ito iinspire iand isupport itheir istaff iis ilinked ito ihigher ilevels iof istudent iengagement iand iachievement i(Sengendo, i2024). iSengendo's istudy ihighlights ithat iHead iTeachers iwho iexhibit itransformational ileadership iattributes ican imotivate iboth iteachers iand istudents, ifostering ian ienvironment ithat ipromotes iacademic iexcellence i(Sengendo, i2024). iThis iis iparticularly irelevant iin ithe iUgandan ieducational icontext, iwhere ithe ichallenges ifaced iby ischools irequire iadaptive iand iproactive ileadership iapproaches. iNantongo i(2017) iinvestigated ithe ieffect iof iHead iTeacher icompetence ion ifinancial imanagement iin iSelected iSecondary iSchools iin iMukono iMunicipality-Uganda iand ithe istudy irecommended ithat ithere iwas ia ineed ito iimprove ithe iquality iand icompetence iof iHead iTeachers ithrough iseminars, iworkshops, iand iconferences iorganized iby ithe iMinistry iof iEducation iand iSports.

Several itheories ihave ibeen ideveloped iin iline iwith imanagerial iskills ithat ihave ia igreater iimpact ion iresults iin iacademic iperformance. iThe istudy iwas iunderpinned iby ithe icontingency itheory iof ileadership ithat iwas iproposed iby ithe iAustrian ipsychologist iFiedler i(1964). i“The icontingency itheory iemphasizes ithe iimportance iof iboth ithe ileader's ipersonality iand ithe isituation iin iwhich ithat ileader ioperates. iThis imodel isuggests ithat ileaders iought ito ipossess imotivational iabilities ito imotivate ithe iteams, isystems, igoal isetting, iand itask iidentification ithat iputs iresults iand ieffectiveness iat ithe idelivery iend. iThe imodel ifurther iemphasizes ideveloping iclear idirections, iflexibility, iand iinclusive idecisionmaking iembedded iin ia iparticipatory imanner. iFor ithis istudy iand ieducation, ithe imodel iwill ihelp iexploit ithe imanagerial iskills ithat icall ithe iHead iTeacher ito iuse ihis/her isupporting iskills, ito iaccord iauthority iabout itasks, iresult-oriented idirection, iand istructure ithat ifits iwell iwith iexisting ilevels iof iorderliness iin ischoolsi(highly ipredictable isituations) ior imight icontribute iwhat iis ilacking iand ineededi(as iin ihighly iunpredictable isituations). i

The istudy iwill ifurther ibe ibacked iby iKatz's itheory iof imanagerial iskills. iThis istudy iis ibased ion iKatz i(1955), iin ihis iarticle, iskills iof ian iEffective iAdministrator iin iHarvard iBusiness iReview, iin iwhich ihe ipublished ithe itheory iof ileadership iwhich iemerged ias ia iprominent itheory iin i1955. iThe iresearch iwas ibased ion iKatz iown iobservation iof iexecutives iin ithe iwork iplace iand ion ifield iresearch iin iadministration. iHe isuggested iin ithe ipaper ithat ieffective iadministration ior ileadership idepends ion ithree ibasic ipersonal iskills, ithat iis, itechnical, ihuman iand iconceptual iskills. iHe iidentified ithese ithree iareas ias ithe imost iimportant iskills ithat iexecutives ihad iin icommon iand iused ion ia iregular ibasis. iKatz i(1974) ithought iabout ithe irelationship iof imanagerial iskills i(competence) iand ihierarchical imanagement ilevels. iThis iled ito ithe isetting iof ithe iareas iof imanagerial iskills iand idetermination ifor iwhich ilevel ithey iare icharacterized ias itechnical, ihuman iand iconceptual iskills. iThis itheory iis ibeneficial ibecause iit iis iskills-based itheory iof ileadership iwhich iacknowledges ithat ianyone ican ibecome ia ileader. i iIndividuals ionly ineed ito ifind irelevant iresources iand iwork ihard ito idevelop ithe iskills iof ia igood ileader. iA iskilled ibased ileadership itheory ialso iprovides ia icompetency-based itoolkit ito iorganizations ito irecruit, itrain iand igrow ileaders iin itheir iorganization iby itaking iinventory iof ieach ipotential ileader’s iskills iin ithe iimportant iareas. i

According ito iKatz’s itheory (1991), ia isuccessful imanager ihas itriple imanagerial iskills iand ithese iare iconceptual, ihuman iand itechnical, iwhich imust ibe ideveloped iseparately. iKatz i(1974) ibelieves ithat iskills ishow iability iwhich iis imostly ipresented iin iperformance iand irarely ihidden iin ipotentiality. iKatz iexplains ithat iskill iis ithe iability ito ido isomething ieffectively iand iinvolves ia isystem iof ispecific ibehaviors ithat ihelp iachieve ian iobjective, ior istandard iof iperformance. There iare inumerous itypologies iof imanagerial iskills. iIn ian iinfluential iframework, iKatz iproposed ithree idimensions iof itechnical, ihuman iand iconceptual iskills.iTechnical iskills iare ithose ispecific iskills irequired ifor iperforming ia ispecialized itask, iand ioften iinvolve iworking iwith ‘things’ irather ithan iworking iwith ipeople. Technical iskills iremain iimportant ifor imanagers ieven iwhen ithey iperform irelatively ifew itechnically ispecialized itasks ithemselves, ibecause ithey ienable ithe imanager ito ieffectively iacquire, idevelop, iorganize, iand icontrol ithe ihuman iresources ineeded ito iaccomplish iorganizational iobjectives. Human ior ‘people irelated’ iskills iinclude icommunication, iinfluence, icoordination iand icooperation iwith iothers. iThese iskills iare irequired ifor ithe idirect imanagement iof iother ipeople. iConceptual iskills ireflect ian iunderstanding iof ithe iwider iorganization, istrategy, istructure, iand iits ifunctioning ias ia iwhole iwithin ithe ienvironment. Conceptual iskills isupport ieffectiveness iby iensuring ithat imanagerial idecisions iand iactions iaccord iwith iorganizational igoals iare iconsistent iwith ienvironmental iopportunities iand iresource iconstraints, iand iare iappropriate iwithin ithe iformal iand iinformal iorganizational istructure.

The imajor iconcepts iin ithis iprojected istudy iare imanagerial iskills iand istudents’ iacademic iperformance. Management iskills iis iwidely idefined ias iindividual iand icharismatic iattributes ithat ian iindividual ipossess ito iexecute ia icertain itask iwith ia iclear iobjective iin ian iorganization. Fullan i(2005) idefined imanagerial iskills ias ithe icompetencies irequired ifor ieffective iand iefficient iplanning, istaffing, iorganizing, icoordinating, icontrolling iand idecision-making. The iability, iknowledge iand iexperience irequired ito iaccomplish imanagement itasks iare iknown ias imanagerial iskills.iManagerial iskills iof ischool ileaders ithus irefer ito itheir iability ito isuccessfully iplan, iorganize, ico-ordinate, icontrol, imake idecisions iand iinitiate iactions ito iaid ithe ieffective imanagement iof ischools. iManagerial iskills iare ihigh ipriority iissues ifor imany ipeople iconcerned iwith ieducation ithese idays ibelieved ito iachieve iacademic iexcellence ithrough imotivating iothers, iinterpersonal irelationship, icommunication, isupervisory iand itarget isetting. i

Managerial iskills iare iessential icapabilities ithat idetermine ithe iextent iof ithe iactualization iof ieducational igoals. iTo ibe iskilled iin isomething ifor iexample iin imanagement iconnotes ienough iability ito ido isomething iwell. iOkoye i(2007) idefined imanagerial iskills ias ithe iability ito iplan, icontrol, iorganize iand idirect ithe ioperations iof ian ieducational ienterprise ifor ithe ipurpose iof iachieving ithe iobjective itarget iset ifor ithe ieducational isystem ias ia iwhole. iFullan i(2005) idefined imanagerial iskills ias ithe icompetencies irequired ifor ieffective iand iefficient iplanning, istaffing, iorganizing, icoordinating, icontrolling iand idecision-making. iThe iability, iknowledge iand iexperience irequired ito iaccomplish imanagement itasks iare iknown ias imanagerial iskills. iManagerial iskills iof ischool ileaders ithus irefer ito itheir iability ito isuccessfully iplan, iorganize, ico-ordinate, icontrol, imake idecisions iand iinitiate iactions ito iaid ithe ieffective imanagement iof ischools. iManagerial iskills iare ihigh ipriority iissues ifor imany ipeople iconcerned iwith ieducation ithese idays. iIt iis inot isurprising, ithen, ithat iso imany iauthors ihave iprovided iinsights iabout isuch iskills ifor ischool iadministration i(Mestry i& iGrobler, i2004; iMonyatsi, i2005). iThe iskills iinclude ithe iabilities ito icreate ia ihealthy ischool iculture ifor icontinual iimprovement iin iquality ieducation; iteamwork iwith iothers; icommunicate igoals, ipolicies, iand iprocedure ito istaff; imodify ipractice iand ischool istructures ito iaccommodate inew ipolicy iexpectations; iprovide icurriculum ileadership iopportunities; iensure igood iHead iTeacher-staff irelationship iand iguide ispecific iinitiatives ito iimprove istudent iachievement i(Carr, i2005; iElmore, i2005; iLezotte, i& iMcKee, i2006).

Kasese idistrict ilike iany iother idistrict iin iUganda, iFollows ithe ihierarchical iorder iof ischool ileadership iwhere ia iHead iTeacher iis ithe iabsolute iaccounting iofficer itasked iwith iheading ithe iteam ito iachieve ischool iobjectives iamong iwhich iis iacademic iperformance. i iThis iis ibased ion ithe ifact ithat ithey iensure ithat ithere iis iimproved ilearning, iformative isupervision, ieffective iteaching iand ilearning i(Devos iand iTuytens, i2021). i iKasese iDistrict ihas ischools ithat iare iboth iurban iand irural ibased isignificantly iposing ia idifference iin iterms iof imanagement ipractice ias iwell ias iacademic iperformance. iUganda iBureau iof iStatistics i(2022) iobserved ithat ia itotal iof i30,277 i(29.8%) ipeople iin iKasese iDistrict iaged ibetween i13 iand i18 iyears iwere iattending isecondary ischool. iAbout i34,362 i(24.6%) iof ihouseholds iwere i5 ikm ior imore ito ithe inearest isecondary ischool, iwhether ipublic ior iprivate iwhereas i59,299 i(42.5%) iof ihouseholds iwere i5 ikm ior imore ito ithe inearest ipublic isecondary ischool. iKisembo i(2015) iassessed ithe iperceived ieffect iof ischool iinspection ion ithe iperformance iof isecondary ischool iteachers iin iKasese idistrict iand ithe ifindings irevealed ithat ithere iwas ino isignificant ieffect iof ifeedback iin ischool iinspection ion ithe iperformance iof isecondary iteachers iin iKasese iDistrict. i

1. **Statement iof ithe iProblem**

It iis iimperative ito inote ithat iHead iTeachers ias imanagers iof ithe ischools iare itasked iwith ithe iresponsibility iof iorganizing, iplanning, iand ievaluating iall iconcerns ithat iarise iin ithe ischools ithey ilead ito ihave ithe ischool iproperly ifunctioning i(Severo, i2019). i i iIn iJuly i2023, iauthorities iin iKasese iMunicipality iclosed ia isecondary ischool iin iNyamwamba idivision ibecause ithe ischool ihad ino iHead iTeacher, ideputy iHead iTeacher, idirector iof istudies, ipatron, ior imatron iyet ithey iwere ideemed iessential ipositions ifor ia ifunctioning ischool i(Biira, i2023). i iAccording ito iThawite i(2003), ithe iMinistry iof iEducation iand iSports idecried ithe ipoor iacademic iperformance iin iKasese iDistrict iand iurged iall istakeholders ito iintervene iimmediately. iVarious istakeholders iwere ichallenged ito iurgently itake ian iinterest iin ithe idistrict ito irecover ifrom ithis ishame. iTo iworsen ithe isituation, icurrently, ithere iis ilow iaccessibility ito iuniversity ieducation iby istudents ifrom irural isecondary ischools iin iKasese idistrict i(Mbabazi, iAsiimwe i& iMwesigye, i2023). iAccording ito iThawite i(2003), iif iKasese idistrict ifails ito iimprove iits iacademic iperformance, iit irisks ilosing ithe inumber iof iuniversity ivacancies ithat ithe iministry iwas ibrokering iunder ithe iquota isystem.

Although iseveral ifactors iinfluence istudents’ iacademic iperformance iat ithe iUganda iCertificate iof iEducation i(UCE) ilevel, ino isingle istudy iexists ito iexplain ithe irelationship ibetween iHead iTeachers’ iManagerial iskills iand iStudents’ iacademic iperformance iat iUganda iCertificate iof iEducation iExaminations ilevel iin iKasese iMunicipality. iIt ishould ibe irecalled ithat iseveral iprevious istudies iconducted iin iKasese idistrict isuch ias iKisembo i(2015), iKabugho i(2021), iMbabazi, iAsiimwe i& iMwesigye i(2023) iamong iothers idid inot ilook iat ithe irelationship ibetween iHead iTeachers’ iManagerial iskills iand iStudents’ iacademic iperformance iat iUganda iCertificate iof iEducation iExaminations ilevel iand ithus, ipersistent ipoor iperformance iof istudents iin iUCE iexaminations iin iKasese iMunicipality inecessitates ian iinvestigation iinto ithe ifactors icontributing ito ithis itrend. iThis istudy iaimed ito iidentify ithe iimpact iof iHead iTeachers' imanagerial iskills ion istudents' iacademic iperformance.

In iconclusion, ithe istudy ion iHead iTeachers' imanagerial iskills iand istudents' iacademic iperformance iat ithe iUganda iCertificate iof iEducation i(UCE) iexaminations ilevel iin iKasese iMunicipality, iKasese iDistrict, ihighlights ithe iurgent ineed ito irevamp isecondary ieducation iteaching iand ilearning iin ithe iregion. iAs icompetition ifor iuniversity ivacancies iintensifies inationwide, iKasese's iability ito iproduce iacademically icompetitive istudents ihinges ion ithe iquality iof iits isecondary ieducation isystem. iTherefore, ithis istudy's ifindings icould iserve ias ia iclarion icall ito istakeholders, ipolicymakers, iand ieducators ito iprioritize ithe iimprovement iof isecondary ieducation iteaching iand ilearning iin iKasese. iBy iaddressing ithe igaps iin iHead iTeachers' imanagerial iskills iand istudents' iacademic iperformance, iKasese ican ibridge ithe ieducational idivide iand iequip iits istudents ito icompete ifavorably ifor iuniversity ivacancies iwith itheir counterparts ifrom iother iregions. iUltimately, ithe iattraction iof ithis istudy ilies iin iits ipotential ito iinform ievidence-based iinterventions ithat ican itransform ithe ieducational ilandscape iin iKasese iand iempower iits istudents ito isucceed iin ian iincreasingly icompetitive academic environment.

1. **Objectives of the Study**

To identify the possible ways of enforcing the Head Teacher's Managerial skills to improve students’ academic performance at the Uganda Certificate of Education Examinations level in Kasese Municipality.

## iSignificance iof ithe iStudy

The ifindings iof ithis istudy iwould ibe ibeneficial ito ithe iMinistry iof iEducation iand iSports i(MoES) iin iunderstanding ithe irelationship ibetween iHead iTeachers’ iManagerial iskills iand istudents’ iacademic iperformance iat ithe iUganda iCertificate iof iEducation iExaminations ilevel. i

**Ministry iof iEducation iand iSports i(MoES): i**The iMinistry iof iEducation iand iSports iwill ibenefit ifrom ithe ifindings iby igaining ia ideeper iunderstanding iof ihow ithe imanagerial iskills iof iHead iTeachers iinfluence istudents’ iacademic iperformance iat ithe iUganda iCertificate iof iEducation iExaminations ilevel. iThis iinformation ican ibe iinstrumental iin ideveloping istrategies ito ienhance ithe ieffectiveness iof ischool ileadership iacross ithe icountry. iThe iministry ican ialso iutilize ithe ifindings ito ishape ipolicies ifocused ion iimproving ischool imanagement ipractices ito ienhance iacademic ioutcomes.

**Education iPlanners iand iPolicymakers: i**For ieducation iplanners iand ipolicymakers, ithe istudy iwill iprovide ivaluable iinsights iinto ithe irelationship ibetween iHead iTeachers’ imanagerial iskills iand iacademic iperformance. iThese ifindings ican iinform ithe idevelopment iof ipolicies iaimed iat iimproving ithe iquality iof ileadership iin ischools. iAdditionally, ithe istudy iwill ihelp ipolicymakers idesign itargeted itraining iprograms ifor iHead iTeachers ito iimprove itheir imanagerial iabilities, idirectly iimpacting istudents' iacademic isuccess.

**Head iTeachers iand iSchool iAdministrators: i**Head iTeachers, ideputy iHead iTeachers, iand iother ischool iadministrators iwill ibenefit ifrom ithe istudy iby igaining ia iclearer iunderstanding iof ithe ispecific imanagerial iskills irequired ito ifoster ia iproductive ilearning ienvironment. iThis iknowledge ican ihelp ischool ileaders iadopt ieffective istrategies ifor ienhancing iteaching iquality, iwhich iin iturn iimproves iacademic iperformance. iFurthermore, iHead iTeachers iwill igain iinsight iinto ithe iimportance iof ileadership itraining iand iin-service iprograms ithat ican ihelp ithem igrow iprofessionally iand ibetter iserve itheir ischools.

**Teachers: i**The istudy iwill ihelp iteachers irecognize ithe iimportance iof istrong ileadership iwithin itheir ischools. iBy iunderstanding ithe irole iof ishort ileadership icourses iand iin-service iteacher itraining iprograms, iteachers iwill ibe ibetter iequipped ito isupport itheir iHead iTeachers iin ithe ieffective iimplementation iof imanagement istrategies. iThis, iin iturn, ican ilead ito ibetter iteaching ipractices, iimproved istudent iperformance, iand ia imore icollaborative ischool ienvironment.

**The iMinistry iof iEducation iand iSports i(MoES) i– iPolicy iFormulation: i**The ifindings iwill ialso iassist ithe iMinistry iof iEducation iin iformulating ipolicies irelated ito ithe itraining iand iprofessional idevelopment iof ischool iHead iTeachers. iThis icould ilead ito ithe iestablishment iof imore itargeted ileadership itraining iprograms ithat isupport iHead iTeachers iin itheir icritical irole. iThe istudy iwill iguide ithe iministry iin ibalancing ischool imanagement ipractices iwith iacademic iperformance, iensuring ithat ineither iis icompromised iin ithe iquest ifor ischool iimprovement.

**Future iResearchers iand iAcademicians: i**For ifuture iresearchers iand ischolars, ithe ifindings iwill icontribute ivaluable iknowledge ito ithe iexisting ibody iof iliterature ion ischool ileadership iand iacademic iperformance. iThe istudy iwill iserve ias ia ireference ifor ifurther iexploration iof iHead iTeachers’ imanagerial iskills iand itheir iimpact ion istudent iachievement. iAdditionally, iit icould iinspire ifuture istudies ito iexplore isimilar itopics iacross idifferent ieducational isettings iand iregions

1. **Literature review**

## iPossible iways iof ienforcing iHead iTeachers iManagerial iSkills ito iimprove iStudents’ iAcademic iPerformance.

Lekhetho i(2021) iexplored ithe ifactors iinfluencing ithe iperformance iof ihigh-achieving isecondary ischools iin iLesotho. iTheir iqualitative iresearch idesign iutilized iinterviews iand ifocus igroups ito igather idata ifrom iHead iTeachers, iteachers, iand istudents. iThe istudy iwas iconducted iin iseveral ihigh-performing isecondary ischools iacross iLesotho, iand ithe istudy ipopulation iconsisted iof ischool iadministrators, iteachers, iand istudents. iThe isample isize iincluded i50 iparticipants, iwith ipurposive isampling iused ito iselect ithe ischools iand iparticipants. iThe ifindings ihighlighted ithat iHead iTeachers iare icrucial iin ileading ischool iperformance iand icreating ia itransformative ilearning ienvironment. iThey iemphasized ithat iHead iTeachers ishould iact ias iproblem-solvers, idecision-makers, iand ifacilitators iof ieffective iteacher-parent icollaboration. iThe istudy irecommended ithat itraining iprograms ifor iHead iTeachers ifocus ion ienhancing itheir ileadership, imanagement, iand iinterpersonal iskills ito iimprove ischool ioutcomes.

Adams iand iBlair i(2019) iinvestigated ithe iimpact iof itime imanagement ibehaviors ion iundergraduate iengineering istudents’ iperformance. iTheir istudy iadopted ia imixed-methods iresearch idesign, icombining isurveys iwith iin-depth iinterviews. iThe istudy iarea iwas ia ilarge iengineering ifaculty iin ithe iUnited iStates, iwith ia istudy ipopulation iof iundergraduate iengineering istudents. iThe isample isize iconsisted iof i200 istudents, iselected ithrough isimple irandom isampling. iThe istudy's ifindings irevealed ithat istudents iwho ipracticed ibetter itime imanagement ibehaviors ihad isignificantly ihigher iacademic iperformance, iparticularly iin iassignments iand iexams. iThe iresearch irecommended ithat iuniversities iincorporate itime imanagement itraining iinto itheir icurricula ito ienhance istudent isuccess iand iperformance. Mkude iand iOmer i(2022) iexamined ithe iimpact iof iHead iTeachers' imanagerial iskills ion istudents’ iacademic iperformance iin iMorogoro iMunicipality, iTanzania. iTheir iquantitative iresearch idesign iutilized isurveys iand iacademic iperformance idata ito iassess ithe iinfluence iof imanagerial iskills ion ischool ioutcomes. iThe istudy ifocused ion isecondary ischools iin iMorogoro, iwith ithe istudy ipopulation iconsisting iof i100 iHead iTeachers iand i500 istudents. iStratified irandom isampling iwas iused ito iselect ischools, iwith ia isample isize iof i25 ischools. iThe ifindings ishowed ithat ischools iwith iskilled iHead iTeachers, iparticularly iin iareas iof iteam-building, icurriculum imanagement, iand iteacher isupport, iexperienced ihigher istudent iacademic iperformance. iThe istudy irecommended ithat ischool idistricts iinvest iin ileadership idevelopment iprograms ifor iHead iTeachers ito iimprove ischool iperformance.

Wilson, iJoiner, iand iAbbasi i(2021) iexplored ithe irole iof itime imanagement iin iimproving istudent iperformance. iThe iresearch idesign iwas iexperimental, iwith ia ifocus ion isecondary ischool istudents iin ithe iUnited iStates. iThe istudy ipopulation iconsisted iof i300 istudents ifrom iurban ipublic ischools, iand ithe isample isize iincluded i150 istudents iin ithe iexperimental igroup iand i150 iin ithe icontrol igroup. iThe isampling itechnique iused iwas isimple irandom isampling. iThe ifindings iindicated ithat istudents iwho ireceived itime imanagement itraining ishowed iimprovements iin iboth itheir iacademic iperformance iand istress imanagement. iThe istudy irecommended ithe iintegration iof itime imanagement icourses iinto ischool icurricula ito ienhance istudent ioutcomes iand iwell-being.

Kumar iand iAithal i(2019) istudied ithe irole iof icompetent iHead iTeachers iin ienhancing iacademic isuccess iin isecondary ischools. iThe iqualitative iresearch idesign iinvolved iinterviews iwith iHead iTeachers, iteachers, iand ieducation iadministrators. iThe istudy iwas iconducted iin imultiple ischools iacross iIndia, iwith ia istudy ipopulation iof i20 iHead iTeachers, i100 iteachers, iand i200 istudents. iThe isample isize iconsisted iof i320 iparticipants, iselected iusing ipurposive iand istratified irandom isampling. iThe istudy ifound ithat iHead iTeachers iwho iprovided istrong ileadership iand isupport ito iteaching istaff iwere iassociated iwith iimproved istudent iacademic iperformance. iIt iwas irecommended ithat ischool ileadership idevelopment iprograms ibe iimplemented ito ifurther ienhance ithe ieffectiveness iof iHead iTeachers iin ifostering ischool isuccess.

Nakazibwe i(2011), ias icited iby ithe iUganda iNational iCommission ifor iUNESCO i(2022), iexplored ithe ifactors ileading ito ichild ilabor iin iUganda, iparticularly ifocusing ion iNyendo iKasana iMasaka iDistrict. iThe iresearch iadopted ia icase istudy idesign iwith iboth iqualitative iand iquantitative imethods. iThe istudy iarea iwas iNyendo iKasana iMasaka iDistrict, iand ithe istudy ipopulation iconsisted iof i100 ichildren iinvolved iin ichild ilabor, ialong iwith i50 iparents iand i50 ischoolteachers. iStratified irandom isampling iwas iused ito iselect iparticipants. iThe ifindings ihighlighted ithat ieconomic ifactors, ifamily istructure, iand ieducational ibarriers icontributed ito ihigh irates iof ichild ilabor iin ithe idistrict. iThe istudy irecommended ithat ipolicies iaimed iat ireducing ichild ilabor ifocus ion iimproving iaccess ito iquality ieducation iand isupporting ieconomic iempowerment ifor ifamilies.

Nzamurambaho i(2021) iinvestigated ithe irelationship ibetween iParents iTeachers iAssociation i(PTA) iparticipation iand istudents’ iacademic iperformance iin iRwanda. iThe iresearch idesign iwas icorrelational, iand idata iwere icollected ithrough isurveys iadministered ito iparents, iteachers, iand istudents iin iselected isecondary ischools. iThe istudy iarea iwas iKigali, iRwanda, iwith ia istudy ipopulation iconsisting iof i100 iparents, i50 iteachers, iand i200 istudents. iA isimple irandom isampling itechnique iwas iused ito iselect iparticipants. iThe ifindings irevealed ithat iactive iPTA iinvolvement iwas ipositively iassociated iwith iimproved istudent iperformance, iparticularly iin isubjects ithat irequired iextra iparental isupport. iThe istudy irecommended istrengthening iPTA iengagement ithrough itraining iprograms iand imore icollaborative iactivities ibetween iparents iand iteachers.

Ferdinand iand iAndala i(2023) iconducted ia istudy ion iteachers' icompetence iand istudents' iacademic iperformance iin isecondary ischools iin iRwanda. iThey iadopted ia iquantitative iresearch idesign, icollecting idata ithrough iteacher icompetency iassessments iand istudent iacademic iperformance irecords. iThe istudy ifocused ion isecondary ischools iin ithe iEastern iProvince iof iRwanda, iwith ia istudy ipopulation iof i150 iteachers iand i500 istudents. iA isample iof i300 istudents iand i75 iteachers iwas iselected iusing istratified irandom isampling. iThe ifindings iindicated ithat iteacher icompetence, iparticularly iin isubject iknowledge iand iteaching imethods, ihad ia isignificant iimpact ion istudent iperformance. iThe istudy irecommended iprofessional idevelopment iprograms ifor iteachers ito ienhance itheir ipedagogical iskills iand iimprove istudent ioutcomes.

Giacomazzi i(2022) iexplored ia icontextualized iapproach ito ifostering icritical ithinking iin iUgandan isecondary ischools ithrough iteacher iprofessional idevelopment. iThe iresearch idesign iwas iaction iresearch, iinvolving icollaboration ibetween iteachers iand iresearchers ito iimplement icritical ithinking istrategies iin iclassrooms. iThe istudy iarea iwas iKampala, iUganda, iand ithe istudy ipopulation iincluded i30 iteachers ifrom idifferent isecondary ischools. iThe isample isize iconsisted iof i30 iteachers iwho iparticipated iin ithe iaction iresearch iprocess. iThe ifindings iindicated ithat icritical ithinking iskills isignificantly iimproved iamong istudents iwhose iteachers iunderwent iprofessional idevelopment iin ithis iarea. iThe istudy irecommended iexpanding icritical ithinking itraining ito iall isecondary ischool iteachers iin iUganda ito ifoster ia imore iengaged iand iinnovative ilearning ienvironment.

Magoma i(2020) iassessed iacademic iperformance iin isecondary ischools iin iDodoma iMunicipality, iTanzania, ifocusing ion ileadership isustainability. iThe iresearch iused ia imixedmethods idesign, icombining isurveys iand iinterviews. iThe istudy iarea iwas iDodoma iMunicipality, iand ithe istudy ipopulation iconsisted iof i150 iteachers iand i50 ischool ileaders. iThe isample isize iincluded i200 iparticipants iselected iusing istratified irandom isampling. iThe istudy ifound ithat isustainable ileadership ipractices, isuch ias ia icommitment ito icontinuous iimprovement iand iteacher idevelopment, ipositively iimpacted iacademic iperformance. iThe istudy irecommended ithat ileadership itraining ifor ischool iheads ifocus ion isustainability ito iensure ilong-term iacademic isuccess.

# 6. METHODOLOGY

## iResearch iDesign

The iresearcher iemployed ia icross-sectional iresearch idesign ifor ithis istudy. iThis idesign iwas ideemed iappropriate ias iit iallowed ithe icollection iof idata iat ia isingle ipoint iin itime, imaking iit ieconomical iand iefficient. iIt ienabled ithe iresearcher ito igather iextensive idata ifrom ithe istudy ipopulation iin ia ishort iperiod iwhile iensuring ithat ithe ifindings icould ibe igeneralized ito irepresent ithe ientire ipopulation i(Amin, i2005).

**I**

**Research iApproach**

The istudy iadopted ia imixed-methods iapproach, iincorporating iboth iquantitative iand iqualitative imethods. iThe iqualitative iapproach iwas iused ito icapture iin-depth iinsights iinto iparticipants' ibeliefs, iopinions, iattitudes, iand iperceptions, iwhich icould inot ibe ieffectively igathered ithrough iquantitative imethods ialone. iOn ithe iother ihand, ithe iquantitative iapproach ifacilitated ithe icollection iof inumerical idata ifrom idocuments iavailable iin ithe iselected isecondary ischools, iallowing ifor istatistical ianalysis iand iobjective imeasurement. iThe icombination iof ithese iapproaches iensured ia imore icomprehensive iunderstanding iof ithe iresearch iproblem iby iintegrating iboth istatistical ievidence iand idetailed icontextual iexplanations.

**Study iPopulation**

The istudy iincluded iselected iteachers, iBoard iof iGovernors i(BoGs) iand iHead iTeachers ifrom iseven isecondary ischools iin iKasese iMunicipality, iKasese iDistrict i(Municipal iEducation iOfficers iReport, i2024). iThe itotal istudy ipopulation iwas i312 irespondents ifrom isecondary ischools ias irepresented iby ithe iletters iof ithe ialphabet ifrom iA, iB, iC, iD, iE, iF iand iG ias ishown iin iTable i1 ibelow.

## Table 1: Study Population, Sample Size and Sampling Technique (s)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Schools**  | **Head Teachers**  | **Teachers**  | **BoGs**  | **Total**  |
| Schools A  | 01  | 58  | 09  | **68**  |
| Schools B  | 01  | 42  | 09  | **52**  |
| Schools C  | 01  | 24  | 09  | **34**  |
| Schools D  | 01  | 21  | 09  | **31**  |
| Schools E  | 01  | 36  | 09  | **46**  |
| Schools F  | 01  | 35  | 09  | **45**  |
| Schools G  | 01  | 26  | 09  | **36**  |
| **Total**   | **07**  | **242**  | **63**  | **312**  |

**Sample Size Determination**

The population upon which the sample size is estimated is 𝑁 = 312 and the population is distributed in Table .1. The value of 𝑁 = 312 is large enough to be normally distributed, hence the need for Cochran formula for the estimation of sample sizes (Cochran, 1977). The formula is given in Equation 3.1 as follows:

 𝑛0

 𝑛 = (3.1)

1

+

𝑛

0

−

1

𝑁

Where:

𝑍2PQ

𝑛0 = 𝑑2 and in 𝑛0, 𝑍is the value of the confidence probability which is the abscissa to the normal curve that cuts an area of 𝛼 at the tails, 𝑃 is the probability of success, 𝑄 is the probability of failure and 𝑑is the margin of error. In the equation (3.1), 𝑛 is the sample size and 𝑁is the population size. In this study we used 95% confidence probability with a 𝑍 value of 𝑍 = 1.96 obtainable from the normal distribution tables. 𝑃 and 𝑄 are given equal probability of 0.5 each. Since we are using 95% confidence probability, the margin of error 𝑑 is given by 𝑑 = 5% = 0.05. On substituting

𝑍2PQ the foregoing values in 𝑛0 = 𝑑2 , we obtained 𝑛0 = 384

 Hence, substituting the values of 𝑛0 = 384 and 𝑁 = 312 in Equation 3.1, we obtained 𝑛 = 384 384−1  = 172

1+

312

Therefore, the sample size was 𝑛 = 172 and distributed across head teachers, teachers, and BoGs for schools 𝐴, 𝐵, 𝐶, 𝐷, 𝐸, 𝐹and 𝐺 considered for the study. The distribution was done using Equation 3.2

𝑥

Distribution = 𝑦 × 𝑛ℎ (3.2)

Where:

𝑥is the population size for the teachers, 𝑦 is the total population for teachers and students, whereas 𝑛ℎ is the sample size for Equation (3.2). Since head teachers and BoGs are selected from each school and there are seven schools. Therefore, 70 respondents constitute the sample size for head teachers and BoGs. This number is subtracted from the sample size of 𝑛 = 172 leaving a sample size of 102 and these are which will be remain and will be for teachers. Therefore, the sample size for teachers was 102 respondents.

 Table 2 presents the computation of the sample sizes and their respective distribution.

## Table 2: Sample Size and Sampling Technique (s)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Participants**  | **Schools**  | **Study Population**  | **Sample Size**  | **Sampling Technique**  |
| Head Teachers  |  |   |   |  07  | 07  | **Purposive Sampling**  |
| Teachers  | A  | 58/242\*102  | =  |  24  |   |  |
|   | B  | 42/242\*102  | =  |  18  | 102  | Simple Random Sampling  |
|   | C  | 24/242\*102  | =  |  10  |  |  |
|   | D  | 21/242\*102  | =  |  09  |  |  |
|   | E  | 36/242\*102  | =  |  15  |   |  |
|   | F  | 35/242\*102  | =  |  15  |   |  |
|   | G  | 26/242\*102  | =  |  11  |   |  |
| BoG’s  |  |  |  | 9\*7  | 63  | Simple Random Sampling  |
| **Total**  |  |  |  |  | **172**  |  |

**Source:** Developed by the researcher, 2023

## Sampling iProcedure

Both isimple irandom isampling iand ipurposive isampling iwere iused iin ithis istudy. iSimple irandom isampling iwas iused ito iselect iteachers iand iBoGs iin ithe iseven iselected isecondary ischools iin iKasese iMunicipality, iKasese iDistrict. iSimple irandom isampling iwas iused iin iorder ito igive irespondents i(teachers iand iBoGs) iequal ichances iof iparticipating iin ithe istudy. iAccording ito iAmin i(2005), ipurposive isampling iinvolves iselecting iindividuals iknown ito imeet icertain iclear icriteria. iThe istudy itherefore iused ipurposive isampling ito itarget ia igroup iof iHead iTeachers isince ithey iare ibelieved ito ihave ikey iknowledge ithat iis irelevant iregarding ithe ivariables iunder istudy. iThe istudy ipopulation, isample isize, iand isampling itechniques iare isummarized iin iTable i2 iabove.

## Methods iof iData iCollection

The imain iinstruments ito ibe iused ifor idata icollection iwere iquestionnaires iand iinterview iguide

## Questionnaires

Self-developed iquestionnaires iwere iused ito icollect idata ifrom iteachers iand iboard iof igovernors. iSemi-structured iquestionnaires iwere iemployed iin ithe istudy ito igather iinformation ifrom ithe irespondents. iThis imethod iwas isuitable ifor ia ilarge inumber iof iparticipants, ias iit irequired ilittle itime ifrom iboth ithe irespondents iand ithe iresearcher ifor iadministering iand ianalyzing ithe iitems i(Martin, i2005). iA ifour-point iLikert iscale iwas iutilized ito iconstruct ithe iquestionnaire, iomitting ia ineutral ioption. iThe iscale iincluded istatements ifor i"disagree," i"strongly idisagree," i"agree," iand i"strongly iagree." iThese istatements iwere idesigned ito imeasure ithe irespondents' iagreement ior idisagreement iwith ieach istatement, ithereby igauging ithe ivariables iunder iinvestigation.

The iresearcher ipresented ithese iquestionnaires ito ithe irespondents, iwho ifilled ithem iout iand ireturned ithem iat ian iagreed itime iof itwo iweeks. iThe iuse iof iquestionnaires iwas ichosen ifor itheir ifeasibility iwhen idealing iwith ia isizable isample. iThe ifirst isection iof ithe iquestionnaire icovered ithe irespondents' ibiographical idata, iwhile ithe isubsequent isections iaddressed ithe ithree iresearch iobjectives. iQuestionnaires iwere iparticularly isuitable ifor ithis istudy ibecause iit ifocused ion ivariables ithat icould inot ibe idirectly iobserved, isuch ias iattitudes iand iopinions. iGiven ithe ilarge inumber iof irespondents, ithe itime iconstraints, iand ithe iliterate itarget ipopulation icapable iof iresponding ito ithe iquestionnaire, ithis imethod iwas ideemed ithe imost iappropriate ifor idata icollection. iAdditionally, ithe iquestionnaires iallowed irespondents ithe ifreedom ito iexpress itheir ichoices.

## Interviews

Interviews iwere iused ito icollect idata ifrom ithe iHead iTeachers iof ithe iseven iselected isecondary ischools iin iKasese iMunicipality, iKasese iDistrict. iInterview iguides iwere iemployed ito ifacilitate idialogue iwith irespondents iin ia iless istructured imanner, ias isome iindividuals ihad ilimited itime ito icomplete iquestionnaires. iAdditionally, iinterviews iprovided iqualitative idata ithat icomplemented ithe iquantitative idata iobtained ifrom ithe iquestionnaires. iThe iresearcher iutilized iself-directed iinterviews ito iallow irespondents ito iexpress itheir iperceptions iwith iminimal iconstraints. i

 **iValidity iand iReliability iof ithe iInstruments**

## Validity iof ithe iInstruments

According ito iAmin i(2005), ivalidity ireferred ito ithe iability ito iproduce ifindings ithat ialigned iwith itheoretical ior iconceptual ivalues; iin iother iwords, iit iindicated ithe icapacity ito iyield iaccurate iresults iand imeasure iwhat ineeded ito ibe imeasured. iThe ivalidity iof ithe iinstrument iaimed ito iexamine ithe iquestions iunder istudy ifrom ivarious iperspectives. iThis iinvolved icomparing iresponses ifrom iinterviews ito iestablish ithe iinstrument's ivalidity iover itime. To ensure the validity of interview guides, the researcher-maintained credibility through prolonged engagement, persistent observation, and member checking, as well as ensuring dependability via an audit trail and peer debreviewing. Confirmability was achieved through triangulation and data saturation, while transferability involved providing thick descriptions and documenting the sampling strategy. Finally, reflexivity was essential, with the researcher maintaining a reflective journal and including a positionality statement to acknowledge potential biases and influences.

iThe icontent ivalidity iof ithe iquestionnaires iwas idetermined iby ipre-testing ithe iinstruments. iThe iresearch itools iwere itested ifor ivalidity iunder ithe iguidance iof ithe iresearch isupervisor. iAdditionally, iexpert ijudgments ifrom iprofessionals iin ithe ifield iof ieducational imanagement iand iadministration iscrutinized ithe itool ito iensure iits ivalidity.

For ieach iset iof iquestionnaires, ithe iContent iValidity iIndex i(CVI) iwas icalculated iusing ithe iformula:

𝑋

𝐶𝑉𝐼 =

𝑁 Where:

CVI: iContent ivalidity iindex

X i= iNumber iof irelevant iitems iin ithe iquestionnaire iand iN i= iTotal inumber iof iitems iin ithe iquestionnaire

The iCVI ifor ieach iset iof iquestionnaires ineeded ito ibe iequal ito ior igreater ithan i0.7. iIn ithis icase, iapplying ithe iformula:

CVI=47/51 resulted iin ia iCVI iof i0.92, iindicating ithat ithe iquestionnaires iwere ivalid. iFurthermore, iexperts iin ithe isame ifield iwere igiven ithe iquestionnaire ito iexamine iand iassess ithe irelevance iof ithe iquestions iin irelation ito ithe istudy's iobjectives.

## iReliability iof ithe iInstruments

Reliability iof iinstruments ireferred ito ithe iextent ito iwhich ithey iproduced iconsistent iscores iwhen ithe isame igroup iof iindividuals iwas irepeatedly imeasured iunder ithe isame iconditions. iTo iestablish ithe ireliability iof ithe iinstrument, ithe iresearcher ipretested ithe iinstruments iusing i10 irespondents ito iascertain itheir ireliability, iwith iassistance ifrom ithe isupervisor iand iother iexperts iin ithe ifield. iThe istudy iwas iconducted iin iKasese iDistrict. iThe ifindings iwere idiscussed iwith ithe isupervisor, iand iadjustments ito ithe iinstruments iwere imade ias inecessary. iThe ipretest iof ithe iresearch iquestionnaire iwas icarried iout iin ithe inearby idistrict iof iBundibugyo, iwhere isimilar ieducational isystems, iworking iconditions, iand iemployee ienvironments iwere irelatively icomparable. iThis iprovided iconditions isimilar ito ithose iin ithe istudy. iThe iconsistency iof ithe iinstruments iwas icomputed iusing iCronbach’s ialpha icoefficient iwith ithe ihelp iof iSPSS, ithe ireliability ifor ithe iquestionnaire iwas idetermined ito ibe i0.84. iSince ithe icomputed ivalue iexceeded i0.7, ithe iresearch iinstruments iwere iconsidered ireliable ifor idata icollection. iThe ireliability iof iinterview iguide iwas idetermined ibased ion iexpert ijudgement iand ibased iMiles iand iHuberman i(1993); ithe ireliability iwas icomputed ias ifollows;

Reliability i= iNumber iof iagreement/(Total iof iagreement i+ iDisagreement)

 i i i i i i i i i i i i i i i i i i i= i8/ i(8+3) i= i0.73, isince iit iwas ifound ito ibe iabove i0.7, ithe iinterview iguide iwas itaken ito ibe ireliable.

## Data iCollection iProcedures

The iresearcher iobtained ian iintroductory iletter ifrom ithe iDirector iof iPostgraduate iStudies iand iResearch, iwhich iintroduced ihim ito ithe iHead iTeachers iof ithe iselected isecondary ischools iin iKasese iMunicipality. iThese iHead iTeachers ithen iprovided iwritten ipermission ito iconduct ithe iresearch. iThe iresearcher iintroduced ihimself ito ithe ivarious irespondents iin ithe ischools ibefore iadministering ithe idata icollection itools. iThe iresearcher idistributed ithe iquestionnaires ito ithe irespondents, iwhich ialso iallowed ihim ito ibriefly iexplain ithe iprocedures ito ibe ifollowed iand ito iagree ion iconvenient itime ifor ireturning ithem. iInterview iguides iwere ialso iemployed. i

 iData iQuality iControl

## Data iProcessing

Primary idata iwas icompiled, isorted, iand icaptured iinto ithe icomputer iwith ia iview iof ichecking ifor icompleteness iand iaccuracy. iThereafter ian ianalysis iinvolving idescriptive istatistics, isuch ias imeans iand istandard ideviation ifollowed. iAppropriate ithemes iwere ialso ideveloped ito ihelp iin ipresenting iqualitative idata. i

## Data iAnalysis

Both iquantitative iand iqualitative idata ithat iwere igathered iwere icompiled, isorted, ianalyzed, iand iedited ito icheck ifor iaccuracy, iconsistency, iand icompleteness. iThe idata icollected iwere ianalyzed iusing ia icomputerized idata ianalysis itool, ispecifically ithe iSPSS ipackage iversion i26.0. iThe ianalysis imethods iemployed iincluded ithematic iand icontent ianalysis. iFirst, ithe iresearcher iidentified ithemes ithat iwere ipresented ias inarratives ito iconvey ithe ifindings iof ithe ianalysis. iFinally, ithe idata iwere iinterpreted ibased ion ithe ifindings ior iresults iusing icontent ianalysis, iwhich iinvolved iorganizing ithe idata iinto ifewer icontent-related icategories. iThis iprocess iresulted iin ia icondensed idescription iof ithe idata, iwith iqualitative idata iproviding iexplanations ifor ithe idescriptive iquantitative idata.

Pearson's ir icorrelation iwas iutilized ito iestablish ithe irelationship ibetween iHead iTeachers' imanagerial iskills iand istudents' iacademic iperformance iat ithe iUganda iCertificate iof iEducation iExaminations ilevel iin iKasese imunicipality. iAdditionally, imultiple ilinear iregression ianalysis iwas iemployed ito iquantify ihow imuch ithe imean iof ithe idependent ivariable ichanged iwith ia ione-unit ishift iin ione iof ithe iindependent ivariables, iwhile iholding iother ivariables iconstant. iCorrelation iand iregression ianalyses iwere icalculated ito idetermine ithe irelationships ibetween ithe iindependent iand idependent ivariables iaccording ito ithe istated ihypotheses. iQuantitative idata iwere ianalyzed idescriptively ito igenerate ifrequencies, itables iand ipercentages, iwhile iqualitative idata ifrom ithe iinterviews iwere isorted iand icategorized iinto ithemes, ianalyzed ithematically iin iaccordance iwith ithe ipurpose iof ithe istudy ibased ion ithe iresearcher’s iinterpretation. iThe irelevance iof ithe idata iwas iassessed ionce ithe idata ihad ibeen isorted, idocumented, icontemplated, iand iinterpreted. iInterviews iwere iclosely iobserved ito iidentify iany irecurring ithemes i(Amin, i2005).

## 3.10. iEthical iConsiderations

The iresearcher isecured iclearance ifrom ithe iKampala iInternational iUniversity iInstitutional iResearch iand iEthics iCommittee i(IREC). iThe istudy irespected iparticipants' iprivacy iby inot iincluding ia icolumn ifor inames, ithereby iprotecting ithe iidentities iof iindividuals ior ischools iinvolved iin ithe iresearch.

Informed iconsent iwas iobtained ifrom ithe iparticipants iby iseeking itheir ipermission ito isign ia iconsent iform ibefore iengaging iin ithe iresearch. iThe ireason ifor iseeking itheir iconsent iwas iexplained ito irespondents ito iensure ithat itheir irights iwere iprotected iduring idata icollection. iThis iincluded itheir irights ito iknow ithe ipurpose, inature, iand iprocedures iof ithe istudy, ito iask iquestions, ito imaintain itheir iprivacy, ito iunderstand ithe ipotential ibenefits iof ithe istudy, iand ito ihave ithe isignatures iof iboth ithe iresearcher iand iparticipants iindicating iagreement ito ithe iconditions iof ithe iresearch, ias iwell ias itheir iright ito iwithdraw ifrom ithe istudy iat iany itime. iDuring ithe iinterpretation iof ithe idata iand ithe iwriting iof ithe ifinal ireport, ithe iresearcher iused icodes ito irepresent ithe ienterprises iand ibusinesses ithat iparticipated iin ithe istudy, isafeguarding itheir iidentities iduring iand iafter ithe iresearch.

The iresearcher icited iall iauthors iquoted iin ithe istudy ito iacknowledge itheir icontributions. iThe ifindings iwere igeneralized ito iensure iprivacy, iavoid iincriminating iany iparticipants, iand iensure iscientific ivalidity ithrough ivalidity itests.

1. **Results of the study**

## The Possible Ways of Enforcing Head Teachers’ Managerial skills so as to Improve Students’ Academic Performance at (UCE) Examinations Level in Kasese Municipality. Table 3: Descriptive statistics on possible ways of enforcing Head Teachers’ Managerial skills so as to improve students’ academic performance at (UCE)

|  |  |  |
| --- | --- | --- |
| **The possible ways of enforcing Head Teachers’ Managerial skills so as to improve students’ academic performance**  | **Mean**  | **SD**  |
| Head Teachers are expected to be in charge of running the school academic, financial and administrative aspects on a daily basis  | 3.87  | 0.876  |
| The Head Teachers should have good interpersonal relationship  | 3. 97  | 0.892  |
| The Head Teacher should act as a problem solver, obstacle breaker and a decision maker  | 1.18  | 0.524  |
| The Ministry and the local communities should ensure that the school has libraries and laboratories that are well stocked and equipped respectively  | 3.65  | 0.894  |
| The government should employ well trained, qualified and competent Head Teachers who can work effectively in a team approach with parents and teachers  | 3.33  | 0.867  |
| The success of the school hinges on the Head Teacher who supervises the classroom teacher and ensures that an enriched curriculum is taught as expected.  | 1.16  | 0.375  |
| An effective Head Teacher is expected to foster a development-oriented school culture through his personality, attitude, and behavior  | 1.22  | 0.536  |
| A competent Head Teacher is expected to play a significant supportive role for the entire development of the students  | 3.87  | 0.976  |
| The Head Teacher should ensure teacher commitment, cooperation and monitor their professional development which enables the school to build an ultimate team with an innovative mindset.  | 3. 67  | 0.892  |
| The Head Teacher, teachers and the education officers should examine their professional practice and transform the current education from a destructive to a constructive and transformative force  | 1.69  | 0.865  |
| The Head Teachers should have emotional intelligence with the ability and capacity to understand and manage emotions of self and others including the ability to interact  | 3.69  | 0.964  |
| Providing career development prospects for school leaders can help avoid Head Teacher burnout and make school leadership a more attractive career option.  | 3.86  | 0.876  |
| To sustain educational leadership, leaders must develop sustainability on how they approach, commit to and protect teaching and learning in schools  | 3.94  | 0.837  |
| The Head Teacher should make effective use of data to monitor the school’s progress and also encourage other school leaders to do the same  | 3.76  | 0.989  |
| In managing school resources and during the formulation of the school budget, usually with the collaboration the head of school is supposed to have an in-depth analytical skill  | 3.88  | 0.687  |
| The Head Teacher should try to foster effective co-operation and collaboration amongst his staff.  | 1.87  | 0.795  |
| The Head Teacher should be responsible for building capability across the school and set a culture of professional and personal development  | 3.69  | 0.894  |
| The Head Teacher should identify the development needs of colleagues and determines how best to address them.  | 3.86  | 0.976  |
| The Head Teacher needs to have a clear sense of direction for his school and, in collaboration with his staff, discusses and draws up plans of how to get there  | 3.95  | 0.917  |
| **Overall Mean and SD**  | **3.164**  | **0.8227**  |

# Primary data 2025

The iresults iof ithis iquestionnaire iindicate iseveral iperceived ikey iareas iin iwhich iHead iTeachers' imanagerial iskills icould ibe ienhanced ito iimprove istudent iacademic iperformance. iDaily imanagement iresponsibilities, iincluding iacademic, ifinancial, iand iadministrative iduties, iscored ihighly i(mean i= i3.87, iSD i= i0.876), ishowing ia iconsensus ithat iHead iTeachers ishould iactively ioversee ischool ioperations. iAdditionally, iinterpersonal iskills iare ivalued, iwith irespondents iindicating istrong iagreement i(mean i= i3.97, iSD i= i0.892) ithat iHead iTeachers ishould ifoster ipositive irelationships, iemphasizing ithe iimportance iof icommunication iin ileadership. iTeam icollaboration iis ialso icritical, iwith ihigh iscores ifor ithe ineed ifor igovernment ihiring ipractices ithat iensure iHead iTeachers ican iwork ieffectively iwith iparents iand iteachers i(mean i= i3.33, iSD i= i0.867).

Respondents ialso ihighlight ithe irole iof iHead iTeachers iin iproviding ia isupportive iand idevelopment-oriented ischool iculture. iHead iTeachers iare iexpected ito iencourage iteacher icommitment iand iprofessional igrowth i(mean i= i3.67, iSD i= i0.892), ifostering ia icollaborative ienvironment ithat ipromotes iinnovation. iIn iline iwith ithis, iemotional iintelligence iis iseen ias ian iessential iattribute i(mean i= i3.69, iSD i= i0.964), iallowing iHead iTeachers ito imanage itheir iown iemotions iand iinteract ieffectively iwith istaff iand istudents. iThe ineed ifor isustainability iin ileadership iis ialso inoted, iwith ia ihigh iscore i(mean i= i3.94, iSD i= i0.837) ifor ithe iidea ithat iHead iTeachers ishould iprotect iand icommit ito ienhancing iteaching iand ilearning. iCareer idevelopment iopportunities iare iconsidered iessential ifor ireducing iburnout iand iincreasing ithe iappeal iof ischool ileadership i(mean i= i3.86, iSD i= i0.876), ishowing irespondents’ ibelief ithat isupporting ischool ileaders ican ihave ia ipositive iimpact ion ioverall ieducational iquality.

There iis ialso ia istrong iemphasis ion idata-driven idecision-making iand iresource imanagement. iRespondents iagree ithat iHead iTeachers ishould iutilize idata ito itrack ischool iprogress iand iencourage iother ileaders ito ido ithe isame i(mean i= i3.76, iSD i= i0.989), iunderscoring ithe iimportance iof ianalytical iskills iin ieffective ischool ileadership. iThe iexpectation ifor iHead iTeachers ito imanage ischool iresources iand ibudgets iwith ianalytical iexpertise i(mean i= i3.88, iSD i= i0.687) ipoints ito ia irecognized ineed ifor ifinancial iacumen iin ischool ileadership. iFinally, ithe iHead iTeacher's irole iin iestablishing ia icollaborative iand idevelopmental ischool iculture iis iseen ias icrucial i(mean i= i3.69, iSD i= i0.894), iwith ihigh iimportance iplaced ion ifostering icooperation, ibuilding icapability, iand iidentifying iand iaddressing istaff idevelopment ineeds. iThis idata ireveals ia icomprehensive iview iof ithe iskills irequired ifor ieffective ischool ileadership, ihighlighting idaily imanagement, iinterpersonal iskills, iemotional iintelligence, iresource imanagement, iand ia iculture iof igrowth iand icollaboration ias ipivotal iareas ifor iHead iTeachers ito isupport istudent iachievement.

Discussion iof iFindings

## iPossible iways iof ienforcing iHead iTeachers iManagerial iSkills ito iimprove iStudents’ iAcademic iPerformance.

Furthermore, ithe ifindings irelated ito ithe iANOVA iresults idemonstrate ithat ithe iregression imodel iis istatistically irobust, iwith ian iF-statistic iof i149.567 iindicating ithat ithe imodel isignificantly iexplains ivariations iin istudents' iacademic iperformance. iThis istatistical istrength, icombined iwith ithe ihigh iadjusted iR-squared ivalue i(0.643), isuggests ithat ithe ipredictors iused iin ithe imodel iare irelevant iand ieffective. iThe ihigh icorrelation icoefficient iof i0.789 ibetween ithe ienforcement iof imanagerial iskills i(EHMS) iand iacademic iperformance ifurther icorroborates ithe iimportance iof ithis irelationship. iThese iresults iimply ithat ieducation istakeholders, iincluding ipolicymakers iand itraining iinstitutions, ishould iinvest iin iprofessional idevelopment iprograms ifor iHead iTeachers ithat ifocus ion ienhancing itheir imanagerial iskills. iBy idoing iso, ithey ican iimprove inot ionly iindividual ischool iperformance ibut ialso icontribute ito ithe ibroader igoal iof ienhancing ithe iquality iof ieducation iin iUganda. iOverall, ithese ifindings ihighlight ithe iimperative ifor icontinuous iprofessional idevelopment iand ithe iestablishment iof isupport isystems ithat ienable iHead iTeachers ito iapply itheir iskills ieffectively iin ithe ieducational isetting. iThis iwas isupported iby ione iof ithe iheadteachers iwho inoted, ithat *i“We icannot iwork iin iisolation. iSharing iideas iand ilearning ifrom ieach iother iis ithe iway iforward.”* i

The ifindings iwere iin iline iwith iLakethe, i(2021) iwho iexplored ithe ifactors iinfluencing ithe iperformance iof ihigh iachieving isecondary ischools iin iLesotho iand irevealed iliterature ion iexploring ifactors iinfluencing ithe iperformance iof ihigh iachieving isecondary ischools iin iLesotho iand ithe ifindings irelated ithat iHead iTeachers iare iexpected ito iact ias ilinking ipins, iwagon imasters iand ichange iagents iin ileading ischools. iIntegrative ieducation itherefore idemands ifor ian iarticulate itransformative iand icharismatic iHead iTeacher ion iwhom imany iaspects iof ithe ischool irevolve. iThey iare iexpected ito ibe iin icharge iof irunning ithe ischool iacademic, ifinancial iand iadministrative ifacets ion ia idaily ibasis. iThe ifindings iwere ialso iin iagreement iwith iAdams, i& iBlair, i(2019) iin itheir istudy i“Impact iof iTime iManagement iBehaviors ion iUndergraduate iEngineering iStudents’ iPerformance” iwho ilooked iat isuch ia ileader ias ione iwho ihas igood iinterpersonal irelationship, iethical, isupportive, ilikable, icompetent, iand itrustworthy iso ias ito iplay ian ieffective iinfluential irole. iConsequently, ithe iHead iTeacher iacts ias ia iproblem isolver, iobstacle ibreaker iand ia idecision imaker. iSuch iqualified iand icompetent iprofessionals iare inot ionly iexpected ito iemploy iteamwork iwith icolleagues ias ia iworking istrategy ithat ienables istudents ito iacquire ia ifirm ibackground iof iholistic ieducation ibut ialso ilobby ithe iMinistry iand ithe ilocal icommunities ito iensure ithat ithe ischool ihas ilibraries iand ilaboratories ithat iare iwell istocked iand iequipped irespectively. iThe iaim iis ito icollect icomprehensive iteaching imaterials ithat ican iensure iintegrative icurriculum icoverage. iThe ioutcome iis iexpected ito ibe ihands-on ieducation iwith ilife iskills ithat idemands ifor ian ienvironment iin iwhich ithere iis ian iexcellent iteacher-parent irelationship ithat iwill iguarantee ian ienriched icurriculum iwith ia irelevant isubject imatrix ifor ithe ieffective irealization iof iintegrative ieducation.

Furthermore, ithe ifindings iwere iconsistent iwith iMkude iand iOmer, i(2022) iin itheir istudy i“Impact iof iheads iof isecondary ischools’ imanagerial iskills ion istudents’ iacademic iperformance iin iMorogoro iMunicipality, iTanzania” iobserved ithat iHead iTeachers iwho iaspire ito iexcel iin imanaging iintegrative ischools iare iobsessed iwith iqualities ithat ialways imonitor iand iascertain ithat ithe iquality iof iteaching iis ieffective iacross ithe idifferent ireligious, isocio-political iand iability igroups. iWhile imost iprivate ischools ihave ian iincomemotive ibehind itheir iestablishment, igovernment ischools iare iexpected iby inature iof itheir idesign, imission iand igovernment isubvention ito ihave ithe ibasic ifacilities iand iconducive ienvironment iin iwhich iteachers idemonstrate ithe iattitudes iof iopenness iand isensitivity iassociated iwith ichild-centered, iintegrated ipractice iand iensure ithat istudents iare igetting ihands ion iexperience ithat ican ienable ithem ipull itogether iknowledge ifrom idifferent isources. i i

Finally, ithe ifindings iwere iin iagreement iwith iWilson, iJoiner, iand iAbbasi, i(2021) iin itheir istudy i“Improving istudents’ iperformance iwith itime iManagement iskills” irevealed ithat ian ieffective iHead iTeacher iis iexpected ito ifoster ia idevelopment-oriented ischool iculture ithrough ihis ipersonality, iattitude, iand ibehavior. iIt iis ithis iquality iin iboth ilearning iand iadministrative iproceedings ithat imakes ia ischool ispecial iand iunique. iIn iaddition, ithe ifindings iwere iconsistent iwith iKumar, i& iAithal, i(2019) inoted ithat ia icompetent iHead iTeacher iis iexpected ito iplay ia isignificant isupportive irole ifor ithe ientire idevelopment iof ithe istudents. iIt iis ibecause iof ithis icardinal irole ithat ienables istudents ito iregister isuccess iin itheir ifinal iacademic iperformance iand itheir ioverall iengagement ias iproductive imembers iof ithe icommunity. iIt iis isuch ia ileader iwho ican iprovide ithe inecessary isupport ito ithe iteaching istaff ito inurture istudents iinto iconstructive iknowledgeable ifuture icitizens ithat ican ihelp ithe icommunity idevelop. iThe iHead iTeacher iis iexpected ito iensure iteacher icommitment, icooperation iand imonitor itheir iprofessional idevelopment iwhich ienables ithe ischool ito ibuild ian iultimate iteam iwith ian iinnovative imindset. iModern ipractical ieducation ithat iis irequired iis iaimed iat iproducing ilearners iand iteaching ithem ihow ito ithink irather ithan iwhat ito ithink iso ias ito iimprove itheir iminds iand ienable ithem ithink ifor ithemselves.

Conclusions

## iPossible iways iof ienforcing iHead iTeachers iManagerial iSkills ito iimprove iStudents’ iAcademic iPerformance.

Furthermore, ithe iresults iof ithe imultiple iregression ianalysis ihighlight ithat iboth ithe ipresence iof imanagerial iskills iand itheir ienforcement isignificantly icontribute ito iimproving istudent iperformance. iThe istatistical ievidence isuggests ithat iHead iTeachers iwho iactively iapply itheir imanagerial iskills iin ia isupportive iand ieffective imanner ican icreate ia iconducive ilearning ienvironment, iwhich iis icrucial ifor istudent iengagement iand isuccess. iAs isuch, ieducational ipolicymakers iand itraining iinstitutions imust ifocus ion iimplementing icomprehensive iprofessional idevelopment iprograms idesigned ito ienhance iHead iTeachers' imanagerial icompetencies, iensuring ithat ithey iare iwell-equipped ito ilead itheir ischools ieffectively.

In iconclusion, ithe istudy iunderscores ithe iimportance iof iinvesting iin ithe imanagerial icapabilities iof iHead iTeachers ias ia istrategy ito iimprove iacademic iperformance iin iKasese iMunicipality's ieducational ilandscape. iBy ifostering ian ienvironment ithat ivalues ieffective imanagement ipractices iand isupporting iHead iTeachers iin itheir iprofessional igrowth, ieducational istakeholders ican idrive isignificant iimprovements iin istudent ioutcomes. iThis iapproach inot ionly ienhances ithe iquality iof ieducation ibut ialso icontributes ito ithe ioverall idevelopment iof ithe ieducation isystem, ialigning iit iwith ithe ibroader igoals iof inational ieducational ipolicies iand istandards.

## iRecommendations

## iPossible iways iof ienforcing iHead iTeachers iManagerial iSkills ito iimprove iStudents’ iAcademic iPerformance.

Finally, ipolicymakers ishould iprioritize ithe iintegration iof imanagerial iskills iinto ithe ieducational iframework iat iall ilevels. iThis ican ibe iachieved iby irevising ieducational ipolicies ito iinclude ispecific icompetencies ithat iHead iTeachers imust idemonstrate iand idevelop ias ipart iof itheir iroles. iAdditionally, iallocating iadequate iresources ifor ischools ito ifacilitate ithis iprofessional igrowth—such ias ifunding ifor itraining iworkshops iand iaccess ito ieducational imaterials—will isignificantly icontribute ito iimproving ithe ioverall iquality iof ieducation. iBy itaking ithese isteps, ithe ieducation isystem iin iKasese imunicipality ican iensure ithat iHead iTeachers iare inot ionly ileaders ibut ialso icatalysts ifor iacademic iexcellence, iultimately ibenefiting istudents iacross ithe iMunicipality.

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