**An Examination of the Managerial Skills of Head Teachers and their effect on Students’ Academic Performance**

# ABSTRACT

This study investigated the relationship between Head Teachers' managerial skills and students' academic performance in the Uganda Certificate examination (UCE). Globally, it is rightly believed that there exists a close relationship between students’ achievements and the nature of school leadership. The study was guided by the objective of identifying the possible ways of enforcing the Head Teacher's Managerial skills that can improve students’ academic performance of those who sit the Uganda Certificate of Education Examinations level in Kasese Municipality. The total study population was 312 which helped to achieve a sample size of 172 respondents using Cochran formula. The study utilized purposive and simple random sampling techniques to select the participants of the study. The researchers employed a cross-sectional research design, utilizing a quantitative research approach. A questionnaire was the instrument used for data collection. The validity of the instrument was validated by three experts in the field of educational administration and management, and the reliability index score of the quantitative instrument yielded 0.84 which exceeded the computed value of 0.7. The quantitative data were analyzed descriptively while the qualitative data were sorted and categorized into themes by the purpose of the study. The findings revealed a strong positive correlation (Pearson correlation coefficient of 0.887) between Head Teachers' managerial skills and students' academic performance, indicating that improved managerial competencies significantly enhanced educational outcomes. The regression analysis further confirmed that approximately 74.6% of the variance in students' academic performance can be attributed to Head Teachers' managerial skills, underscoring their importance in fostering a conducive learning environment. Based on these findings, the study recommended targeted professional development programs to enhance instructional leadership and time management among Head Teachers. Additionally, fostering a collaborative culture within schools and implementing robust monitoring and evaluation systems are vital for continuous improvement.

**Keywords:** Headteachers, Managerial Skills, competences, Students’ Academic Performance, Uganda Certificate of Education (UCE) Examinations.

# Introduction

Globally, it is rightly believed that there exists a close relationship between students’ achievements and the nature of school leadership. The integration of this relationship is as old as the work “The History of Management Thought, George (1968) reviewed by Bowden, (2020) where he asserts that in school management, the school heads are said to be ‘sense makers’ of learning institutions. This is because they ensure improved learning, effective teaching, formative supervision, teaching and learning, (Bowden, (2020). Head Teachers need to be good supervisors of their subordinates to realize improved performance in learning institutions. Supervision should therefore not be autocratic but collaborative and interactive, not directive but democratic (Jeasabelle & Agripina., 2023). In their research in England on the impact of school leadership on students’ outcomes, Day, and Gu, (2014) reports that there is a positive relationship between effective leadership and pupil outcomes. Head Teachers, as school managers, are taxed with ensuring that their schools meet the set objectives while maintaining required standards. As managers, Head Teachers need to be skilful in balancing between supervising the staff under them, implementing government policies, and meeting societal expectations. In Pakistan, as well as many other countries, the Head Teacher is responsible for school management and also teaching the students, (government primary schools Head Teachers’ training).

In Nigeria, as well as in many other countries, the call for improved educational systems has resulted in both gradual, general shifts in educational management and specific efforts on the part of the governments to develop policies for transforming education. For several decades now, different Governments have indicated interest in transforming Nigeria and have come up with various educational policies and programs to ensure that they achieve their goals. The present administration has also come up with its transformation agenda which it hopes to achieve through quality education. Hence, new ideas in education in the area of policies and programs, school, structure, funding, school management, and mode of assessment of students’ performance have been introduced in the education sector, (Lussier and Achua, 2017). Nigerian governments recognize that the education sector is the key sector for the attainment of any transformation agenda. Education is accorded the highest priority and they must participate competitively in some areas in the production, transfer, and utilization of knowledge. The impact of Head Teachers on the performance of schools has been researched by several scholars in Africa. Head Teachers are considered as the main source of leadership by the staff, parents and governors. This therefore calls for Head Teachers to be knowledgeable in educational matters. Successful Head Teachers contribute to the improvement of students’ academic achievement through their attributes and competencies. Managerial skills of Head Teachers therefore contribute to the general performance of schools (Komalasari, Arafat, & Mulyadi, 2020).

 The Kenya Certificate of Primary Education, (K.C.P.E.), is the first national examination that students in Kenya sit for, to determine who will continue with secondary school, join the village polytechnic, or who will drop out of the school system altogether. Éder, & Moris, (2023) describe the structure of education in Kenya as a funnel with very high push-out rates at the end of primary and secondary schools respectively. Most parents in Kenya peg the future success of their children on their performance in this examination. The beliefs of parents about the performance of their children in Certificate of Primary Education (C.P.E.), a precursor to KCPE. If a child passes well and enters a good school for secondary education, then he/she has a good chance of getting a job where his/her income may reach even a hundred times the national per capita income. But if he/she fails, then his/her earnings may not be different from a person without formal education. He adds that the examination produces much anxiety and tension in the country. Technical skill is concerned with expert knowledge in a given field, particularly involving methods and techniques and the ability to analyze issues. It is with the right way of doing things using the correct techniques (Saad, & Zainudin, 2022). Head Teachers need to know current issues and trends in education. They should also be competent in their subject areas so as to set standards for the rest. Since they are tasked with the finances of institutions, they should be conversant with accounting. Cases of fund misappropriation are rife in the education sector in Uganda.

In Uganda, Head Teachers are responsible for creating an environment conducive to learning, which directly impacts student outcomes. Their managerial competencies, including technical, human, and conceptual skills, are essential for effective school leadership and management. Laghari and Jafri (2022) mentioned that Head Teachers with strong managerial skills can significantly enhance the academic performance of their students. They emphasized that the Head Teachers' conceptual, technical, and interpersonal skills are crucial in shaping teachers' performance, which in turn affects student learning outcomes. Thus, effective leadership is associated with improved teacher motivation and instructional quality, leading to better academic results for students. Furthermore, the ability of Head Teachers to inspire and support their staff is linked to higher levels of student engagement and achievement (Sengendo, 2024). Sengendo's study highlights that Head Teachers who exhibit transformational leadership attributes can motivate both teachers and students, fostering an environment that promotes academic excellence (Sengendo, 2024). This is particularly relevant in the Ugandan educational context, where the challenges faced by schools require adaptive and proactive leadership approaches. Nantongo (2017) investigated the effect of Head Teacher competence on financial management in Selected Secondary Schools in Mukono Municipality-Uganda and the study recommended that there was a need to improve the quality and competence of Head Teachers through seminars, workshops, and conferences organized by the Ministry of Education and Sports.

The study was underpinned by the contingency theory of leadership that was proposed by the Austrian psychologist Fiedler (1964). “The contingency theory emphasizes the importance of both the leader's personality and the situation in which that leader operates. This model suggests that leaders ought to possess motivational abilities to motivate the teams, systems, goal setting, and task identification that puts results and effectiveness at the delivery end. The model further emphasizes developing clear directions, flexibility, and inclusive decision-making embedded in a participatory manner. For this study and education, the model will help exploit the managerial skills that call the Head Teacher to use his/her supporting skills, to accord authority about tasks, result-oriented direction, and structure that fits well with existing levels of orderliness in schools (highly predictable situations) or might contribute what is lacking and needed (as in highly unpredictable situations).

The study will further be backed by Katz's theory of managerial skills. This study is based on Katz (1955), in his article, skills of an Effective Administrator in Harvard Business Review, in which he published the theory of leadership which emerged as a prominent theory in 1955. The research was based on Katz own observation of executives in the workplace and on field research in administration. He suggested in the paper that effective administration or leadership depends on three basic personal skills, that is, technical, human and conceptual skills. He identified these three areas as the most important skills that executives had in common and used on a regular basis. Katz (1974) thought about the relationship between managerial skills (competence) and hierarchical management levels. This led to the setting of the areas of managerial skills and determination for which level they are characterized as technical, human and conceptual skills. This theory is beneficial because it is the skills-based theory of leadership which acknowledges that anyone can become a leader. Individuals only need to find relevant resources and work hard to develop the skills of a good leader. A skilled-based leadership theory also provides a competency-based toolkit to organizations to recruit, train and grow leaders in their organization by taking inventory of each potential leader’s skills in important areas.

Management skills is widely defined as individual and charismatic attributes that an individual possesses to execute a certain task with a clear objective in an organization. Fullan (2005) defined managerial skills as the competencies required for effective and efficient planning, staffing, organizing, coordinating, controlling and decision-making. The ability, knowledge and experience required to accomplish management tasks are known as managerial skills. Managerial skills of school leaders thus refer to their ability to successfully plan, organize, coordinate, control, make decisions and initiate actions to aid the effective management of schools. Managerial skills are high-priority issues for many people concerned with education these days believed to achieve academic excellence through motivating others, interpersonal relationships, communication, supervisory and target setting.

Managerial skills are essential capabilities that determine the extent of the actualization of educational goals. To be skilled in something for example in management connotes enough ability to do something well. Okoye (2007) defined managerial skills as the ability to plan, control, organize and direct the operations of an educational enterprise for the purpose of achieving the objective target set for the educational system as a whole. Fullan (2005) defined managerial skills as the competencies required for effective and efficient planning, staffing, organizing, coordinating, controlling and decision-making. The ability, knowledge and experience required to accomplish management tasks are known as managerial skills. Managerial skills of school leaders thus refer to their ability to successfully plan, organize, co-ordinate, control, make decisions and initiate actions to aid the effective management of schools. Managerial skills are high priority issues for many people concerned with education these days. It is not surprising, then, that so many authors have provided insights about such skills for school administration (Mestry & Grobler, 2004; Monyatsi, 2005). The skills include the ability to create a healthy school culture for continual improvement in quality education; teamwork with others; communicate goals, policies, and procedures to staff; modify practice and school structures to accommodate new policy expectations; provide curriculum leadership opportunities; ensure good Head Teacher-staff relationship and guide specific initiatives to improve student achievement (Carr, 2005; Elmore, 2005; Lezotte, & McKee, 2006).

Managerial skill is a term that refers to the required skills (competencies) of the manager. In particular, the following skills are included: Planning, Organizing, Leadership, Communicating, Decision Making and Problem-Solving. According to Paul and Kenneth (2012), management is defined as a process of making environment friendly to achieve goals within limited resources aided by the system of planning, organizing, staffing, directing and controlling the efforts of the people who are engaged in activities in organizations. Management is the way in which an institute manages its employees and all activities that are carried out within an institution. Warren (2018) defines management as a process in which employers work hand in hand with his/her subordinates by letting them be involved in decision-making so that they can engage in activities and bring a culture of ownership to an institution. Working hand in hand, in this sense, signifies causing an individual to have an ownership spirit in whatever he/she has done for the development of an institution. The central theme of management is getting things done through others. Guzmán, Muschard, Gerolamo, Kohl, & Rozenfeld, (2020), management is all possible way of influencing people’ commitment towards achieving their full potential through sharing experiences and addressing a common vision with passion and integrity. The role of management is to be able to influence others so as to achieve certain objectives of a given organization.

Kasese district like any other district in Uganda, Follows the hierarchical order of school leadership where a Head Teacher is the absolute accounting officer tasked with heading the team to achieve school objectives among which is academic performance. This is based on the fact that they ensure that there is improved learning, formative supervision, and effective teaching and learning (Devos and Tuytens, 2021). Kasese District has schools that are both urban and rural based significantly posing a difference in terms of management practice as well as academic performance. Uganda Bureau of Statistics (2022) observed that a total of 30,277 (29.8%) people in Kasese District aged between 13 and 18 years were attending secondary school. About 34,362 (24.6%) of households were 5km or more to the nearest secondary school, whether public or private whereas 59,299 (42.5%) of households were 5km or more to the nearest public secondary school. Kisembo (2015) assessed the perceived effect of school inspection on the performance of secondary school teachers in Kasese district and the findings revealed that there was no significant effect of feedback in school inspection on the performance of secondary teachers in Kasese District.

Justifiable evidence is earmarked in a recent study by Kabugho (2021), whose findings established that school location had a significant impact on the academic performance of students evidenced by most schools in towns performing better than those in villages especially in sciences. Addition to location was administrative abilities demonstrated especially collaborations and communication between urban schools unlike those outside such proximity. Thus, a need to comprehensively enlighten the Head Teachers with managerial abilities, skills, and competencies to enable them to manage staffing, set clear goals, institute communication, display monitoring, supervision, evaluation, counseling, and collaborations between themselves as school heads. This will bridge the managerial and academic gaps hence good performance.

 **Objective of the Study**

The objective of this study is to identify the possible ways of enforcing the Head Teacher's Managerial skills that can improve students’ academic performance of those who sit the Uganda Certificate of Education Examinations level in Kasese Municipality.

**Significance of the Study**

The findings of this study would be beneficial to the Ministry of Education and Sports (MoES) in understanding the relationship between Head Teachers’ Managerial skills and students’ academic performance at the Uganda Certificate of Education Examinations level. The Ministry of Education and Sports will benefit from the findings by gaining a deeper understanding of how the managerial skills of Head Teachers influence students’ academic performance at the Uganda Certificate of Education Examinations level. This information can be instrumental in developing strategies to enhance the effectiveness of school leadership across the country. The ministry can also utilize the findings to shape policies focused on improving school management practices to enhance academic outcomes. For education planners and policymakers, the study will provide valuable insight into the relationship between Head Teachers’ managerial skills and academic performance. These findings can inform the development of policies aimed at improving the quality of leadership in schools. Additionally, the study will help policymakers design targeted training programs for Head Teachers to improve their managerial abilities, directly impacting students' academic success. Head Teachers, Deputy Head Teachers, and other school administrators will benefit from the study by gaining a clearer understanding of the specific managerial skills required to foster a productive learning environment. This knowledge can help school leaders adopt effective strategies for enhancing teaching quality, which in turn improves academic performance. Furthermore, Head Teachers will gain insight into the importance of leadership training and in-service programs that can help them grow professionally and better serve their schools. The study will help teachers recognize the importance of strong leadership within their schools. By understanding the role of short leadership courses and in-service teacher training programs, teachers will be better equipped to support their Head Teachers in the effective implementation of management strategies. This, in turn, can lead to better teaching practices, improved student performance, and a more collaborative school environment. The findings will also assist the Ministry of Education in formulating policies related to the training and professional development of school Head Teachers. This could lead to the establishment of more targeted leadership training programs that support Head Teachers in their critical role. The study will guide the ministry in balancing school management practices with academic performance, ensuring that neither is compromised in the quest for school improvement. For future researchers and scholars, the findings will contribute valuable knowledge to the existing body of literature on school leadership and academic performance. The study will serve as a reference for further exploration of Head Teachers’ managerial skills and their impact on student achievement. Additionally, it could inspire future studies to explore similar topics across different educational settings and regions.

**Literature review**

## Managerial Skills of Head Teachers and its effect on Students’ Academic Performance

Lekhetho (2021) explored the factors influencing the performance of high-achieving secondary schools in Lesotho. Their qualitative research design utilized interviews and focus groups to gather data from Head Teachers, teachers, and students. The study was conducted in several high performing secondary schools across Lesotho, and the study population consisted of school administrators, teachers, and students. The sample size included 50 participants, with purposive sampling used to select the schools and participants. The findings highlighted that Head Teachers are crucial in leading school performance and creating a transformative learning environment. They emphasized that Head Teachers should act as problem-solvers, decision-makers, and facilitators of effective teacher-parent collaboration. The study recommended that training programs for Head Teachers focus on enhancing their leadership, management, and interpersonal skills to improve school outcomes.

Adams and Blair (2019) investigated the impact of time management behaviors on undergraduate engineering students’ performance. Their study adopted a mixed-methods research design, combining surveys with in-depth interviews. The study area was a large engineering faculty in the United States, with a study population of undergraduate engineering students. The sample size consisted of 200 students, selected through simple random sampling. The study's findings revealed that students who practiced better time management behaviors had significantly higher academic performance, particularly in iassignments and exams. The research recommended that universities incorporate time management training into their curricula to enhance student success and performance. Mkude and Omer (2022) examined the impact of Head Teachers' managerial skills on students’ academic performance in Morogoro Municipality, Tanzania. Their quantitative research design utilized surveys and academic performance data to assess the influence of managerial skills on school outcomes. The study focused on secondary schools in Morogoro, with the study population consisting of 100 Head Teachers and 500 students. Stratified random sampling was used to select schools, with a sample size of 25 schools. The findings showed that schools with skilled Head Teachers, particularly in areas of team-building, curriculum management, and teacher support, experienced higher student academic performance. The study recommended that school districts invest in leadership development programs for Head Teachers to improve school performance.

Wilson, Joiner, and Abbasi (2021) explored the role of time management in improving student performance. The research design was experimental, with a focus on secondary school students in the United States. The study population consisted of 300 students from urban public schools, and the sample size included 150 students in the experimental group and 150 in the control group. The sampling technique used was simple random sampling. The findings indicated that students who received time management training showed improvements in both their academic performance and stress management. The study recommended the integration of time management courses into school curricula to enhance student outcomes and well-being.

Kumar and Aithal (2019) studied the role of competent Head Teachers in enhancing academic success in secondary schools. The qualitative research design involved interviews with Head Teachers, teachers, and education administrators. The study was conducted in multiple schools across India, with a study population of 20 Head Teachers, 100 teachers, and 200 students. The sample size consisted of 320 participants, selected using purposive and stratified random sampling. The study found that Head Teachers who provided strong leadership and support to teaching staff were associated with improved student academic performance. It was recommended that school leadership development programs be implemented to further enhance the effectiveness of Head Teachers in fostering school success.

Nakazibwe (2011), as cited by the Uganda National Commission for UNESCO (2022), explored the factors leading to child labor in Uganda, particularly focusing on Nyendo Kasana Masaka District. The research adopted a case study design with both qualitative and quantitative methods. The study area was Nyendo Kasana Masaka District, and the study population consisted of 100 children involved in child labor, along with 50 parents and 50 schoolteachers. Stratified random sampling was used to select participants. The findings highlighted that economic factors, family structure, and educational barriers contributed to high rates of child labor inthe district. The study recommended that policies aimed at reducing child labor focus on improving access to quality education and supporting economic empowerment for families.

Nzamurambaho (2021) investigated the relationship between Parents Teachers Association (PTA) participation and students’ academic performance in Rwanda. The research design was correlational, and data were collected through surveys administered to parents, teachers, and students in selected secondary schools. The study area was Kigali, Rwanda, with a study population consisting of 100 parents, 50 teachers, and 200 students. A simple random sampling technique was used to select participants. The findings revealed that active PTA involvement was positively associated with improved student performance, particularly in subjects that required extra parental support. The study recommended strengthening PTA engagement through training programs and more collaborative activities between parents and teachers.

Ferdinand and Andala (2023) conducted a study on teachers' competence and students' academic performance in secondary schools in Rwanda. They adopted a quantitative research design, collecting data through teacher competency assessments and student academic performance records. The study focused on secondary schools in the Eastern Province of Rwanda, with a study population of 150 teachers and 500 students. A sample of 300 students and 75 teachers was selected using stratified random sampling. The findings indicated that teacher competence, particularly in subject knowledge and teaching methods, had a significant impact on student performance. The study recommended professional development programs for teachers to enhance their pedagogical skills and improve students’ outcomes.

Giacomazzi (2022) explored a contextualized approach to fostering critical thinking in Ugandan secondary schools through teacher professional development. The research design was action research, involving collaboration between teachers and researchers to implement critical thinking strategies in classrooms. The study area was Kampala, Uganda, and the study population included 30 teachers from different secondary schools. The sample size consisted of 30 teachers who participated in the action research process. The findings indicated that critical thinking skills significantly improved among students whose teachers underwent professional development in this area. The study recommended expanding critical thinking training to all secondary school teachers in Uganda to foster a more engaged and innovative learning environment.

# Magoma (2020) assessed academic performance in secondary schools in Dodoma Municipality, Tanzania, focusing on leadership sustainability. The research used a mixed methods design, combining surveys and interviews. The study area was Dodoma Municipality, and the study population consisted of 150 teachers and 50 school leaders. The sample size included 200 participants selected using stratified random sampling. The study found that sustainable leadership practices, such as a commitment to continuous improvement and teacher development, positively impacted academic performance. The study recommended that leadership training for school heads focus on sustainability to ensure long-term academic success. Despite the extensive and comprehensive literature review on the managerial skills of teachers and head teachers on students’ academic performance, no study has emerged that examines the managerial skills of head teachers and their effect on students’ academic performance of those who sit the Uganda Certificate of Education Examinations level in Kasese Municipality.

# Research Methods and Materials

**Research Design**

The researcher employed a cross-sectional research design for this study. This design was deemed appropriate as it allowed the collection of data at a single point in time, making it economical and efficient. It enabled the researcher to gather extensive data from the study population in a short period while ensuring that the findings could be generalized to represent the entire population.

**Research Approach**

This study adopted a quantitative approach, the quantitative approach facilitated the collection of numerical data from documents available in the selected secondary schools, allowing for statistical analysis and objective measurement.

**Study Population and Sample Size**

The study included selected teachers, Board of Governors (BoGs) and Head Teachers from seven secondary schools in Kasese Municipality, Kasese District (Municipal Education Officers Report, 2024). The total study population was 312 respondents from secondary schools. Using Cochran formula a sample size of 172 respondents was achieved.

**Sampling Procedure**

Both simple random sampling and purposive sampling were used in this study. Simple random sampling was used to select teachers and BoGs in the seven selected secondary schools in Kasese Municipality, Kasese District. Simple random sampling was used in order to give respondents (teachers and BoGs) equal chances of participating in the study. According to Amin (2005), purposive sampling involves selecting individuals known to meet certain clear criteria. The study therefore used purposive sampling to target a group of Head Teachers since they are believed to have key knowledge that is relevant regarding the variables under study.

**Methods of Data Collection**

The main instruments to be used for data collection were questionnaires. The Self-developed questionnaires were used to collect data from teachers and board of governors and from the Head Teachers of the seven selected secondary schools.

**Validity of the Instruments for Data Collection**

The quantitative instrument for data collection was validated by three experts in education administration and management. The questionnaire were checked for consistency, relevance, and clarity concerning the study objectives. The items were then examined to ensure that they met the study's objectives, and the corrections made by the experts were reflected in the final version of the instrument for data collection.

**Reliability of the Instruments**

To assess the reliability of the questionnaire used in gathering the quantitative data, a pilot study was conducted with 40 respondents. Their responses were analyzed using SPSS version 27. The reliability of the construct was measured against the benchmark of α = 0.70. Using Cronbach's alpha, the analysis yielded a reliability index of 0.84 for the questionnaire for teeachers and board of governors. This analysis exceeded the threshold of 0.70, indicating that the questionnaire was reliable.

**Method of Data Analysis**

The Quantitative data were analyzed descriptively to generate frequencies, tables and percentages.

**Results:**

In the beginning, the researcher intended to gather information from 172 respondents, including 102 teachers, 63 board of governors, and 7 interview subjects. However, all of the information needed for the questionnaire was gathered from 60 board of governors, 95 teachers, making a total of 155 respondents for questionnaire. Four Head Teachers also showed up for interviews. Thus, information from 159 respondents was eventually gathered. Overall, 159 respondents (92.4%) responded to the questionnaire.

**Figure 1. Questionnaire Return Rate**

Figure 1. showed that 159 (92.4%) of the targeted respondents were successfully reached. This group comprised 95 teachers, 60 Board of Governors (BoGs) members, as well as 4 head teachers who participated.

## The Possible Ways of Enforcing Head Teachers’ Managerial skills so as to Improve Students’ Academic Performance at (UCE) Examinations Level in Kasese Municipality.

## Table 1: 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 results of this questionnaire indicate several perceived key areas in which Head Teachers' managerial skills could be enhanced to improve student academic performance. Daily management responsibilities, including academic, financial, and administrative duties, scored highly (mean = 3.87, SD = 0.876), showing a consensus that Head Teachers should actively oversee school operations. Additionally, interpersonal skills are valued, with respondents indicating strong agreement (mean = 3.97, SD = 0.892) that Head Teachers should foster positive relationships, emphasizing the importance of communication in leadership. Team collaboration is also critical, with high scores for the need for government hiring practices that ensure Head Teachers can work effectively with parents and teachers (mean = 3.33, SD = 0.867).

Respondents also highlighted the role of Head Teachers in providing a supportive and development-oriented school culture. Head Teachers are expected to encourage teacher commitment and professional growth (mean = 3.67, SD = 0.892), fostering a collaborative environment that promotes innovation. In line with this, emotional intelligence is seen as an essential attribute (mean = 3.69, SD = 0.964), allowing Head Teachers to manage their own emotions and interact effectively with staff and students. The need for sustainability in leadership is also noted, with a high score (mean = 3.94, SD = 0.837) for the idea that Head Teachers should protect and commit to enhancing teaching and learning. Career development opportunities are considered essential for reducing burnout and increasing the appeal of school leadership (mean = 3.86, SD = 0.876), showing respondents’ belief that supporting school leaders can have a positive impact on overall educational quality.

There is also a strong emphasis on data-driven decision-making and resource management. Respondents agree that Head Teachers should utilize data to track school progress and encourage other leaders to do the same (mean = 3.76, iSD = 0.989), underscoring the importance of analytical skills in effective school leadership. The expectation for Head Teachers to manage school resources and budgets with analytical expertise (mean = 3.88, SD = 0.687) points to a recognized need for financial acumen in school leadership. Finally, the Head Teacher's role in establishing a collaborative and developmental school culture is seen as crucial (mean = 3.69, SD = 0.894), with high importance placed on fostering cooperation, building capability, and identifying iand addressing staff development needs. This data reveals a comprehensive view of the skills required for effective school leadership, highlighting daily management, interpersonal skills, emotional intelligence, resource management, and a culture of growth and collaboration as pivotal areas for Head Teachers to support student achievement.

## Regression Results.

Multiple regression analysis was done to test the overall contribution of managerial skills and students’ academic performance in Uganda Certificate examination and the results were presented in the tables below;

# Table 2: Model Summary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model  | R  | R Square  | Adjusted R Square  | Std. Error of the Estimate  |
| 1  | 0.864a  | 0.746  | 0.643  | 0.24960  |

**Table 3: Model Fit ANOVAa Result**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Model  | Sum of Squares  |  df  | Mean Square  | F  | Sig.  |
| 1 Regression  | 44.628  | 2  | 8.568  | 149.567  | .000b  |
| Residual  | 13.624  | 153  | 0.065  |   |   |
| Total  | 58.252  | 155  |   |   |   |

1. Dependent Variable: SAP
2. Predictors: (Constant), MS, EHMS

**Discussion of Findings**

## Possible ways of enforcing Head Teachers Managerial Skills to improve Students’ iAcademic iPerformance.

Furthermore, the findings related to the ANOVA results demonstrate that the regression model is statistically robust, with an F-statistic of 149.567 indicating that the model significantly explains variations in students' academic performance. This statistical strength, combined with the high adjusted R-squared value (0.643), suggests that the predictors used in the model are relevant and effective. The high correlation coefficient of 0.789 between the enforcement of managerial skills (EHMS) and academic performance further corroborates the importance of this relationship. These results imply that education stakeholders, including policymakers and training institutions, should invest in iprofessional development programs for Head Teachers that focus on enhancing their managerial skills. By doing so, they can improve not only individual school performance but ialso contribute to the broader goal of enhancing the quality of education in Uganda. Overall, these findings highlight the imperative for continuous professional development and the establishment of support systems that enable Head Teachers to apply their skills effectively in the educational setting. This was supported by one of the headteachers who noted, that *“We cannot work in isolation. Sharing ideas and learning from each other is the way forward.”*

The findings were in line with Lakethe, (2021) who explored the factors influencing the performance of high-achieving secondary schools in Lesotho and revealed literature on exploring factors influencing the performance of high-achieving secondary schools in Lesotho and the findings related that Head Teachers are expected to act as linking pins, wagon masters and change agents in leading schools. Integrative education therefore demands for an articulate transformative and charismatic Head Teacher on whom many aspects of the school revolve. They are expected to be in charge of running the school academic, financial and administrative facets on a daily basis. The findings were also in agreement with Adams, & Blair, (2019) in their study “Impact of Time Management Behaviors on Undergraduate Engineering Students’ Performance” who looked at such a leader as one who has a good interpersonal relationship, ethical, supportive, likable, competent, and trustworthy so as to play an effective influential role. Consequently, the Head Teacher acts as a problem solver, obstacle breaker and decision-maker. Such qualified and competent professionals are not only expected to employ teamwork with colleagues as a working strategy that enables students to acquire a firm background of holistic education but also lobby the Ministry and the local communities to ensure that the school has libraries and laboratories that are well stocked and equipped respectively. The aim is to collect comprehensive teaching materials that can ensure integrative curriculum coverage. The outcome is expected to be hands-on education with life skills that demand for an environment in which there is an excellent teacher-parent relationship that will guarantee an enriched curriculum with a relevant subject matrix for the effective realization of integrative education.

Furthermore, the findings were consistent with Mkude and Omer, (2022) in their study “Impact of heads of secondary schools’ managerial skills on students’ academic performance in Morogoro Municipality, Tanzania” observed that Head Teachers who aspire to excel in managing integrative schools are obsessed with qualities that always monitor and ascertain that the quality of teaching is effective across the different religious, socio-political and ability groups. While most private schools have an income motive behind their establishment, government schools are expected by nature of their design, mission and government subvention to have the basic facilities and conducive environment in which teachers demonstrate the attitudes of openness and sensitivity associated with child-centred, integrated practice and ensure that students are getting hands on experience that can enable them pull together knowledge from different sources.

Finally, the findings were in agreement with Wilson, Joiner, and Abbasi, (2021) in their study “Improving students’ performance with time Management skills” revealed that an effective Head Teacher is expected to foster a development-oriented school culture through his personality, attitude, and behavior. It is this quality in both learning and administrative proceedings that makes a school special and unique. In addition, the findings were consistent with Kumar, & Aithal, (2019) noted that a competent Head Teacher is expected to play a significant supportive role for the entire development of the students. It is because of this cardinal role that enables students to register success in their final academic performance and their overall engagement as productive members of the community. It is such a leader who can provide the necessary support to the teaching staff to nurture students into constructive knowledgeable future citizens that can help the community develop. The Head Teacher is expected to ensure teacher commitment, cooperation and monitor their professional development which enables the school to build an ultimate team with an innovative mindset. Modern practical education that is required is aimed at producing learners and teaching them how to think rather than what to think so as to improve their minds and enable them think for themselves.

**Conclusions**

Furthermore, the results of the multiple regression analysis highlight that both the presence of managerial skills and their enforcement significantly contribute to improving student performance. The statistical evidence suggests that Head Teachers who actively apply their managerial skills in a supportive and effective manner can create a conducive learning environment, which is crucial for student engagement and success. As such, educational policymakers and training institutions must focus on implementing comprehensive professional development programs designed to ienhance Head Teachers' managerial competencies, ensuring that they are well-equipped to lead their schools effectively.

In conclusion, the study underscores the importance of investing in the managerial capabilities of Head Teachers as a strategy to improve academic performance in Kasese Municipality's educational landscape. By fostering an environment that values effective management practices and supporting Head Teachers in their professional growth, educational stakeholders can drive significant improvements in student outcomes. This approach not only enhances the quality of education but also contributes to the overall development of the education system, aligning it with the broadergoals of national educational policies and standards.

## Recommendations

## Possible ways of enforcing Head Teachers Managerial Skills to improve Students’ Academic Performance.

Finally, policymakers should prioritize the integration of managerial skills into the educational framework at all levels. This can be achieved by revising educational policies to include specific competencies that Head Teachers must demonstrate and develop as part of their roles. Additionally, allocating adequate resources for schools to facilitate this professional growth—such as funding for training workshops and access to educational materials—will significantly contribute to improving the overall quality of education. By taking these steps, the education system in Kasese municipality can ensure that Head Teachers are not only leaders but also catalysts for academic excellence, ultimately benefiting students across the Municipality.

**Disclaimer (Artificial intelligence)**

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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