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*Walusimbi Yunus, Ashaba Zainab***INFLUENCE OF MANAGEMENT PRACTICES ON ACADEMIC STAFF
PERFORMANCE OF SELECTED GOVERNMENT AIDED SECONDARY SCHOOLS
IN BUDAKA DISTRICT, UGANDA****Islamic University in Uganda, Uganda**

The aim of the study was to determine the influence of management practices on academic staff performance in selected government-aided secondary schools in Budaka District in Uganda. Specifically, the study assessed the influence of empowerment on academic staff performance in selected government-aided secondary schools in Budaka District in Uganda. It also assessed the influence of communication channels on academic staff performance in selected government-aided secondary schools in Budaka District in Uganda. This study used a cross-sectional research design to collect data at a single point in time from various stakeholders. Correlation analysis was used revealing that staff empowerment has the strongest positive relationship with academic staff performance while communication channels exhibit a moderate correlation. The findings indicate that staff empowerment plays a critical role in improving teacher motivation and performance. The study suggests that when teachers are given autonomy, decision-making power, and recognition, their job satisfaction, motivation, and overall performance improve significantly. The study concludes that enhancing teacher performance requires a holistic approach integrating empowerment and effective communication. The study recommends that school administrations should implement structured and frequent training programs. Schools should implement structured incentive schemes to motivate teachers to engage in lifelong learning. Schools should also prioritize clear and consistent communication channels to ensure that policy updates, curriculum changes, and administrative decisions are effectively conveyed. The study recommends the inclusion of the development of empowerment programs aligned with subject-specific needs, leveraging digital platforms for accessibility, and engaging expert facilitators for professional development.

Keywords: Management Practices, Staff Performance, Empowerment, Communication Channels, Training.

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Introduction and formulation of problem

Education is a fundamental pillar of national development, and the quality of teaching in secondary schools plays a vital role in shaping the future of students and the nation as a whole [4]. Government-aided schools play a crucial role in providing education to children across Uganda, serving as a cornerstone of the country's education system. These schools receive financial support from the government but often face

various challenges in terms of resource constraints, administrative oversight, and management practices. Among the key determinants of the quality of education in government-aided schools is the effectiveness of management practices employed by school administrators [5]. However, there is a growing recognition of the need to understand the dynamics between management practices and academic staff performance within the context of government-aided

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secondary schools in Uganda. The study sought to investigate the influence of management practices on academic staff's performance in selected government aided secondary schools (Kamonkoli College, Bugwere High School, Namirembe and Iki-Iki Secondary School) in Budaka District in Uganda. The aim of this research was to address the gap in knowledge regarding the influence of management practices on academic staff performance in government-aided secondary schools in Uganda. By achieving the stated objectives, this study sought to provide valuable insights that can inform policy, practice, and future research initiatives aimed at enhancing educational quality and student success in Uganda's secondary education system.

Ideally, academic staff in government-aided secondary schools in Uganda would effectively perform their duties, including planning their lessons, managing time, completing the syllabus, being punctual, managing classrooms among others. However, the reality on the ground indicates a persistent failure among academic staffs to meet these expectations. Many academic staffs continuously struggle with planning their lessons, managing time, completing the syllabus, being punctual and managing classrooms, which undermines the academic and personal development of learners [15]. Empirical evidence suggests that despite the implementation of management practices such as staff empowerment, communication channels, and staff training, there is little improvement in academic staff performance. The work [16] reported that communication channels, although established, are often underutilized, leading to poor dissemination of crucial information. Additionally, work [14] highlighted that staff empowerment programs are often inadequately designed and fail to address practical classroom challenges, resulting in minimal impact on academic staff competencies. The consequences of these shortcomings are severe, including decreased student engagement and participation, substandard academic outcomes, and an overall decline in educational quality. Efforts such as enhancing staff empowerment programs have been made, yet the lack of consistent implementation and relevance to academic staffs' everyday challenges have rendered these initiatives ineffective [15]. Hence, focusing on staff empowerment and communication channel is vital, as they are foundational to creating an enabling environment where academic staffs can thrive deeming this study necessary.

Purpose of the article

The aim of the study was to determine the influence of management practices on academic staff performance in selected government-aided secondary

schools in Budaka District in Uganda. Specifically, was:

- to assess the influence of empowerment on academic staff performance in selected government-aided secondary schools in Budaka District in Uganda;
- to assess the influence of communication channels on academic staff performance in selected government-aided secondary schools in Budaka District in Uganda.

The research questions were the following that helped the study to remain focused.

- What is the influence of empowerment on academic staff performance in selected government-aided secondary schools in Budaka District in Uganda?
- What is the influence of communication channels on academic staff performance in selected government-aided secondary schools in Budaka District in Uganda?

This study was guided by the Human Relations Theory of Management, developed by Elton Mayo in 1933. The Human Relations Theory emerged as a response to the limitations of the Classical Management Theories, which primarily focused on the technical and structural aspects of management, often neglecting the human element. [10] research, particularly the Hawthorne Studies conducted at the Western Electric Company, emphasized the importance of social relations, employee well-being, and the psychological aspects of work. Mayo discovered that workers' productivity increased when they felt valued and when their social needs were met, highlighting the significance of interpersonal relationships and employee morale in the workplace [10]. In the context of government-aided secondary schools in Uganda, the Human Relations Theory provides a framework to explore how management practices such as staff empowerment and communication channels influence academic staff performance. However, the theory been criticized as it tends to focus heavily on social relations and employee morale, sometimes at the expense of addressing the technical and structural aspects of management.

In terms of scope the study focused on the content, geographical and the time scope. To achieve this, the study specifically; examined how empowerment and communication channels influence academic staff performance in selected government-aided secondary schools in Budaka District in Uganda. The study was carried out from selected government-aided secondary schools (Kamonkoli College, Bugwere High School, Namirembe and Iki-Iki Secondary School) in Budaka District. The study was carried out in a period of five years ranging from 2020 to 2025 and during this period; two sets of questionnaires were administered.

The study will be significant to the policy makers; after understanding the existing management practices in government-aided secondary schools this study informs policy decisions and implementation of effective management strategies.

This conceptual framework Fig. is designed to explore how management practices within government

aided secondary schools influence academic staff performance. The independent variables – staff empowerment, communication channels, and staff training – are expected to directly impact the dependent variables, which are productivity and efficiency, quality of work, and attendance.

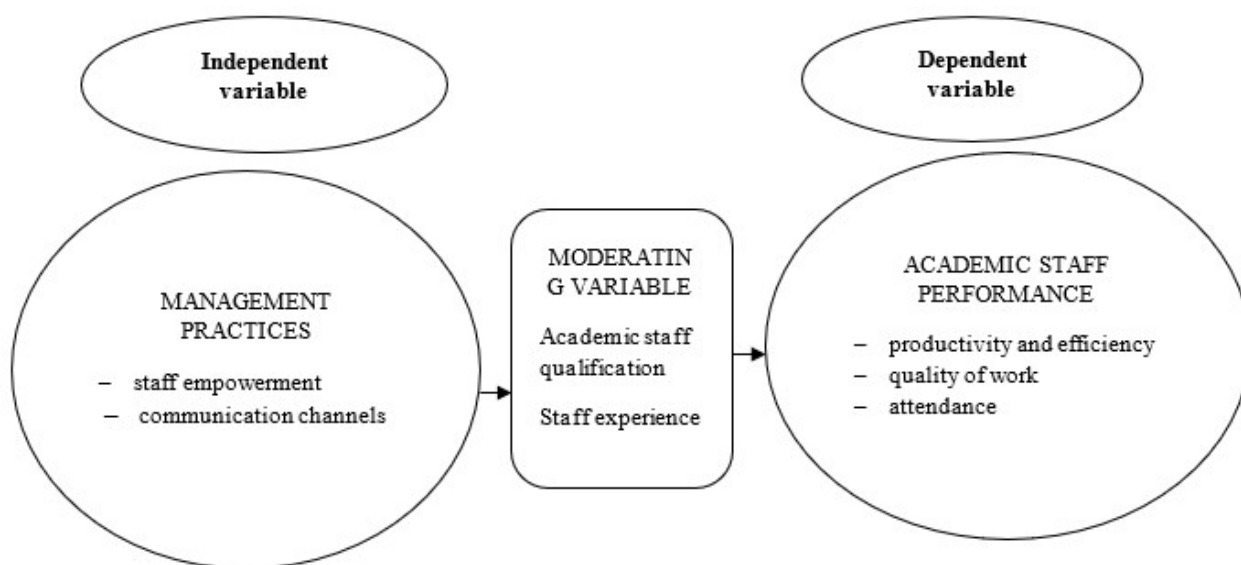


Fig. Conceptual framework of the study

Source: developed based on [1]

Staff empowerment is expected to enhance productivity and efficiency by increasing academic staff motivation and ownership of their work. Communication channels are likely to affect the quality of work by ensuring that expectations are clearly communicated, and academic staffs receive the feedback necessary to improve their performance. *Academic staff Qualifications and Experience* are considered as the moderating variables that could affect the influence of management practices on academic staff performance. Detailed data on academic staffs' educational qualifications, such as degrees, certifications, and special training programs was gathered.

Presentation of the main material

Management practices in educational institutions play a vital role in shaping academic staff performance, particularly in government-aided secondary schools. Key practices such as staff empowerment, communication channels, and staff training are vital predictors of effective teaching. Staff empowerment involves granting academic staff's autonomy in decision-making and promoting a sense of ownership over their work. Research indicates that empowered

academic staffs are more motivated and committed, which enhances their performance in tasks like setting and marking tests, as well as counseling students [18]. This autonomy enables academic staffs to innovate and adapt their teaching methods to meet student needs. Communication channels are another critical management practice, providing a medium for clear, timely, and transparent exchanges between school management and staff. Effective communication helps clarify expectations and deliver necessary information, thus enabling academic staffs to create schemes of work efficiently and engage students actively.

Academic staff performance is central to the success of educational institutions. It influences student outcomes, institutional rankings, and overall quality of education. This review examines academic staff performance through the dimensions of productivity and efficiency, quality of work, and attendance. Guided by Elton Mayo's Human Relations Theory (1933), the review emphasizes the importance of recognizing employee needs and promoting supportive management practices to enhance performance. Productivity and efficiency are key indicators of academic staff performance. Productivity relates to the ability to

achieve teaching objectives, while efficiency measures how resources such as time and materials are utilized to attain these objectives [3]. Lesson planning, for example, ensures teachers prepare adequately for classes, matching the content with curriculum requirements and student needs. Time management is equally critical, as effective scheduling allows for optimal use of instructional time [21]. The quality of academic staff work is reflected in their ability to engage students, provide constructive feedback, maintain high assessment standards, innovate teaching methods, and promote strong student performance in external examinations.

Staff empowerment is a critical management practice that enhances organizational effectiveness and individual job satisfaction. Rooted in Elton Mayo's Human Relations Theory of Management (1933), which emphasizes the importance of human-centric management approaches, empowerment involves granting employees autonomy, access to resources, and participatory roles in decision-making processes. In educational institutions, staff empowerment significantly influences teacher motivation, performance, and ultimately, student outcomes. This review explores staff empowerment through the dimensions of decision-making participation, access to resources, autonomy in teaching methods, and recognition and reward systems. Participatory decision-making allows staff to contribute to key organizational decisions, promoting a sense of ownership and commitment to institutional goals [11].

Effective communication channels are fundamental to the successful management of organizations, including educational institutions. Communication facilitates the dissemination of information, alignment of goals, and development of cohesive relationships between management and staff. This literature review examines six critical dimensions of communication channels: usage of digital communication tools, usage of formal communication channels, usage of informal communication channels, clarity of instructions, frequency of communication, and accessibility of management. The study is framed by Elton Mayo's Human Relations Theory (1933), which emphasizes the importance of interpersonal communication in promoting employee satisfaction and productivity. The introduction of digital communication tools, such as emails and messaging applications, has revolutionized organizational communication. These tools enhance efficiency, facilitate instant communication, and bridge geographical barriers [2]. In educational settings, digital communication enables teachers and administrators

to exchange information swiftly, manage schedules, and coordinate activities. Studies in Uganda suggest that while digital tools are increasingly adopted in urban schools, rural areas face challenges such as inadequate infrastructure and limited digital literacy among staff [5].

The above literature review on the influence of staff empowerment and communication channels, on academic staff performance reveals several research gaps that needed to be addressed for a comprehensive understanding of these relationships. The work [15] carried out a study on staff empowerment in Ugandan schools using survey methodology. The study primarily focused on primary schools, leaving a gap in understanding the impact of staff empowerment on academic staff performance in government-aided secondary schools in Budaka District. The research [19] explored the role of communication in schools through qualitative methods in the UK. While the study provided valuable insights into UK schools, it did not address the specific challenges and impacts of communication channels on academic staff performance in Ugandan secondary schools, indicating a need for context-specific research.

This study used a cross-sectional research design to collect data at a single point in time from various stakeholders. This design is justified because it allows for the assessment of current academic staff performance and management practices across different schools, providing a snapshot of the existing conditions. According to [2], cross-sectional designs are suitable for studies aiming to understand the current status of variables and their relationships at a specific point in time. This study used both quantitative and qualitative approaches to allow for a comprehensive analysis of the research problem. The quantitative approach involved the use of a Likert scale questionnaire whereby numerical values (e.g., 1 to 5) were assigned to responses (statements) relating to management practices and academic staff performance to enable a statistical analysis and quantification of attitudes, opinions, or behaviors of the respondents.

The population of the study includes the ten (10) USE and government-aided secondary schools in Budaka District. These include; Budaka Secondary School, Budaka Universal College, Bugwere High School Namirembe, Iki-Iki Secondary School, Kaderuna Secondary School, Kamonkoli Colleg Kamonkoli, Naboa Secondary School, Rainbow High School, Budaka, Kameruka Seed Secondary School and Lyama Seed Secondary School. The target population for this study was 96 potential respondents from the three selected schools including; Kamonkoli College, Bugwere High School, Namirembe and Iki-

Iki Secondary School. The target population of the study included all the School administrators (head academic staffs and deputy head academic staffs) and academic staffs of the three selected government-aided secondary schools in Budaka District.

The sample size of the study included all the three (3) Head Academic staffs, three (3) Deputy Head Academic staffs and seventy-three (73) Academic staff in Kamonkoli College, Bugwere High School, Namirembe and Iki-Iki Secondary School.

Table 1

Showing Population and Sample Size of the Study

Respondents	Population	Sample Size	Sampling Technique
Head Teachers	3	3	Census Sampling
Deputy Head Teachers	3	3	Census Sampling
Academic staffs	90	73	Simple Random Sampling
Total	96	79	

Source: developed based on data [8]

However, the researcher was guided by [8] table to determine the sample size for the academic staffs required in the study. This only apply on selecting the number of academic staffs to be sampled to participate in the study after finding out the total number of academic staffs in the three selected schools.

Census sampling technique was used for selecting and interviewing all the head academic staffs and deputy head academic staffs from the three selected schools. Census Sampling technique used since the number of head academic staffs and deputy head academic staffs was manageable. Simple Random Sampling was employed to select a sample of academic staffs from each of the three schools. The researcher used the table provided by [10] to determine the appropriate sample size of academic staffs required for the study. Simple random sampling was used because it ensures that every academic staff in the selected schools has an equal chance of being included in the sample. This reduces selection bias and enhances the representativeness of the sample.

Questionnaires were used to collect quantitative data regarding the perceptions and experiences of academic staffs and administrators concerning staff empowerment, communication channels, and staff training. The questionnaires included Likert-scale statements to ensure consistency and ease of analysis. The questionnaires were distributed to a randomly selected academic staffs of the three selected schools. Qualitative data was collected using an interview guide. Interviews were conducted to gain detailed insights into the perspectives of academic staffs and administrators regarding the impact of management practices on their performance.

To ensure content validity, the study involved a systematic examination of the measurement instruments to ensure they adequately cover the domain of the content being assessed. Construct validity was

assessed to determine whether the instruments accurately measure the theoretical constructs they are intended to measure. This included conducting an exploratory factor analysis (EFA) on the questionnaire responses to identify underlying relationships between the items and to ensure that they align with the theoretical constructs of staff empowerment, communication channels, and staff training. For the quantitative assessment of content validity, the Content Validity Index (CVI) was used. The CVI was calculated as follows:

$$CVI = \frac{\text{Number of Experts Rating the Item as Relevant}}{\text{Total Number of Experts}}$$

The targeted CVI score for each item and for the overall scale was 0.80 or higher. A CVI of 0.80 or above is generally considered acceptable and indicative of good content validity (Lynn, 2020).

To ensure the reliability of the instruments, a pilot study was conducted. A small, representative sample of academic staffs and school administrators from similar settings, but not included in the main study, was chosen to complete the interview guide and Likert scale questionnaire. The instruments were administered under conditions similar to those expected in the main study. This helped identify any ambiguities, misunderstandings, or inconsistencies in the questions. Based on feedback from the pilot participants, necessary modifications were made to the instruments to enhance clarity and comprehension. This step ensures that the items are interpreted consistently by different respondents [20]. To measure the internal consistency reliability of the Likert scale questionnaire, Cronbach's alpha was calculated. This coefficient indicates how well the items in the instrument measure the same construct and are correlated with each other. The targeted Cronbach's alpha coefficient should be

0.70 or higher. A score of 0.70 and above is generally considered acceptable, indicating that the items have relatively high internal consistency [20].

Quantitative Data Presentation was presented using descriptive statistics such as means, standard deviations, frequencies, and percentages for variables related to staff empowerment, communication channels, and staff training. This helped in understanding the predictive power of each management practice on academic staff performance. Qualitative Data Presentation was presented in major themes and sub-themes identified during thematic

analysis in a narrative format. She provided detailed descriptions and interpretations of each theme.

The study sought to establish the influence of staff empowerment on academic staff performance. Both the quantitative and qualitative results from school leaders demonstrate that staff empowerment significantly enhances academic staff performance. By adopting empowerment strategies, schools can cultivate a more motivated and high-performing teaching workforce, ultimately improving student outcomes. Table 2 shows the statistical results for staff empowerment.

Table 2

Showing Statistical Results for Staff Empowerment as a Management Practice

Question	N		Mean	Std. Deviation	Minimum	Maximum
	Valid	Missing				
I am actively involved in decisions regarding school policies, curriculum adjustments, and resource allocation, and my opinions are valued in planning activities	73	0	3.48	0.852	1	5
I have access to adequate teaching materials, modern technological tools, and a supportive infrastructure that meets the demands of my teaching	73	0	3.64	0.752	2	5
The school provides opportunities for professional development, including workshops and access to learning resources such as a library or learning center	73	0	3.64	0.856	1	5
I have the autonomy to plan lessons, choose effective teaching aids, and modify teaching strategies to suit student needs without undue restrictions	73	0	3.86	0.805	2	5
I feel supported in using innovative teaching methods and trusted to make independent decisions that positively impact student learning	73	0	3.78	0.886	1	5
My efforts and achievements are recognized regularly through verbal or formal acknowledgments and opportunities for advancement	73	0	3.85	0.892	1	5
The school has a fair and formal system of rewards, including promotions, incentives, and professional growth opportunities, which motivates me to improve my practices	73	0	4.01	0.905	1	5

Source: Primary Data (2024)

As shown in Table 2 above the study examined staff empowerment among academic staff in government-aided secondary schools in Budaka District, Uganda. Interestingly, the mean scores range from 3.48 to 4.01, indicating a moderately positive perception of empowerment, with variations across the different studied aspects. The standard deviation values ranging from 0.752 to 0.905 suggest some degree of consistency, although responses vary slightly in certain areas. The highest performing area with a mean « 4.00 relates to the fair reward system that has a mean of 4.01 and SD of 0.905. This item scored the highest mean, indicating that formal rewards and incentives significantly motivate teachers. The

respondents perceive the reward system as relatively effective in promoting motivation and performance.

A study by [6] show that structured promotions, incentives, and professional growth opportunities enhance teacher motivation [6]. The moderate performing areas with a mean ranging between 3.64 to 3.86 include; Autonomy in lesson planning which scored a mean of 3.86 and SD of 0.805. Teachers revealed that they have autonomy in planning lessons and selecting teaching aids, suggesting that they feel trusted to make academic decisions. However, the management staff while being interviewed revealed that contextual challenges such as lack of teaching materials limit full autonomy. Nevertheless, this study

finding matches with the research findings by [19] who highlights the importance of teacher autonomy in improving pedagogical effectiveness and student engagement. Innovative teaching support scored a mean of 3.78 and SD of 0.886. These results indicate that teachers feel supported in using innovative methods but not at optimal levels.

This study finding is in line with the research findings by UNESCO (2021) that found out that financial and infrastructural constraints hinder innovation in Ugandan schools, limiting the adoption of modern teaching strategies. Access to professional development scored a mean of 3.64 and SD of 0.856 suggesting that while schools provide some training and workshops, opportunities may be limited or inconsistent.

A study by [6] indicate that continuous professional development enhances teacher competencies, but only when training is well-structured

and frequent. Availability of teaching materials scored a mean of 3.64 and SD of 0.752 indicating a moderate access to teaching materials and modern technology matching with the research by [12] who highlighted that inadequate teaching materials in rural Ugandan schools negatively impact teacher effectiveness.

The results in the table above indicate some areas that need to be improved. These areas scored a mean ≥ 3.50 where involvement in decision-making scored a mean of 3.48 and SD of 0.852 while as equitable recognition & resource allocation scored a mean of 3.48 and SD of 0.852. A mean of 3.48 for involvement in decision-making suggests that the teacher's involvement and participation in key school decisions is limited. The study aimed at finding out the influence of staff empowerment on academic staff performance in selected government-aided secondary schools in Budaka District in Uganda and the results from the correlation are indicated below (Table 3).

Table 3

Showing Correlation Results for Staff Empowerment and Academic Staff Performance

Correlations			Academic Staff Performance	Staff Empowerment
Spearman's rho	Academic Staff Performance	Correlation Coefficient	1.000	0.965**
		Sig. (2-tailed)	.	0.000
		N	73	73
	Staff Empowerment	Correlation Coefficient	0.965**	1.000
		Sig. (2-tailed)	0.000	.
		N	73	73

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

Source: Primary Data (2024)

The correlation results ($c = 0.965$, $p < 0.01$) show a very strong positive correlation, indicating that higher staff empowerment is associated with improved academic staff performance. The significance level ($p = 0.000$) confirms that the relationship is statistically significant. These research findings are in tandem with the studies of [17] who highlighted that teacher empowerment enhances job satisfaction, motivation, and performance. The strong correlation ($c = 0.965$) supports Mayo's theory that giving employees autonomy and decision-making power leads to better engagement and effectiveness [10]. Additionally, the highest correlation ($c = 0.965$) supports Mayo's claim that when employees feel valued and empowered, their motivation and productivity increase [10]. To further validate these quantitative findings, interviews were conducted with Head Teachers and the Deputy Head Teachers. The

qualitative responses confirmed the statistical results, affirming that staff empowerment significantly influences academic staff performance.

The school leaders emphasized that empowering teachers through professional development, participatory decision-making, and recognition of their contributions enhances their motivation and effectiveness in the classroom. One Head Teacher remarked: "When teachers are given autonomy in lesson planning and curriculum implementation, they feel more responsible for student outcomes, which significantly improves their performance."

Another Deputy Head Teacher highlighted the role of decision-making in motivation saying: "Involving teachers in key school decisions creates a sense of ownership and accountability, which in turn boosts their commitment to teaching and student performance."

Both the quantitative results and qualitative insights from school leaders demonstrate that staff empowerment significantly enhances academic staff performance. By adopting empowerment strategies, schools can cultivate a more motivated and high-performing teaching workforce, ultimately improving

student outcomes. The study sought to establish the influence of communication channels on academic staff performance. Both the quantitative and qualitative methods were used in the analysis and interpretation of data. Table 4 below show the statistical results for communication channels as a management practice.

Table 4

Showing Statistical Results for Communication Channels as a Management Practice

Question	N		Mean	Std. Deviation	Minimum	Maximum
	Valid	Missing				
I regularly use digital communication tools, such as email and messaging apps in my school	73	0	3.82	0.918	1	5
The school administration effectively uses digital platforms to share updates and provides adequate training on their use to ensure staff confidence in professional communication	73	0	3.66	0.837	1	5
Formal communication channels, including meetings and memos, ensure accountability, provide clear updates on policies, and effectively address key issues	73	0	3.73	0.651	2	5
Informal communication, such as casual conversations and social interactions, promotes better relationships, enhances teamwork, and complements formal channels in promoting a positive work environment	73	0	3.78	0.731	2	5
The instructions I receive from management are clear, concise, and detailed, helping me understand expectations and improving my ability to execute tasks effectively	73	0	3.74	0.727	2	5
Frequent communication from management, including timely feedback and updates, keeps me informed about institutional developments and improves coordination within the school	73	0	3.89	0.718	2	5

Source: Primary Data (2024)

The statistical results in table above 4 on communication channels as a management practice among academic staff in government-aided secondary schools in Budaka District reveal the following insights: The use of digital communication tools scored a mean of 3.82 and SD of 0.918 suggesting that academic staff moderately use digital communication tools such as emails and messaging apps, indicating an increasing reliance on digital platforms for communication, though some variations in responses indicate that some teachers do not fully engage with these platforms.

A study by [15] suggest that digital platforms facilitate quick information flow, reduce misunderstandings, and improve collaboration among teachers. However, challenges such as digital literacy gaps and infrastructure limitations persist in some schools. The mean score of 3.82 in this study matches with these findings, indicating moderate adoption but potential for expansion.

Effectiveness of digital platforms in school administration scored a mean of 3.66 and SD of 0.837 indicating that the administration uses digital platforms for updates, but the moderate standard deviation suggests that not all teachers feel adequately trained or confident in using them. Hence, this creates

a room for improvement in ensuring confidence in professional communication.

Effectiveness of formal communication scored a mean of 3.73 and SD of 0.651 indicating that formal channels such as meetings and memos are relatively perceived as effective in ensuring accountability and providing policy updates, with a lower standard deviation indicating a more consistent experience and response among staff. Role of informal communication scored a mean of 3.78 and SD of 0.731 indicating that informal interactions positively impact teamwork and complement formal channels, suggesting that casual conversations play a significant role in enhancing a positive work environment.

According to [7], both formal and informal communication channels play complementary roles in school management. Formal channels provide structure, whereas informal interactions build collegiality and reduce workplace stress. The results from Budaka schools are in agreement with this as formal communication scored 3.73 while informal communication scored slightly higher at 3.78. Clarity of instructions from management scored a mean of 3.74 and SD of 0.727 indicating that instructions from management are generally clear and detailed,

helping teachers understand expectations and execute tasks effectively.

Frequent communication from management scored a mean of 3.89 and SD of 0.718 suggesting that management provides timely feedback and updates, keeping staff well-informed about institutional developments, which enhances coordination within the school. The role of frequent communication in improving teacher performance

is well-documented [1]. Schools that engage teachers regularly in discussions about policies and performance tend to have higher staff morale and efficiency.

Research by [19], in Kenyan secondary schools found that clear, consistent communication from school leaders enhances teacher commitment and performance. The Table 5 below shows the correlation results for communication channels.

Table 5

Showing Correlation Results for Communication Channels and Academic Staff Performance

Correlations			Academic Staff Performance	Communication Channels
Spearman's rho	Academic Staff Performance	Correlation Coefficient	1.000	0.340**
		Sig. (2-tailed)	.	0.003
		N	73	73
	Communication Channels	Correlation Coefficient	0.340**	1.000
		Sig. (2-tailed)	0.003	.
		N	73	73

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

Source: Primary Data (2024)

The Table 5 above presents Spearman's rho correlation coefficients to assess the relationships between Communication Channels and Academic Staff Performance in selected government-aided secondary schools in Budaka District.

Below are the observations: the correlation results ($c = 0.340$, $p < 0.03$) indicate a moderate positive correlation suggesting that better communication channels contribute to improved staff performance, though the effect is weaker than staff empowerment. That withstanding, the significance level ($p = 0.003$) indicates a reliable relationship. These research findings match with the research findings by [1] who emphasized that open and structured communication improves teamwork and job performance.

Additionally, the moderate correlation ($c = 0.340$) suggests communication is important, but empowerment, may have a more direct impact on staff performance. Interviews conducted with Head Teachers and Deputy Head Teachers further validated these findings. Respondents agreed that effective communication structures were essential for ensuring teachers received timely information, clarifications, and support, which in turn positively influenced their performance. One Head Teacher noted that: *"When teachers are well-informed about school policies, academic expectations, and student progress, they can match their teaching more effectively with institutional*

goals. However, challenges such as delays in relaying information sometimes hinder performance."

Similarly, a Deputy Head Teacher emphasized the role of communication in encouraging teamwork and collaboration: *"A school where communication flows seamlessly between administration and staff tends to experience better cohesion. When teachers feel heard and valued, they are more motivated to perform well."*

These qualitative insights obtained through interviews reinforce the statistical findings, highlighting that while communication is important for academic staff performance, its impact is not as strong as that of empowerment. Table 6 below shows the mean and standard deviation for academic staff performance.

According to the Table 6 above, the mean scores range between 3.48 and 4.01, indicating a generally positive perception of academic staff performance in various aspects, with some areas showing higher strengths than others. The standard deviation values (0.752–0.905) indicate relatively moderate variations in responses, suggesting some consistency in the responses.

According to the findings, the high performing areas with a mean ≥ 4.00 include task prioritization, adaptation to student needs, professional development engagement and commitment to teaching responsibilities. These all had a mean of 4.01 and SD of 0.905. These findings imply that

teachers prioritize tasks effectively, maximizing productivity. Prioritization plays a vital role in time management and lesson delivery. Rating prioritization of tasks highly suggests a positive

attitude toward continuous improvement and innovative teaching practices supporting literature that emphasizes structured workload management as a key driver of performance.

Table 6

Mean and Standard Deviation for Academic Staff Performance

Question	N		Mean	Std. Deviation	Minimum	Maximum
	Valid	Missing				
I prepare detailed lesson plans before teaching	73	0	3.48	0.852	1	5
I effectively manage my time during classroom sessions	73	0	3.64	0.752	2	5
I complete the syllabus within the allocated time frame	73	0	3.64	0.856	1	5
My students consistently achieve high pass rates	73	0	3.86	0.805	2	5
I maintain a conducive learning environment in my classroom	73	0	3.78	0.886	1	5
I utilize available resources efficiently to meet teaching objectives	73	0	3.85	0.892	1	5
I prioritize tasks to maximize productivity	73	0	4.01	0.905	1	5
I ensure all lesson activities align with curriculum goals	73	0	3.48	0.852	1	5
I actively engage students during lessons	73	0	3.64	0.752	2	5
I provide constructive and timely feedback on student performance	73	0	3.64	0.856	1	5
My assessments meet institutional and national standards	73	0	3.86	0.805	2	5
I incorporate innovative methods into my teaching practices	73	0	3.78	0.886	1	5
My students perform well in external examinations	73	0	3.85	0.892	1	5
I continuously adapt my teaching methods to meet student needs	73	0	4.01	0.905	1	5
I set clear and achievable learning objectives for my students	73	0	3.48	0.852	1	5
I evaluate the effectiveness of my teaching strategies regularly	73	0	3.64	0.752	2	5
I arrive on time for all scheduled classes	73	0	3.64	0.856	1	5
I maintain a high rate of class attendance	73	0	3.86	0.805	2	5
I actively participate in extracurricular activities at the school	73	0	3.78	0.886	1	5
I follow institutional guidelines for leave requests	73	0	3.85	0.892	1	5
I engage in professional development activities regularly	73	0	4.01	0.905	1	5
I ensure my attendance positively impacts student learning	73	0	3.78	0.886	1	5
I contribute to school events and functions outside classroom activities	73	0	3.85	0.892	1	5
I demonstrate consistent commitment to my teaching responsibilities	73	0	4.01	0.905	1	5

Source: Primary Data (2024)

For adaptation to student needs, a mean of 4.01 and SD of 0.905 indicate that teachers actively adjust their methods to suit student needs. This is in line with the research findings by Darling-Hammond (2021), which suggests that adaptable teaching improves learning outcomes, particularly in diverse classroom settings.

Another key area to note that had a mean of 4.01 and SD of 0.905 is professional development engagement indicating a strong dedication to career growth and institutional involvement and being in agreement with Mayo's emphasis on continuous

improvement through effective communication and responsiveness to students' needs (Mayo, 1933) and this also matches with the findings of [6], who noted that regular engagement in professional development activities is linked to improved pedagogical skills and student performance.

A mean of 4.01 and SD of 0.905 also indicated the respondent's commitment to teaching responsibilities. This result highlights their dedication to teaching, reinforcing studies that link teacher motivation to performance outcomes (Herzberg, 1966). Relatedly, the high scores in commitment to teaching

responsibilities (Mean of 4.01) and engagement in professional development (Mean of 4.01) support Mayo's argument that employees perform better when they feel valued and supported. The moderate performing areas according to the findings had a mean ranging between 3.64 and 3.86.

Syllabus completion has a mean of 3.64 and SD of 0.856. Completing the syllabus is critical for student preparedness in exams. The mean score suggests moderate effectiveness, but national reports indicate challenges like large class sizes and curriculum rigidity (MoES Uganda, 2022). Student pass rates had a mean of 3.86 and SD of 0.805. This implies that teachers perceive their students as performing well in external exams, matching with studies (Hattie, 2009) that highlight the influence of teacher effectiveness on student success.

However, the variation in standard deviation suggests disparities in performance across different classrooms. The results for innovative teaching methods indicated a mean of 3.78 and SD of 0.886. This implies that the adoption of innovative practices is positive but not optimal. Literature suggests that resource constraints and lack of ICT tools hinder innovation in Ugandan schools (UNESCO, 2021). Results in the Table above that had a mean $d > 3.50$ indicate areas for improvement.

Lesson planning had a mean of 3.48 and SD of 0.852. Lesson planning is fundamental for structured delivery, yet the relatively lower score suggests inconsistency. This suggests a need for more structured planning to ensure effective lesson delivery. A study by Stronge (2018) highlights the importance of pre-planned lessons in enhancing student comprehension, hence it should be given more attention.

Setting clear objectives is another area for improvement since it scored a mean of 3.48 and SD of 0.852. This score suggests that some teachers struggle with clarity in goal-setting yet well-defined learning objectives improve student engagement and assessment alignment. This finding is in line with [3] who concluded that some teachers struggle with clarity in goal-setting, which is a key issue in Uganda's teacher training programs.

Interviews with the Head Teachers validated these quantitative findings. Respondents acknowledged that teachers in their schools demonstrated strong commitment to professional development, adaptability to student needs, and prioritization of tasks. A head teacher highlighted the importance of adaptability in improving learning outcomes: *"Teachers who modify their teaching strategies based on student needs are more effective in ensuring that all learners grasp key concepts. Those who adapt tend to have better student*

engagement and performance."

Regarding areas of concern, another head teacher noted the challenge of lesson planning: *"Many teachers struggle with structured lesson planning due to heavy workloads. While they are committed to teaching, they often lack time for detailed lesson preparation, affecting lesson delivery quality."* These qualitative insights reinforced the quantitative findings, confirming that while teachers exhibit strong dedication to their roles, improvements in lesson planning, goal-setting, innovative teaching approaches are necessary. Head teachers and deputy head teachers acknowledged the need for targeted interventions, such as structured training sessions and access to teaching resources, to address these gaps effectively.

Conclusion

The study concludes that staff empowerment strongly and positively influences academic staff performance, as evidenced by a high correlation coefficient ($c = 0.965$, $p < 0.01$). This suggests that when teachers are given autonomy, decision-making power, and recognition, their job satisfaction, motivation, and overall performance improve significantly. Regarding communication channels, the study finds a moderate positive correlation with academic staff performance ($c = 0.340$, $p < 0.03$). This indicates that effective communication channels contribute to improved staff performance, though their impact is not as pronounced as staff empowerment. The significance level ($p = 0.003$) confirms the reliability of this relationship. The study recommends that school administrations should implement structured and frequent training programs. Schools should implement structured incentive schemes to motivate teachers to engage in lifelong learning. Schools should also prioritize clear and consistent communication channels to ensure that policy updates, curriculum changes, and administrative decisions are effectively conveyed.

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ВПЛИВ МЕТОДІВ УПРАВЛІННЯ НА ЕФЕКТИВНІСТЬ РОБОТИ ПЕДАГОГІЧНОГО ПЕРСОНАЛУ СЕРЕДНІХ ШКІЛ ДЕРЖАВНОЇ ПІДТРИМКИ У РАЙОНІ БУДАКА УГАНДИ

Валусімбі Юнус, Ашаба Зайнаб

Метою дослідження є визначити вплив методів управління на ефективність роботи педагогічного персоналу в обраних середніх школах, що отримують державну підтримку, у районі Будака в Уганді. Зокрема, у рамках дослідження було оцінено вплив розширення повноважень на ефективність роботи педагогічного персоналу в обраних середніх школах, що отримують державну підтримку, у районі Будака в Уганді. Також оцінено вплив каналів комунікації на ефективність роботи педагогічного персоналу в обраних середніх школах. У дослідженні застосовано міжсекторальний дослідницький дизайн для збору даних у певний момент часу від різних зацікавлених сторін. За допомогою кореляційного аналізу встановлено, що розширення повноважень персоналу має найсильніший позитивний зв'язок з результативністю роботи науково-педагогічного складу, тоді як канали комунікації демонструють помірну кореляцію. Результати дослідження свідчать про те, що розширення повноважень персоналу відіграє вирішальну роль у підвищенні мотивації та ефективності роботи вчителів. Дослідження показує, що коли вчителям надають автономію, повноваження щодо прийняття рішень та визнання їхніх заслуг, їх задоволеність роботою, мотивація та загальна ефективність роботи значно підвищуються. У дослідженні зроблено висновок, що для підвищення ефективності роботи вчителів необхідний комплексний підхід, який поєднує розширення повноважень та ефек-

тивну комунікацію. За результатами дослідження адміністраціям шкіл рекомендовано впроваджувати систематичні та регулярні програми підвищення кваліфікації. Школи повинні запроваджувати структуровані системи заохочення, щоб мотивувати вчителів до навчання протягом усього життя. Школи також повинні надавати пріоритет чітким і послідовним каналам комунікації, щоб забезпечити ефективне доведення до відома інформації про оновлення політики, зміни в навчальних програмах та адміністративні рішення. У дослідженні рекомендується включити розробку програм розширення можливостей, орієнтованих на конкретні потреби, використовувати цифрові платформи для забезпечення доступності, а також залучати досвідчених фасилітаторів для професійного розвитку.

Ключові слова: методи управління, ефективність роботи персоналу, делегування повноважень, канали комунікації, навчання.

INFLUENCE OF MANAGEMENT PRACTICES ON ACADEMIC STAFF PERFORMANCE OF SELECTED GOVERNMENT AIDED SECONDARY SCHOOLS IN BUDAKA DISTRICT, UGANDA

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The aim of the study was to determine the influence of management practices on academic staff performance in selected government-aided secondary schools in Budaka District in Uganda. Specifically, the study assessed the influence of empowerment on academic staff performance in selected government-aided secondary schools in Budaka District in Uganda. It also assessed the influence of communication channels on academic staff performance in selected government-aided secondary schools in Budaka District in Uganda. This study used a cross-sectional research design to collect data at a single point in time from various stakeholders. Correlation analysis was used revealing that staff empowerment has the strongest positive relationship with academic staff performance while communication channels exhibit a moderate correlation. The findings indicate that staff empowerment plays a critical role in improving teacher motivation and performance. The study suggests that when teachers are given autonomy, decision-making power, and recognition, their job satisfaction, motivation, and overall performance improve significantly. The study concludes that enhancing teacher performance requires a holistic approach integrating empowerment and effective communication. The study recommends that school administrations should implement structured and frequent training programs. Schools should implement structured incentive schemes to motivate teachers to engage in lifelong learning. Schools should also prioritize clear and consistent communication channels to ensure that policy updates, curriculum changes, and administrative decisions are effectively conveyed. The study recommends the inclusion of the development of empowerment programs aligned with subject-specific needs, leveraging digital platforms for accessibility, and engaging expert facilitators for professional development.

Keywords: Management Practices, Staff Performance, Empowerment, Communication Channels, Training.

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