



# Influence of Managerial Technical Competences on Performance of Teachers in Public Primary Schools

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**Abstract:** *This study investigated the influence of managerial competencies and performance of teachers in upper primary in selected public schools in Mayuge District. The study used a descriptive cross-sectional survey design to examine the relationship between managerial competences and teacher performance. A sample of 92 respondents was categorized as school managers, head teachers, teachers, and management committee members. The study used simple random techniques and purposive sampling techniques. The study analyzed quantitative data collected using structured, closed-ended items in questionnaires and coded using a five-point Likert response scale. Raw data was analyzed using descriptive statistics and Pearson product moment correlation to determine the influence of managerial competences on the performance of teachers. The study found out that managers' managerial competencies play a role in influencing the performance of teachers in public primary schools. Level of education, professional qualification of head teachers, and managerial human relations competencies all influence performance. The study concluded that poor managerial technical competences affect the performance of teachers in a negatively in form of less preparation of schemes of work and lesson planning, not following the timetable, and many others. The study recommended that there is need to encourage professional growth and training in both managerial technical competences and human relations competences in order to improve the performance of teachers in the schools. The study further recommended that for Managerial competences and performance of teachers to be effective in upper primary schools, head teachers should continue to motivate their teachers to improve on their performance, the school should hire external expertise that can facilitate professional development experiences and external expertise.*

**Keywords:** *Managerial technical competences, performance, teachers, primary schools*

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## 1. Introduction

Management has existed since the dawn of human civilization, but its modern definition can be traced back to the mid-nineteenth century (Alistair, 2018). Management has contributed to new knowledge in the fields of science, technique, and technology, and through management, one can connect and reconcile different functions, various professional skills, efficiencies, and experiences (Santoro, Demetris, & Alkis, 2018). Management skills were primarily applied to culture and life skills during the pre-

colonial era (Ipapa, 2020). However, this concept expanded in the post-colonial era as the performance of school managers was basically gauged by their ability to mold children and enable them to fit, promote harmony in society, equip people with skills of production, promote cultural heritage, ensure character training, and respect elders (Merrit, 2020).

Globally, America and Britain have a highly structured two-stage process for one to become a school administrator, thus an elaborate career path towards becoming a manager (Omongi, 2019). Managerial

competence influences organizational performance and service delivery, which is core to the performance of teachers (Omogi, 2019). In the African perspective, school managers in Zambia and Kenya are considered by their staff, parents, and governors as the main source of leadership (Mwanza & Mbohwa, 2018). Through their attributes and competences, managers are knowledgeable in educational matters and greatly contribute to improvement in teacher's performance, though in most cases, this is not true, especially considering the persistent declines in teacher's performance in primary schools.

According to Nazirul (2017), educational managers must take the lead in promoting sound leadership and good governance of public schools. Nazirul (2017) asserts that children deserve quality service delivery and that educational resources should be managed in an efficient and effective manner to meet this goal. The Kenya Education Management Institute (KEMI) exists to continually upgrade the core competencies of education managers (Annah, Kisilu, & Kyalo, 2015). This would have helped managers be enriched with managerial competences through work-based learning, hence improving the performance of teachers, though this is not evident in primary schools as expected (Annah et al., 2015).

In the Ugandan perspective, the Uganda Teachers and School Effectiveness Project (UTSEP) under the Ministry of Education and Sports (Amber et al., 2017) has carried out capacity building in regard to managerial competences and teacher's academic performance. School managers have been trained in technical, communication, and infrastructure managerial competences (Ahmad, Anisha, & Rushdina, 2018). However, when it comes to the performance of teachers, managerial training has not been helpful in areas like thematic curriculum, early grade reading, and the learning improvement cycle (Ahmad et al., 2018).

## General Objective

The study seeks to find out the influence of managerial technical competences on performance of teachers in public primary schools.

## 2. Literature Review

According to Ipapa (2020), managerial technical competences are the knowledge methods that aid techniques in a discipline of a subject. It includes the understanding and ability to perform effectively specific tasks as required jobs (Guseinova and Elena, 2018). Various personnel in a school have various technical skills; for instance, teachers have pedagogical skills, and the

watchman has security skills, among others. Managers' and departmental heads are supposed to have the ability and knowledge to supervise others (Kamya, 2019). However, there are no studies indicating the extent to which managerial competences are employed in primary schools to, in turn, improve academic performance.

Nabunya et al., (2019) contends that for managers to be skilled in financial administration, they need consistent introduction to preparing courses and workshops to improve their capability conduct as opposed to relying upon experience alone. It is rash to consider understanding as a study hall instructor as the main essential in the arrangement of grade teachers (in the same place). Ambius (2016), in their investigation on the executives and organization issues in Greek optional schools, demonstrated that it is critical to give experience that can viably help the prepared managers' to adjust conduct and acquire learning for budgetary administration with its new head educator ought to have, for example, a money-related administration course, compelling correspondence, managerial human relationships, hierarchical information, instructive dimension, regulatory experience, and political introduction. In the current study, head teacher's competences are not only looked at in monetary terms but also in terms of performance of teachers. In other words, the study established the implications of money handling competences on the academic performance of pupils in primary schools. The managerial technical competencies tend to positively affect the financial management of the school through better and better financial records.

Elementary school managers need to familiarize themselves with standards overseeing sound administration of assets, which includes planning, bookkeeping, and inspecting. An investigation by Christine (2017) found that because of managers' capabilities in assets, the board on understudies' scholastic accomplishment in Marigat and Koibatek sub-provinces, Baringo District, Kenya, set up that the dominant part of the managers had low dimensions of skill in money-related administration despite their dimensions of involvement in educating and scholarly capabilities. The discoveries uncovered that managers couldn't set up the school spending plan to be endorsed by the school's executives' advisory group and in other monetary administration practices, for example, the utilization of vote heads in their uses. In this study, there is a belief that, through managerial technical competences, head teachers can easily make follow-ups of activities in schools intended to improve performance. However, these results do not explain the influence of managerial competences on the performance of teachers in upper primary schools.

However, what is happening on the ground contradicts the above recommendations, such as inadequate coverage of

the scheme of work and teachers being consistently late, which is out of the manager's control. Besides, the level of part-timing among teachers is rampant, and the teamwork spirit is also lacking. This in turn has resulted in an increase to poor performance of pupils (Garet, 2015).

### 3. Methodology

#### 3.1 Research Design

The study used a descriptive cross-sectional survey design. A descriptive design is the study that collects data to answer questions about status of the subject or topic of study. A descriptive cross-sectional survey design was used in the study to cover both the quantitative and qualitative research approaches.

The researcher believes that a descriptive research design was appropriate for the study because the study is concerned with describing aspects of managerial competences and its effects on performance of teachers in upper primary in selected public schools in Mayuge district

and it is also relatively cheaper and more flexible due to large population.

The study also used a quantitative research approach. This approach is also useful to overcome any kind of data inadequacy. Qualitative approach is multi method in focus, involving an interpretive naturalistic data. This involved direct interaction with individuals on a one- on- one basis through individual interviews. Qualitative methods were used because they provide empirical support for research hypotheses.

#### 3.2 Population and Sampling

The target population of the study was 120 including 3 school managers, 3 Deputy Head Teachers, 74 teachers, 40 School Management Committee (SMC) members of the selected upper primary schools. The sample size for this study was determined using Krejcie & Morgan (1970) table of population distribution which according to them, from 120 target population, a sample of 92 respondents was selected.

**Table 1: Showing Study Population and Sample Size**

No	Category	Number	Sample size
1.	School Managers/Head teachers	3	3
2.	School Management Committee	40	31
3.	Deputy Head Teachers	3	3
4.	Teachers	74	55
<b>Total</b>		<b>120</b>	<b>92</b>

Source: Krejcie & Morgan (1970)

The study intended to use simple random sampling to sample the 55 teachers because their population is big and it removes all forms of bias. In this technique, all individuals in the defined population have an equal and independent chance of being selected, because it allows all the units in the population to have an equal chance of being selected.

Purposive sampling was used due to the small number of the population and because it enables the study to obtain a lot of information from the data that they have collected. This allows study to describe the major impact that their findings have on the population. The purposive sampling was used to select 3 head teachers from Mayuge district, 3 Deputy Head Teachers and 31 school management committees. The Head teachers of the selected schools were respondents for the study as they are directly in charge of the school administration and under the School

Management Committees. The head teachers are essential in this research and at the same time provide some of the documents to be reviewed by the researcher during the research study.

#### 3.3 Data Collection Instruments

A closed-ended questionnaire on 4 Likert-scale (4 =strongly agree, 3 =Agree, 2 = Disagree, 1 = strongly disagree), was constructed by the study and use it to collect data from the selected respondents as well as simple structured questions where the respondent have of either choose “yes” or “no”. The study used this method to collect data from Head teachers, deputy headteacher, teachers, Pupils and School Management Committee. In this study therefore, a structured questionnaire was used to collect numerical data from respondents to answer the research

questions. The questionnaire served to collect a lot of information within a short period of time, and the data collected was deemed credible.

In this study, the researcher used an interview guide to collect non-numeric data from the population of 3 head teachers and 3 deputy headteachers. Interviews were conducted by meeting them and asking them questions of which the researcher recorded all the responses by himself. Interviews generated immediate feedback and generated a wide range of views, opinions, thoughts and perception concerning managerial competences and performance of teachers in public upper primary schools in Bunya County, Mayuge District.

### **3.4 Data analysis**

The study analyzed the quantitative data collected using structured closed ended items in the questionnaires for each objective and coded using a five-point Linkert response scale. They were subjected to frequencies and percentages, which helped to show the distribution of respondents on each of the independent and dependent variables. Raw data was analyzed using descriptive statistics and Pearson

Product Moment Correlation. Correlation was used to determine the influence of managerial competences on the performance of teachers. Rank order was performed to determine the relative influence and significance of each component of the independent variable on the dependent variable.

The qualitative data collected through interviews and observation was categorized, cleaned, interpreted and analyzed under their respective themes. This was used to triangulate and support findings obtained through quantitative data analysis. The analysis steps were systematically and consistently done for each one of the three research questions.

## **4. Results and Discussion**

Results in table 4 above indicate that the majority of the teachers responded that they strongly disagree with managerial technical competence with the following percentage (38.2, 29.1, 49.1, 49.1, 49.1, 49.1 and 9.1), where largely 49.1% disagreed. Details of the analysis are as explained in Table 2 below.

**Table 2: Showing scores for managerial technical competences on performance of teachers**

	N	Min	Max	Mean	Std. Deviation
Head teachers always carryout strategic planning leads to better schemes of work.	55	1.00	5.00	3.16	1.68
All Head teachers have management skills improves the lesson planning	55	1.00	5.00	3.09	1.70
Head teachers are able to manage finance to improve the financial records	55	1.00	5.00	3.00	2.00
Head teachers always carryout resource mobilization for better time tabling	55	1.00	5.00	3.00	2.00
Head teachers carryout managerial supervision at work encouraging teamwork in schools.	55	1.00	5.00	3.00	2.00
Head teachers have enough experience to effectively run the school	55	1.00	5.00	2.96	1.98
The managers usually consider teachers suggestions and ideas in decision making process	55	1.00	5.00	3.00	2.00
The head teacher supervises teachers and students in order to render professional guidance	55	1.00	5.00	3.80	1.31

*Source: Primary Data from Primary schools in Mayuge District, 2022*

The findings concerning the notion that the head teacher's strategic planning leads to better schemes of work were evaluated with a mean of 3.16 and a standard deviation of 1.68. The mean score suggests that these are neutral results that reflect a medium level at which the head teacher uses strategic planning in management to enhance performance of teachers. In relation to the performance of teachers, a lack of strategic planning means disorganization in the system, which in turn contributes to disorder and poor planning of activities by teachers. Head teachers were asked how strategic planning helps in preparation of schemes of work. In their responses, the head teacher school B stated:

*...strategic planning helps in timely preparation of schemes of work. Besides, it also enhances self-drive and commitment among teachers. By so doing, strategic planning in turn promotes the reduction in cases of dodging classes or dodging schools, which in turn creates a negative record when it comes to assessing performance of teacher... (Interviewee April 2022)*

The results are mirrored in findings in line with Ipapa (2020), who revealed that teachers are expected to perform certain tasks, there are various personnel in a school have

various technical skills to ensure that this happens. In the context of this study, such individuals are the headteachers.

In terms of the idea that the head teacher's management skills improve the lesson planning, the findings were evaluated with a mean of 3.00 and an SD of 1.70, which suggests that these are neutral responses. By implication, effective management is not commonly experienced by teachers in primary schools in Mayuge District. In relation to the performance of teachers, a lack of adequate management skills weakens the administration system and brings about a laissez-faire attitude among teachers, which in turn explains the decline in delivery of services because of no regulatory actions. In the words of the head teachers, it was quoted:

*...management skills in terms of regular supervision promotes the spirit of lesson planning in terms of knowing what to teach at a certain period. For purposes of accountability and transparency, a teacher is normally tasked to take the lesson plan for stamping before anything. Therefore, management skills are so important in lesson planning... (Interviewee, April 2022).*

The findings are in line with Kanya (2019), who asserted that there are no studies indicating the extent to which managerial competences are employed in primary schools to, in turn, improve academic performance.

The notion that financial management improves financial records was also evaluated, and the results indicated that the mean was 3.00 and the standard deviation was 2.0, also suggesting a neutral level. As a result, there is no evidence of excellence in the management of financial records, which in turn may result in a lack of resources for teaching pupils, leading to irregular teaching of pupils. Asked about how head teachers' financial discipline helps to enhance teacher welfare, the head teachers' responses revealed several ideas and some of them were:

*Head teachers are always active in ensuring that the buying departmental items is done by the respective heads of departments, for example if a senior woman teacher is entrusted to buy first aid items, the sports teacher is the one entrusted with the responsibility to buy games and sports gargets, the teacher in charge music is given the charge to buy drums and any other music instruments... (Interviewee, April, 2022).*

This concurs with Nabunya et al., (2019), who notes that managers who are skilled in financial administration, always work hard to prepare strategies intended to boost skills of teachers through refresher courses and workshops to improve their capability conduct as opposed to relying upon experience alone. It is rash to consider understanding as a study hall instructor as the main essential in the arrangement of grade teachers.

Given the belief that resource mobilization is important for better time tabling, a rating of neutral was obtained, as indicated by a mean of 3.00 and a standard deviation of 2.00, implying that even resource mobilization has gaps. Just like in the foregoing results, the availability of resources creates an environment with teaching and reading materials that is convenient for teachers and pupils to study and register good grades. In this same line, an investigation Christine et al., (2017) found out that because

of managers' capabilities in assets, there will be good allocation of funds into development ventures such as construction of classes and paying of additional or extra pay for extra work by teachers.

The responses to the notion that managerial supervision at work encourages teamwork were evaluated with a mean of 3.00 and a standard deviation of 2.00. The results are rated as neutral, which is not so great when compared to the previous results, which show that head teachers' managerial competence is not recorded with excellence in many dimensions. In relation to performance of teachers, there is an aspect of working in a team or a teamwork spirit among teachers that only comes up without conflicts. The aspect of teamwork was also assessed using results from head teachers concerning how head teacher supervision encourages teamwork. In the words of one of the head teachers, it was noted that:

*...after supervision, there is always conferencing which in turn encourages sharing of ideas about the activity. Following the sharing of ideas, a peer supervision review is made and resolutions made to come up with what to do next in as far as resource mobilization and allocation are concerned... (Interviewee, April, 2022)*

Considering the idea that the head teacher supervises teachers and students to render professional guidance, the rating of views indicates a mean score of 3.80 and a standard deviation of 1.31, and the mean grade is "agree." This directly implies that, despite weaknesses in the aspects of management competence, the head teacher supervises teachers and students in order to render professional guidance.

### **Pearson correlation Analysis for technical Competences and performance of Teachers**

Pearson correlation analysis was used to establish a link between managerial competencies and performance of teachers, with significant results defined as a p-value of 0.01 or less. Results were as indicated in Table 3

**Table 3: showing Relationship between managerial technical competences and performance of teachers**

		Performance of Teachers	Managerial technical competences
Performance of Teachers	Pearson Correlation	1	.840**
	Sig. (2-tailed)		.000
	N	55	55
Managerial technical competences	Pearson Correlation	.840**	1
	Sig. (2-tailed)	.000	
	N	55	55

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

Source: Primary Data from Primary schools in Mayuge District, 2022

The relationship between managerial technical competences and the performance of teachers in selected primary schools in Mayuge District was evaluated, and the results reveal that there exists a very strong positive and significant statistical relationship between managerial technical competences and performance of teachers ( $r = 0.840^{**}$ ;  $p = 0.000$ ). According to the findings, technical competence influences 84% of positive improvements in the performance of teachers.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

From the study it was concluded that poor managerial technical competences performance of teachers cannot be influenced. When the managerial human relations competences affect teachers due to failure to plan, manage resources is low, the performance of teachers through, fairness, integrity and honesty, effective communication, facilitation of teachers, staff appraisal, Negotiation and persuasion, mutual respect, orientation of new staff and students and having a functional senior management team will be negative.

### 5.2 Recommendations

From the study it was recommended that there is need to analyze the Managerial competences and performance of teachers in upper primary, other strategies should not be neglected in enhancing performance of teachers which are as important to driving teacher's productivity. A teacher who is satisfied with his job would perform his or her duties well and be committed to his or her job, and subsequently to his or her school thus a higher performance.

It is recommended that the schools and head teachers should continue to motivate their teachers to improve their

performance to enhance self-belief and abilities of teachers to work in order to ensure productivity.

The school should hire external expertise that can facilitate professional development experiences and external expertise is also important in helping practitioners become research engaged, particularly in providing support on research techniques of analysis, evaluation and reporting.

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