

HEAD TEACHER-PUBLIC RELATION STRATEGIES AND TEACHER PERFORMANCE IN SECONDARY SCHOOLS IN MOROTO DISTRICT

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DECLARATION

I, **Hyuha Lazarus**, declare that this is my original work and has never been presented before any university for the award of a degree.



Sign

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09/09/2025

.....

Date

APPROVAL

This research report has been prepared and submitted for examination with my own approval as research



09/09/2025

SIGN.....

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Date

Supervisor

DEDICATION

To my family especially my mother, the wife and the children. Thank you very much for your support and encouragement.

ACKNOWLEDGEMENT

This piece of work would not have been accomplished if it were not by the assistance of some people whom I am grateful to mention; my supervisor, Dr. Okurut David, lecturers, my fellow colleagues, research assistants, and all the respondents in the secondary schools in Moroto District, all deserve the credit.

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LIST OF ACRONYMS AND ABBREVIATIONS

BOG	Board of Governors
DEO	District Education Office
MoES	Ministry of Education and Sports
USE	Universal Secondary Education

ABSTRACT

The study examined Head Teachers' Public Relations Strategies and Teacher Performance in Secondary Schools in Moroto District. It was guided by three objectives: to investigate the effect of relationship management, to examine the effect of communication strategies, and to assess the effect of delegation strategies on teacher performance in secondary schools in Moroto District. Using a descriptive survey design with a mixed-methods approach, the study sampled 109 respondents, including 105 teachers and 4 head teachers. Data collection involved closed-ended questionnaires for teachers while interviews were conducted with head teachers and education managers. The instruments were validated with a content validity index of .92, and reliability was confirmed with a Cronbach alpha coefficient .776. Quantitative data were analysed using descriptive and inferential statistics, including Pearson correlation and regression analysis, while qualitative data were subjected to thematic analysis. Findings indicate that among the three predictors, only two were statistically significant, with Relationship Management making the strongest unique contribution to explaining Teacher Performance, recording a higher beta value ($\beta = .290$, $p < .05$) than Communication Strategies ($\beta = .262$, $p < .05$). Delegation Strategies did not make a statistically significant contribution ($\beta = .042$, $p = .723$). This means that only Relationship Management and Communication Strategies made unique, statistically significant contributions to predicting Teacher Performance. Qualitative data also indicate that effective headteacher public relations, particularly clear communication and collaborative leadership, enhance teacher motivation and instructional effectiveness. The study therefore concluded that relationship management—especially fostering teamwork and professional collaboration—improves teacher morale, communication strategies enhance instructional efficiency, and delegation of duties improves accountability. The study, therefore, recommended that the Ministry of Education, school administrators, and policymakers invest in leadership training programs to enhance head teachers' public relations skills, ultimately improving teacher performance in secondary schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Teachers are very important resources in the provision of education services to the citizenry. In that regard, teachers ought to be well managed to ensure their effective performance of their duties and obligations. The study sets out to examine the effect of head teachers' public relations on teacher performance in secondary schools in Moroto district. This chapter presents the background to the study, the statement of the problem, the objectives of the study, the research questions, and significance of the study, justification, scope of the study, the conceptual framework, and the definitions of key terms.

1.1 Background to the Study

The background of the study has been presented under four perspectives of historical, conceptual, theoretical, and contextual.

1.1.1 Historical Perspective

Over time, the concept of teacher performance has gained significant attention, particularly in the context of performance management within both organizations and schools. Teaching, as a profession, demands dedication, critical thinking, and a willingness to engage with students. Thus, teachers must be effectively managed to minimize stress, resentment, and discouragement in order to perform their role successfully. Early research in the late 1980s and early 1990s, such as Ingvarson's (2010) work, focused on teacher performance and the development of quality teacher education programs, marking the beginning of a broader interest in evaluating and improving teacher effectiveness.

This global interest in teacher performance expanded into the public sphere in countries like the United Kingdom, Australia, and the United States, where quality teaching was promoted as a key component of educational improvement (Louden, 2000). In these countries, aligning the needs of the organization with the individual teacher's needs became central. Schools, particularly in the UK, began to adopt

human resource practices from the private sector, with an emphasis on teacher appraisals and competence measurement as tools for enhancing school effectiveness (Mahony & Hextall, 2001). By 2007, schools in the UK were required to connect organizational improvement with the performance of individual teachers through the collection of evidence, such as teaching observations, staff training, and the review of student work (Morton, 2011).

In Uganda, there are clear expectations for teachers to achieve good performance. The national government, through its relevant agencies, sets goals for education, controls the national curriculum, and determines the language of instruction (Education Act, 2008). The Ministry of Education and Sports (MoES) aims to provide inclusive, equitable quality education for all and promote lifelong learning opportunities (Arinaitwe et al., 2019). The MoES recognizes that effective leadership by head teachers plays a crucial role in achieving this goal, particularly in supporting and guiding teachers to enhance their performance (Education Act, 2008).

The Uganda Public Service Standing Orders establish guidelines for effective teacher performance, with an emphasis on head teachers' responsibility to appraise teachers and collaboratively set performance targets each year (MoPS, 2007). Key performance standards include preparing schemes of work, teaching aids, and lesson plans in advance, adhering to teaching schedules, ensuring student satisfaction, providing timely feedback, and regularly assessing learners (Ministry of Public Service, 2007; Jaimovich, 2012).

However, the Saber Country Report for Uganda (2012) highlights that, while head teachers are expected to manage, monitor, and appraise teachers' performance, they lack specific training in public relations or management skills needed to effectively support and improve teacher performance (Jaimovich, 2012). To address this gap, the Ministry of Education and Sports (2017) proposed that teacher performance assessments should be competency- and school-based. The recommendations included setting annual performance targets through consensus between teachers and head teachers, evaluating teacher competencies throughout the year, and reviewing progress at the year's end. This underscores the importance of clear expectations to

guide teachers' daily work and ensure that they have the resources and support needed to improve instructional practice (Arinaitwe et al., 2019).

Given these considerations, this study explored the relationship between head teacher public relations strategies and teacher performance in secondary schools in Moroto district. By examining the effectiveness of head teacher engagement in public relations and its impact on teacher performance, this study provides valuable insights into the role of school leadership in enhancing educational outcomes.

1.1.2 Theoretical Perspective

The theoretical foundation of this study was based on the General Systems Theory proposed by the biologist Ludwig von Bertalanffy in the 1950s. General Systems Theory provided a framework for understanding the complexity of systems and their interactions. It emerged as a response to the limitations of reductionism, which was the dominant mode of scientific inquiry at the time. Reductionism involved explaining complex phenomena by breaking them down into their simpler components, assuming that understanding the parts would lead to an understanding of the whole. However, this approach often failed to account for the interconnectedness and complexity inherent in many systems.

Von Bertalanffy's General Systems Theory as cited in Hofkirchner et al., 2011), was introduced as an alternative to reductionist thinking, emphasizing the importance of studying wholes, their interdependence, and the complex interactions among different components. The theory posited that systems are open, meaning they continuously interact with their environments, and these interactions give rise to new properties that could not be explained merely by studying individual parts in isolation. This contrasted with reductionism, which isolated variables and treated them as independent elements. In contrast, General Systems Theory focused on interconnections and the emergent properties that arose from the relationships within a system (Hofkirchner et al., 2011).

In the context of this study, the application of General Systems Theory allowed for the exploration of how various factors within the school system – such as head teacher leadership, public relations activities, and teacher performance – interacted and affected each other. By recognizing the school as an open system that interacted

with its broader educational environment, this theory helped frame the research question of how head teachers' public relations strategies affected teacher performance. The theory offered a holistic perspective, where the interactions and relationships between head teachers and teachers were seen as key drivers of educational outcomes. The theory also underscored the importance of considering the environment and external factors, such as educational policies, community expectations, and resource availability, in shaping school performance.

By focusing on the system as a whole, this theoretical perspective provided a robust framework for understanding the dynamic processes that affected teacher performance in secondary schools in Moroto district.

1.1.3 Conceptual Perspective

Teacher performance is complex to define given the complex nature of teaching because there is no agreed position on whether teacher performance should be defined using teacher qualifications, pedagogical practices or learner achievement (Stronge, Ward, and Grant, 2011). Popoola and Haliso (2009) define teacher performance as the ability of a teacher to instil knowledge and skills in students, as well as positively influencing the learners' behaviour for a better living. Adeoye and Popoola (2011) link teacher performance to the teacher's knowledge of subject matter, expertise, and resourcefulness that enhance students' academic performance. Cash (2016) defines teacher performance as the teacher's established impact on students' learning as established through student achievement test scores, observed, or employer or student surveys.

In this study, teacher performance was conceptualized as the extent to which the school achieves its set goals through the teachers' pedagogical practices, expertise, and resourcefulness that enhance students' academic performance, which are assessed through the teaching preparations like schemes of works, lesson plans, syllabus coverage and later the results of learners. Specific indicators of teachers' performance included: curriculum knowledge mastery; lesson preparation through schemes of work, lesson plans, instructional aids, lesson notes; teaching techniques; syllabus coverage/completion; classroom management and learners' assessments.

It is important to remember that teachers in any given school are under the guidance and supervision of the head teacher. In this regard, the head teachers constantly execute their roles, which are in tandem with the roles of public relations officers in organizations (Bass, 2010). The definition and meaning of public relations have evolved over time and there several definitions by different scholars. For instance, according to Wilcox and Cameron (2006), the key words to remember public relations are; deliberate, planned, performance, public interest, two-way communication and management function. Cutlip, Center, and Broom (2014) defined public relations as the management function that establishes and maintains mutually beneficial relationships between an organization and its publics on whom its success or failure depends. Furthermore, Coombs and Holladay (2010), define public relations as “the management of mutually influential relationships within a web of stakeholder and organizational relationships. Johnston, Zawawi, and Brand (2009) define public relations as the development and management of ethical strategies using communications to build relationships with stakeholders or publics.

From the definitions presented above, public relations as a management function, is responsible for establishing and maintaining a relationship with all relevant social stakeholders influencing organizational/school processes. According to Center and Jackson (2013) public relations is the systematized function that evaluates public attitudes and behaviours; harmonizes the goals, policies and procedures of an individual or organization with the public interest, and executes a program of action to earn public understanding, acceptance, and supportive behaviour. The earliest definition of Public Relations Society of America (PRSA, 2016) on public relations is that public relations help an organization and its publics adapt mutually to each other. As earlier noted, over time, a new definition has been adopted with the changing role of public relations. Thus, some other roles of public relations have been added to the new definition. According to the new definition of PRSA (2016), public relations is a strategic communication process that builds mutually beneficial relationships between organizations and their publics.

According to Johnston, Zawawi and Brand (2019), the roles and key activities of public relations are: relationship management, resources management, issues management,

crisis management, communication, delegation of duties, publicity, promotions, press a gentry, integrated marketing, press secretary/public information officer, public affairs/lobbyist, financial relations, community relations, internal relations, minority relations, media relations, public diplomacy, event management, sponsorship, cause/relationship marketing and fundraising. This study considered the following roles in which head teachers are involved in as regards their relationship with teachers: relationship management, communication, and delegation of duties.

According to Johnson et al (2019), relationship management involves the public relations officer, which in this study is the head teacher; identifying key publics and establishing strategies for building and maintaining mutually beneficial relationships with those publics. Johnson et al (2019) further opine that communication is a role in which the public relations officer (head teacher) focuses on passing of instructions and information to staff in the schools considering issues relating to objectives, planning, budgeting, recruiting and hiring employees and administering of these resources. As far as issues delegation of duties is concerned, Johnson et al (2019) indicated that it involves identifying persons that can take on extra responsibility and handle some duties meant for the head teacher to reduce the burden on the head teacher so that he can have time to handle other pressing issues in the school. This also includes the study of public policy matters of concern to the organization.

1.1.4 Contextual Perspective

Like other organizations, schools comprise various groups that can be categorized as either internal or external publics. Internal publics in a typical secondary school include the Board of Governors (BoGs), the Parents-Teachers Association (PTA), administrators (head teacher, deputy head teacher, and director of studies), teachers, non-teaching staff, support staff, and students. These groups have distinct interests in the school's operations, and there is no one-size-fits-all approach to engaging with them. Therefore, the head teacher, equipped with knowledge of public relations, must tailor their communication and management strategies to the specific needs and roles of each group.

Public relations within a school setting involves several key functions, including relationship management, resource management, issues management, crisis

management, communication, publicity, and promotion, among others (Johnson et al., 2019). Head teachers are thus tasked with managing relationships, particularly with teachers, through strategies such as communication and delegation. Effective public relations with teachers are essential for school success, as the performance of teachers directly impacts the reputation and overall effectiveness of the school. When teachers perform their duties well, it helps enhance the school's image, a crucial aspect of public relations management.

In Moroto district, like many other regions in Eastern Uganda, the quality of education in government-aided secondary schools has remained a persistent challenge. The underperformance of teachers in these schools has been a significant factor contributing to low educational standards (UWEZO, 2019). The Directorate of Education's inspection reports on teacher performance in secondary schools in Moroto district (DES/212/1, 2021) highlight several areas of concern. These include poor daily lesson attendance, lack of mastery in curriculum knowledge, inadequate lesson preparation, ineffective teaching techniques, and failure to complete syllabi, poor classroom management, and insufficient learner assessments.

Further inspection reports from the Moroto district schools (2019, 2020, and 2021) indicate that only a few teachers prepared schemes of work and lesson plans, adhered to the timetable, and consistently assessed students. Stakeholders, including members of the BoG, have raised concerns about teachers' inability to prepare adequately for classes, the use of ineffective teaching techniques, and a focus on exam-oriented teaching, often at the expense of developing students' overall competencies.

While several studies (e.g., Mkumbo, 2012; Twaweza, 2013; BEST, 2012-2016) have examined factors influencing teacher performance, there remains a significant gap in the research on how head teacher public relations affect teacher performance, particularly in Moroto district. This study aimed at filling this gap by exploring the effect of head teacher public relations on teacher performance in secondary schools in Moroto district and proposing strategies to address the ongoing issue of poor teacher performance.

1.2 Statement of the Problem

High-performing teachers positively influence students' attitudes toward school and learning, ultimately leading to improved academic achievement (Tucker & Stronge, 2015). Head teachers' engagement in public relations is believed to enhance teacher performance (Johnson et al., 2019). However, despite head teachers in Moroto District engaging in public relations activities—such as relationship management, communication, and delegation of duties—teacher performance in secondary schools has consistently remained low. Evidence from the UWEZO (2019) report, the DES (2021) report, and inspection reports from the Moroto District Education Department (2019, 2020, 2021) all indicate that teacher performance has been below expectations. These reports highlight persistent weaknesses in daily lesson attendance, curriculum mastery, lesson preparation, teaching techniques, syllabus coverage, classroom management, and learner assessment. Furthermore, only a small proportion of teachers prepared schemes of work, made lesson plans, consistently followed the timetable (time on task), regularly assessed learners, or provided adequate learner guidance. In Karamoja, including Moroto, approximately 24% of teachers were absent daily, 29% were present but not teaching, and 6% were in class but idle—meaning only about 40% of teachers were effectively teaching (Ministry of Education, 2017). The situation is reflected in poor academic outcomes: in the 2018 Uganda Certificate of Education (UCE) examinations, only one student in the district achieved Division I (First Grade), while most students in the three government-aided schools scored Division IV (the lowest passing division) (Uganda Radio Network, 2019). In 2020, Moroto High School registered only eight Division I passes out of 159 candidates (5%), while Nadunget Seed SS and Moroto Parents SS recorded none (Teacher.ac, 2020). Although previous studies (Mkumbo, 2012; Twaweza, 2013; BEST, 2012-2016) have examined factors affecting teacher performance, there is a notable gap in empirical research on the relationship between head teachers' public relations practices and teacher performance—particularly in the context of secondary schools in Moroto District.

1.3 Objectives of Study

1.3.1 General Objective

The general objective of the study was to examine the effect of head teachers' public relations activities on teacher performance in secondary schools in Moro to district.

1.3.2 Specific Objectives

1. To investigate the effect of head teacher relationship management strategy on teacher performance in secondary schools in Moro to district
2. To examine the effect of head teacher communication strategy on teacher performance in secondary schools in Moro to district
3. To examine the effect of head teacher delegation strategy on teacher performance in secondary schools in Moro to district

1.4 Research Questions

- i. What is the effect of head teacher relationship management strategy on teacher performance in secondary schools in Moro to district?
- ii. What is the effect of head teacher communication strategy on teacher performance in secondary schools in Moro to district?
- iii. What is the effect of head teacher delegation strategy on teacher performance in secondary schools in Moro to district?

1.5 Significance of the Study

Practically, the results of this study were not only useful in establishing the effect of head teacher public relations on teacher performance in secondary schools in Moro to district, but also provided head teachers with suggestions on how to improve teacher performance through goal setting. For policymakers, the findings of this study were valuable in providing key information for the formulation of policies aimed at improving teacher performance levels in secondary schools in Uganda. Theoretically, the findings of this study contributed to the existing body of knowledge on performance management practices and employee performance in organizations. The researcher anticipated that the study findings would serve as a reference point for future scholars and the academic community in general.

1.6 Justification of the Study

The Uganda Public Service Standing Orders provide guidelines for the effective performance of teachers, stating that teachers are to be appraised by head teachers,

who, together with individual teachers, plan and agree on certain performance targets each year (Ministry of Public Service, 2007; Jaimovich, 2012). Given the significant investments in terms of time, effort, and resources made by the Ministry of Education in Uganda to enforce performance management practices and improve teacher performance at the school level, it is crucial that everything is done to maximize the chances of successful implementation and subsequent use in order to enhance teacher performance specifically, and more generally, the quality of educational output. Without sufficient research to quantify the effect of these substantial investments in education, the value attained from the considerable amounts of money, resources, and time spent on current school management will be limited. Therefore, this study was believed to be useful in providing empirical evidence that can serve as a basis for decision-making, policy development, and further investment in education.

1.7 Scope of the study

1.7.1 Geographical Scope

The study was carried out in secondary schools in Moroto district, which is located approximately 2.53° N latitude and 34.67° E longitude in the north-eastern part of Uganda. The district is bordered by Kaabong District in the north, Kotido District in the northwest, Napak District in the west, Nakapiripirit District in the southwest, Amudat District in the south, and shares its entire eastern border with the Republic of Kenya. The district has a limited number of secondary schools, and the study considered all of them to ensure reliable data for making precise conclusions and recommendations.

1.7.2 Content Scope

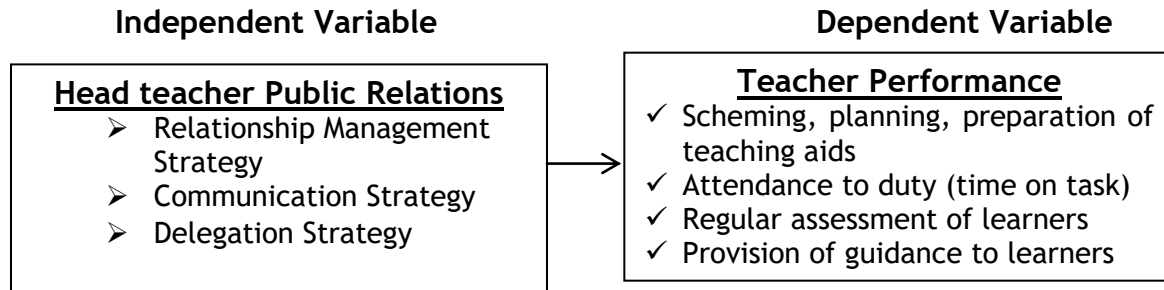
The study variables were head teacher public relations strategies as the independent variable and teacher performance as the dependent variable. The content of the study was restricted to the following aspects of head teacher public relations strategies: relationship management strategy, communication strategy, delegation strategy, and their impact on teacher performance in secondary schools in Moroto district.

1.7.3 Time Scope

This study focused on the period of five years, from 2018 to 2022, as a representative period because it encompasses the problem of study in the secondary schools in Moroto district.

1.8 Conceptual Framework

The study was based on the conceptual framework below.



Source: Johnson et al (2019) and UWEZO (2018) modified by Researcher

The conceptual framework illustrates the inter-relationship between the independent variable (head teacher public relations) and the dependent variable (Teacher performance). The constructs under head teacher public relations are several but the study was restricted to relationship management, communication and delegation strategies because of their direct impact on teachers. The dependent variable was measured on teachers scheming, planning, preparation of teaching aids, attendance to duty (time on task), regular assessment of learners and provision of guidance to learners. The findings of this study were discussed based on this conceptual framework.

1.9 Operational Definition of Terms

Teacher Performance: The extent to which the school achieves its set goals through teachers’ pedagogical expertise, preparation, and resourcefulness.

Public Relations (in School Management): A deliberate, planned management function carried out by the head teacher to establish and maintain mutually beneficial relationships with teachers and other stakeholders to support school operations and goals.

Relationship Management: The head teacher’s role in identifying key stakeholders (teachers) and implementing strategies to build and sustain positive, productive relationships.

Communication: The head teacher's process of sharing instructions, policies, objectives, and relevant information with teachers to facilitate effective school operations.

Internal Communication: Internal communication refers to the exchange of information within the school community, especially among staff, administrators, and learners

Public Communication: Public communication refers to the exchange of information between the school and its external stakeholders or the wider community.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

In this chapter, the literature pertaining to the study variables is given. The chapter begins with the theoretical review followed by a conceptual framework and then the review of related literature based on the study objectives.

2.1 Theoretical Review

This study was grounded in the Systems Theory by Ludwig von Bertalanffy (1950). The theory is concerned with the way individual components within a complex system cyclically are both affected by and causing an effect on the system can be applied and reveal crucial information in multiple settings. According to Ludwig, every organization is a complex consisting of small components, which affect and are affected by other components within and without the organization (Ludwig, 1950).

The main assumption of systems theory is that a complex system is made up of multiple smaller systems, and it is the interactions between these smaller systems that create a complex system, as it is known. Systems theory assumes certain underlying concepts and principles can be applied universally in different fields, even if these fields evolved separately. This assumption is a crucial factor in systems theory because it is this reasoning that enables people like social workers and psychologists to employ systems theory in a way that benefits those they are assisting. Therefore, the general systems theory that provides universal guidelines for scientific research and education will enable further integration and unification of the natural and social sciences. This yields a better understanding of how the components in education management say in secondary schools are interrelated and affect our daily lives. Concisely, the systems theory can be employed in multiple disciplines and offers practical insights to researchers and workers of various disciplines.

One flaw of social systems theory is that this approach to an individual's issues is not always adequate to explain their present circumstances. In these cases, a more traditional psychological approach might be used. Examples of this include people who have a severe mental illness that requires unique care or medication. Another

problem with social systems theory is the difficulty of drawing actionable conclusions based on what is found. Identifying problems is important, but finding solutions to these problems may create difficulty, especially at the cultural and policy level. Additionally, it may be difficult for social workers to truly understand their clients' social and cultural upbringing and environment, which can impede progress. Despite these weaknesses, social systems theory is important to social work and helps practitioners reach a better understanding of those they work with. Implicitly, the systems theory will be able to explain the interrelations between the components in public relations and teacher performance in the secondary schools in Moroto district.

2.2 Head teacher Relationship Management and Teacher Performance

Head teacher relationship management is a crucial aspect of school leadership, where the primary goal is to align staff efforts with the school's broader objectives and improve overall performance. According to the Quality Educators' Project Uganda (QEP, 2011), relationship management is central to performance management, beginning with the setting of management objectives, targets, and performance indicators. It involves determining what needs to be done to achieve the goals and establishing clear performance expectations for staff. These expectations help direct staff efforts towards the school's overarching objectives, which ultimately contribute to improved teacher performance. Scholars such as Coates (2010) emphasize the importance of a shared vision within the school, which should be communicated clearly to the staff. This shared understanding fosters a cohesive working environment where teachers are motivated to perform better.

The benefits of effective relationship management are widely acknowledged. According to the QEP (2011), it enhances the understanding of staff roles and their alignment with organizational goals, clarifies employer expectations, and boosts staff morale. This, in turn, leads to greater trust in the performance management process. Studies also suggest that collaboration in the setting of performance standards plays a vital role in ensuring that work is carried out according to plan, with corrective actions taken if necessary. For instance, Kagaari et al. (2010) found that relationship management practices positively influenced employee performance by ensuring that staffs were engaged in the performance planning process, which led to greater

alignment with the school's objectives. However, Atwebembeire et al. (2018) contradict this view, suggesting that staff were rarely consulted during the performance planning process. This lack of consultation prevented teachers from aligning their personal goals and abilities with their assigned roles, ultimately hindering performance improvement.

Furthermore, Verbeeten (2018) highlights that large organizations, including schools, face difficulties in establishing clear, measurable goals, which can result in lower staff performance. On the other hand, a study by CPA Australia and the University of Technology Sydney (2019) emphasizes that greater formality in relationship management, including continual interaction between management and subordinates can provide better focus, clarity, and consensus on strategic objectives. This ongoing interaction is seen as essential for improving performance by maintaining a clear direction and ensuring staff remain engaged in the process. Additionally, Atwebembeire et al. (2018) found that, when relationship management practices were adopted, a majority of lecturers planned student assessments as part of their teaching process, contributing positively to their performance. However, Malunda and Atwebembeire (2018) found that while teachers made efforts to develop schemes of work in line with National Curriculum Development Centre (NCDC) guidelines, many failed to adhere to these guidelines, particularly in using learner-centred approaches. Administrators attributed this non-compliance to teachers' concerns about completing syllabi in time for national examinations.

In light of these findings, the current study on head teacher relationship management and teacher performance in secondary schools in Moroto aims to investigate whether the relationship management practices emphasized by the Ministry of Education and Sports affect teacher performance in this specific context. By synthesizing the diverse perspectives on the effectiveness of relationship management, this literature review highlights both the potential benefits and challenges in implementing such practices within educational settings. The inconsistencies observed across studies suggest that while relationship management can improve performance, its success was highly contingent on factors such as teacher involvement in goal setting and the clarity of expectations. Consequently, further research was needed to explore how these

practices function in different contexts and to refine strategies that ensure the full engagement of staff in performance management processes.

2.3 Head teacher Communication Strategy and Teacher Performance

Communication is an essential tool that integrates the various functions of management within an organization, and this is particularly true in the educational sector. In any organization, whether formal or informal, effective communication is pivotal for achieving organizational goals. In the context of secondary schools, the effective management of personnel relies heavily on communication, as it enables a head teacher to coordinate activities, delegate responsibilities, and ultimately drive the school towards its goals. The basic functions of education itself depend on communication, and without it, a school manager cannot efficiently organize staff, control activities, or foster collaboration (Ijaiya, 2020). Communication not only helps in building relationships but also plays a key role in achieving educational objectives, highlighting the need for robust communication strategies to improve secondary school performance.

Several scholars have explored the link between communication in education management and teacher performance. For instance, Malunda and Atwebembeire (2018) found a strong positive relationship between communication in education management and quality teaching, as well as student research. Their study revealed that while lesson observations were a tool for assessing teaching methods, only a minority of teachers (33.9%) utilized learner-centred methods. Furthermore, during the monitoring process, which included checking students' exercise books, only about half of the teachers (53.5%) were found to regularly administer and assess class exercises—an essential aspect of teacher performance. Their study also noted that many lecturers did not appreciate being monitored, particularly through student evaluations. These findings highlight that while communication is a critical element of education management, its impact on performance may be limited if not implemented effectively.

Other studies have also underscored the importance of communication in enhancing teacher performance. Chuan and Heng (2014) as well as Şncana and Karabulut (2014) found that effective communication with teachers is a key factor in improving

educational quality. Şncana and Karabulut (2014) specifically emphasized the role of performance monitoring in ensuring consistency between planned goals and the actual direction of an organization, thus contributing to quality enhancement. Similarly, Biruk (2014) argued that effective communication in education management is crucial for evaluating teachers' contributions to their performance.

In addition, Nyongesa (2018) examined the impact of teacher appraisal on performance in public secondary schools in Kisumu, Kenya. The study found that performance appraisal, as a communication tool, significantly improved teacher effectiveness, and engagement at work. Properly designed and implemented teacher performance appraisals were linked to favourable outcomes in teachers' professional development, which in turn enhanced their academic performance. However, the study also identified a lack of feedback, limited participation, and ineffective performance monitoring criteria as major factors contributing to poor teacher performance.

Given the variations in context between the studies referenced and the current study, the researcher aims to investigate the effect of communication strategies on teacher performance in secondary schools in Moroto. This study further explored how communication practices within the educational management framework impact teacher performance, taking into account the unique circumstances in this specific region. By doing so, it seeks to contribute to the broader understanding of how communication strategies can be optimized to improve educational outcomes.

2.4 Head teacher Delegation Strategy and Teacher Performance

Delegation is a key managerial process where a supervisor, such as a head teacher, transfers part of their legitimate authority to a subordinate, such as a teacher, while retaining ultimate responsibility for the tasks performed. This means that while teachers may be delegated specific duties, the final accountability for their outcomes remains with the head teacher (Marry, 2020). The concept of delegation is central to the effective implementation of results-based management, where managers are empowered to make decisions and are held accountable for the outcomes of their actions. Fontaine, Gorita, and Vislykh (2014) argue that delegation, particularly in human resources management, enables more efficient resource use and fosters agile

organizations, ultimately enhancing performance. This idea aligns with the private sector's approach, where managers are given the authority to make decisions at all levels to help achieve the organization's mission.

In the school context, delegation does not mean that the head teacher relinquishes all authority. Instead, teachers perform delegated duties on behalf of the head teacher, with the head teacher remaining ultimately responsible for the outcomes of these tasks (Marry, 2014). A school leader cannot manage all aspects of the school alone, such as teaching every subject, overseeing every department, or handling all discipline. Therefore, delegation allows the head teacher to tap into the skills and talents of the teaching staff, thereby distributing tasks in a way that supports the overall goals of the school. By trusting teachers with responsibilities, the head teacher delegates duties that contribute to the school's success, without the fear that teachers will overtake their role.

A survey by the Chartered Institute of Personnel and Development (CIPD, 2014) found that while formal delegation might be linked to performance agreements, informal reviews of performance could often be more effective as they integrate into normal management practices. The World Bank Report (2017), which emphasizes, supports the finding that effective delegation in management should focus on providing guidance, improving performance, and boosting staff morale. The focus on performance review, rather than criticism, can significantly enhance staff effectiveness, ensuring that employees remain motivated and productive.

However, some studies provide a more critical view of delegation and feedback. Atwebembeire et al. (2018) found that staff who had been delegated responsibilities was often dissatisfied with the feedback they received from their heads of departments, particularly when issues raised in feedback were not addressed. This dissatisfaction resulted in stagnant staff performance. This contrasts with the view of Yeoh, Ho, and Chan (2012), who stressed the importance of giving timely feedback to lecturers on previously discussed issues to help them understand their strengths and weaknesses. Spooen and Mortelmans (2016) also noted that constructive feedback is a crucial mechanism for improving teacher effectiveness and enhancing the quality of teaching.

Additionally, Murtough and Woods (2013) found that many teachers were not receiving the necessary feedback on their delegated responsibilities or the support required to improve their teaching. This view is challenged by Wiener and Ariel (2011), who argued that delegation alone, is not sufficient to improve performance. In contrast, Obwogi (2011) emphasized that effective delegation in management should enable employees to understand whether they are meeting the expectations of their employers and, if not, identify ways to improve their work.

These contradictory findings point to the need for further investigation into how delegation impacts teacher performance. Given the mixed results, a study conducted in secondary schools in Moroto was crucial in determining how delegation strategies affected teacher performance in this specific context. Such research provided valuable insights into the practical implications of delegation in school management and help to clarify whether it can be effectively applied to enhance teacher performance.

2.5 Literature Summary

The literature revealed that effective relationship management, communication strategies, and delegation practices are all critical to improving teacher performance. However, the success of these strategies is contingent on factors such as teacher involvement, clarity of expectations, and the quality of feedback provided. Further research in specific contexts, such as secondary schools in Moroto, was needed to better understand how these management practices impact teacher performance in different educational settings.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that was used to conduct the study on head teacher public relations management and its impact on teacher performance in secondary schools in Moroto district. It outlines the research design that was adopted for the study, the study population, sample size, and sampling procedure, as well as the data collection methods and instruments and the data analysis process. Additionally, this chapter includes the reliability, validity, ethical considerations, and limitations of the study

3.1 Research Design

This study employed a descriptive survey research design as the overall plan or strategy for conducting the research (Oso & Onen, 2008). A descriptive design was adopted in order to describe relationships that may have existed among naturally occurring phenomena, such as head teacher public relations management and teacher performance, without attempting to alter these phenomena in any way (Fraenkel & Wallen, 2000). The researcher believed that this was the most appropriate design to investigate the nature of the effect that existed between public relations management and teacher performance in the schools.

3.2 Study Population

Population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher (Kothari, 2006). The study population included District Education Officers, District Inspectors of Schools, Head teachers and Deputy Head teachers, and teachers in secondary schools in Moroto District. Based on the statistical returns from the District Registry Office, the accessible population for the study from which the sample was selected was 153.

3.3 Study Sample

A sample is a selection of respondents chosen in such a way that they represent the total population as closely as possible (Amin, 2005). From the study population of 153

and in accordance with the Krejcie and Morgan sampling frame (1970), the sample size for the study was determined to be 109 respondents. Table 3.1 below presents a summary of the population and the respondents to be sampled for the study.

Table 3.1: Summary of population, sample size, and sampling method for respondents

Target Population	Population Size	Sample Size	Sampling Method
Education Managers	05	05	Purposive sampling
Head teachers	06	06	Purposive sampling
Deputy head teachers	06	06	Purposive sampling
Teachers	147	105	Cluster sampling
Totals	164	122	

Source: Primary Data, 2022

3.4 Sampling Techniques and Procedures

According to Kothari (2006), sampling is a process of selecting a number of individuals for a study in such a way that the individuals selected represent the larger group from which they were chosen. On the other hand, the sampling procedure presents a detailed explanation of how the sampling of respondents was done to ensure that they represent the total population as accurately as possible (Amin, 2005). According to Amin (2005), these procedures can be probabilistic (dependent on equal chance) or non-probabilistic (not dependent on equal chance). The study employed both probability and non-probability sampling procedures.

3.4.1 Probability sampling techniques

The probability sampling technique that was used was cluster sampling, which was employed to select the teachers from the different secondary schools that had been selected. Cluster sampling was used to ensure that teachers from each of the selected secondary schools were included in the study sample (Kothari, 2006).

3.4.2 Non-probability sampling techniques

Among the non-probability sampling techniques, purposive sampling was applied to select the education managers in Moroto District, as well as the head teachers and deputy head teachers of the selected primary schools. Purposive sampling is used when the researcher is confident that the respondents possess the kind of data required for the study (Amin, 2005). Since the education managers, head teachers, and deputy head teachers hold strategic positions and play a functional role in

education management in the district and schools, the researcher sampled them purposively with the expectation that they possessed the necessary data for the study (Sekaran, 2003). Therefore, 5 education managers, 6 head teachers, and 6 deputy head teachers were selected purposively, while 105 teachers in secondary schools in Moroto District were randomly selected. This constituted a total of 122 respondents.

3.5 Data Collection Methods and Instruments

3.5.1 Data Collection Methods

Data collection is the process of gathering and measuring information on targeted variables in a systematic fashion, which enables one to answer relevant questions and evaluate outcomes (Kothari, 2006). To collect both qualitative and quantitative data, the following data collection methods were used: questionnaires and face-to-face interviews.

3.5.2 Data Collection Instruments

The data collection instruments that were used to collect data for the study included questionnaires and interview guides.

3.5.2.1 Questionnaire

A questionnaire is a tool that is structured to collect quantitative data in a systematic fashion (Amin, 2005). Mugenda and Mugenda (2003) noted that questionnaires consist of a set of items developed to address specific objectives in a study. On the other hand, Saunders et al. (2009) asserted that questionnaires often follow a structured approach, with items constructed after a careful review of theory and prior evidence, and are thus characterized as positivist. According to Amin (2005), questionnaires are less expensive and offer greater assurance of anonymity, allowing respondents to provide sensitive information without fear. Kothari (2006) emphasized that questionnaires are often used to collect data from large samples because they are inexpensive to administer, free from interviewer bias, and provide respondents with adequate time to complete them. Amin (2005) also believed that apart from being easier to administer, questionnaires are more reliable and easier to analyse.

In this study, questionnaires were used to collect data from teachers and deputy head teachers of the selected primary schools on issues surrounding student enrolment and academic performance. Questionnaires were chosen because, apart from being easier

to administer, they are more reliable and easier to analyse (Amin, 2005). The questionnaires were constructed using a four-point Likert scale with coded responses: Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3, and Strongly Agree (SA) = 4. The researcher administered the questionnaires to the respondents, and after about two days, they were expected to have completed them, after which the researcher would collect the completed questionnaires for data analysis.

3.5.2.2 Interview Guide

Another data collection instrument that was used was the Interview Guide. Kvale (1996) believed that the interview guide is a set of items designed to cover both factual and meaning levels, although it is usually more challenging to interview on the meaning level. The interviewer can pursue in-depth information around the topic. Interviews may also be useful as follow-up to certain respondents of the questionnaires, for instance, to further investigate their responses. Face-to-face interviews were held to collect data from the education managers and head teachers of the secondary schools in Moroto District.

3.6 Quality Control

The instruments of data collection in this study were assessed for quality in terms of validity and reliability to ensure the dependability of the results of the study.

3.6.1 Validity

Validity refers to whether the instrument is measuring what it is intended to measure (Kothari, 2006). In this study, the validity of the instrument was assessed through consultation and rating the items, followed by computing the Content Validity Index (CVI), which serves as a measure of the instrument's validity. Table 3.2 presents CVI

Table 3.2: Content Validity Index

Scale	Items	Valid	Percentage
Teacher Performance	13	12	0.92
Relationships Management	9	8	0.89
Communication strategies	7	7	1.00
Delegation	9	8	0.89
Total	38	35	0.92

Source: Primary Data, 2024

The result from table 3.2 the overall CVI was 0.92, which according to George and Mallery (2003) the tool was Excellent. Thus, valid for use.

3.6.2 Reliability

Reliability refers to the extent to which data collection techniques or analysis procedures yield consistent findings (Kothari, 2006). The reliability of the instrument was determined through piloting the questionnaire. The Statistical Package for Social Sciences (SPSS) was used to compute the correlation coefficient. Results are present in table 3.3 below.

Table 3.3: Reliability Statistics

Scale	Reliability Statistics		
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Relationship Management	.639	.643	8
Communication Strategies	.722	.719	7
Delegation Strategies	.647	.653	7
Teacher Performance	.747	.744	12
Overall	.776	.780	34

Source: Primary Data, 2024

Results from table 3.3 indicate the overall reliability is .776. The overall scale reliability is acceptable, which suggests that the overall tool is highly reliable (Cohen, Manion, & Morrison, 2017) for use.

3.7 Data Processing and Analysis

Data processing refers to the collection and manipulation of items of data to produce meaningful information (Kothari, 2006). The data collected was cleaned, checked for completeness, and entered into the Statistical Package for Social Sciences (SPSS) software version 20 for efficient analysis. Qualitative data was analysed using thematic analysis by developing themes that emerged from the findings. On the other hand, quantitative data was analysed using descriptive and inferential statistics, specifically linear regression, to establish the effect of head teacher public relations management on teacher performance in secondary schools in Moroto District.

Table 3.4 presents the Legend for Interpretation of mean, which serves as a reference framework for understanding the mean values used in the study.

Table 3.4: Legend for Interpretation Means

Scale	Range	Interpretation
Strongly Disagree	1.0-1.99	low effect
Disagree	2.00-2.50	fair effect

Agree	2.51- 3.00	average effect
Strongly agree	3.01-4.0	Great effect

3.8 Ethical Considerations

The researcher sought consent and respected the principle of anonymity of the respondents by ensuring the confidentiality of both the respondents and the data provided. This was done by assuring the respondents that the information they provided would be used solely for academic purposes and that their identities would not be disclosed to anyone. This assurance was highlighted in the introductory part of the questionnaire and during interview sessions. An introduction letter from Uganda Christian University was also secured to introduce the researcher to the respondents in the field. Lastly, honesty and objectivity were maintained during the report writing to avoid bias.

3.9 Limitations

The anticipated limitation included the possibility that some information might be considered confidential, and respondents may be hesitant to reveal such details to the researcher. However, with the introduction letter and an honest discussion with the head teachers, the situation was resolved, and the necessary data was obtained.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the study findings based on the specific objectives beginning with the demographic characteristics of the respondents.

4.1 Biographical data

To ensure the representativeness of the study sample, the researcher collected biographical data on respondents' gender, age, marital status, and education level. Given that teachers are the primary beneficiaries of head teachers' public relations activities, understanding their demographic characteristics provides a contextual foundation for examining how these activities affect teacher performance in secondary schools in Moroto District.

Sex

Gender is a significant social variable that shapes individuals' experiences within professional environments and can affect perceptions of leadership and administrative relations. Table 4.1 presents the gender distribution of the respondents.

Table 4.1 Sex of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	47.6	48.5	48.5
	Female	53	50.5	51.5	100.0
	Total	103	98.1	100.0	
Missing	System	2	1.9		
Total		105	100.0		

Source: Primary Data, 2024

The findings in table 4.1 indicate that 50 respondents (48.5%) were male, while 53 respondents (51.5%) were female. A small proportion (2 respondents, 1.9%) did not specify their gender. The relatively balanced gender distribution enhances the study's validity by incorporating perspectives from both male and female teachers on the role of head teachers' public relations activities in shaping their professional performance.

Age

Table 4.2 illustrates the age distribution of respondents, which is an essential factor

in determining professional experience and career progression.

Table 4.2 Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 -25 years	4	3.8	3.8	3.8
	26-35 years	40	38.1	38.1	41.9
	36-45 years	53	50.5	50.5	92.4
	Above 45 years	8	7.6	7.6	100.0
	Total	105	100.0	100.0	

Source: Primary Data, 2024

The findings in table 4.2 reveal that the majority of respondents, 53 (50.5%), were aged 36-45 years, followed by 40 (38.1%) in the 26-35 years category. A smaller proportion, 8 (7.6%), were aged above 45 years, while 4 (3.8%) were in the 18-25 years category. This distribution suggests that most respondents were in their mid-career stages, likely possessing substantial teaching experience that informs their engagement with head teachers' public relations activities. The predominance of middle-aged respondents may also indicate a relatively stable workforce, which could have implications for teacher retention and institutional development in the district.

Marital Status

Table 4.3 presents the marital status of respondents, an important social factor that can affect workplace interactions, commitment levels, and responses to leadership practices.

Table 4.3: Marital Status of the Respondents

		Frequency	Percent	Valid Percent	Cum. Percent
Valid	Single	29	27.6	29.3	29.3
	Married	66	62.9	66.7	96.0
	Divorced	2	1.9	2.0	98.0
	Separated	2	1.9	2.0	100.0
	Total	99	94.3	100.0	
Missing	System	6	5.7		
Total		105	100.0		

Source: Primary Data, 2024

Table 4.3 shows the majority, 66 respondents (66.7%), were married, while 29 respondents (29.3%) were single. A small proportion, 2 respondents (2.0%), was divorced, and another 2 respondents (2.0%) were separated. There were 6 missing responses (5.7%). The high percentage of married individuals suggests that family

responsibilities may shape teachers’ perceptions of administrative support, work-life balance, and professional motivation. Additionally, married teachers may exhibit different responses to head teachers’ public relations efforts compared to their single counterparts, influencing how these activities impact overall teacher performance.

Education Level

Table 4.4 presents the respondents’ educational qualifications, which are crucial in understanding their professional competencies, expectations, and ability to critically engage with school leadership practices.

Table 4.4: respondents’ educational qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	46	43.8	44.7	44.7
	Degree	51	48.6	49.5	94.2
	Master	6	5.7	5.8	100.0
	Total	103	98.1	100.0	
Missing	System	2	1.9		
Total		105	100.0		

Source: Primary Data, 2024

The findings in table 4.4 indicate that the majority of respondents held a degree (49.5%), followed closely by those with a diploma (44.7%). A smaller proportion, 6 respondents (5.8%), had attained a master’s degree. The predominance of degree and diploma holders suggests that the respondents possess the necessary academic foundation to assess and respond to head teachers’ public relations activities in relation to their professional growth. Furthermore, the limited number of master’s degree holders highlights potential areas for further professional development and capacity-building initiatives within the district’s education sector.

4.2 Dependent Variable: Teacher Performance

To evaluate teacher performance, respondents provided feedback on various instructional and professional responsibilities. Table 4.5 presents the descriptive statistics, including the mean and standard deviation , for key indicators of teacher performance. The responses were measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 4.5: Teacher Performance

Teacher Performance	1	2	3	4	5	Mean	STD
I always scheme my work on a termly basis.	1 (1.0)	4 (3.8)		43 (41.0)	57 (54.3)	4.44	.771
I appropriately plan for all my lessons prior to teaching.	1 (1.0)	6 (6.0)		50 (50.0)	43 (43.0)	4.28	.830
I normally use learner-centred methods to stimulate learning	2 (2.0)	9 (8.8)		64 (62.7)	27 (56.5)	4.03	.895
I demonstrate curriculum knowledge mastery during lesson.		7 (6.8)		62 (60.2)	34 (33.0)	4.19	.755
I always cover the syllabus completely every academic year.	3 (2.9)	7 (6.9)		62 (60.8)	30 (29.4)	4.07	.915
It is quite easy for me to control learners during lessons.	3 (3.0)	4 (4.0)		62 (62.6)	30 (30.3)	4.13	.853
I mark learners' books at the end of my lessons.	1 (1.0)	5 (5.1)		60 (61.2)	32 (32.7)	4.19	.769
I assess my learners on each topic covered	3 (2.9)	3 (2.9)		60 (60.6)	33 (33.3)	4.18	.837
I use appropriate instructional materials during my lessons.	2 (2.0)	5 (4.9)		62 (60.8)	33 (32.4)	4.17	.822
I teach all my lessons as scheduled on the timetable.	1 (1.0)	3 (2.9)		62 (60.2)	37 (35.9)	4.27	.703
I give feedback on students' assignments and tests promptly.	1 (1.0)	1 (1.0)		68 (67.3)	31 (30.7)	4.26	.611
I provide guidance to individual learners who have challenges	1 (1.0)	1 (1.0)		71 (68.9)	30 (29.1)	4.24	.602
Overall mean						4.18	

Source: Primary Data, 2024

The findings reveal that 43 (41.0%) of the respondents agreed that they always scheme their work on a termly basis, while 57 (54.3%) strongly agreed. However, a minority 4 (3.8%) disagreed, and 1 (1.0%) strongly disagreed. This implies that a significant proportion of teachers consistently engage in structured lesson planning, which is crucial for effective curriculum implementation.

Furthermore, 50 (50.0%) of the respondents agreed that they appropriately plan for all their lessons prior to teaching, while 43 (43.0%) strongly agreed. Nevertheless, 6 (6.0%) disagreed, and 1 (1.0%) strongly disagreed. This suggests that most teachers recognize the importance of lesson preparation in ensuring structured and effective classroom instruction.

Regarding instructional methods, 64 (62.7%) of the respondents agreed that they normally use learner-centred approaches to stimulate learning, while 27 (56.5%) strongly agreed. However, 9 (8.8%) disagreed, and 2 (2.0%) strongly disagreed. This indicates that while most teachers employ learner-centred strategies, some may still rely on traditional teacher-centred approaches.

The findings also show that 62 (60.2%) of the respondents agreed that they demonstrate curriculum knowledge mastery during lessons, while 34 (33.0%) strongly agreed. On the other hand, 7 (6.8%) disagreed. This suggests that the majority of teachers exhibit confidence in their subject matter, which is essential for effective teaching and student comprehension.

In terms of syllabus coverage, 62 (60.8%) of the respondents agreed that they always complete the syllabus every academic year, while 30 (29.4%) strongly agreed. However, 7 (6.9%) disagreed, and 3 (2.9%) strongly disagreed. This indicates that while most teachers successfully complete the syllabus, a small proportion may struggle with time management or other instructional constraints.

Additionally, 62 (62.6%) of the respondents agreed that they find it easy to control learners during lessons, while 30 (30.3%) strongly agreed. Conversely, 4 (4.0%) disagreed, and 3 (3.0%) strongly disagreed. This suggests that classroom management is not a major challenge for most teachers, though some may face difficulties in maintaining discipline.

The study also found that 60 (61.2%) of the respondents agreed that they mark learners' books at the end of their lessons, while 32 (32.7%) strongly agreed. However, 5 (5.1%) disagreed, and 1 (1.0%) strongly disagreed. This implies that marking students' work is a common practice among teachers, enhancing continuous assessment and feedback provision.

Furthermore, 60 (60.6%) of the respondents agreed that they assess their learners on each topic covered, while 33 (33.3%) strongly agreed. Nonetheless, 3 (2.9%) disagreed, and 3 (2.9%) strongly disagreed. This suggests that regular assessment is a widely adopted practice, contributing to students' academic progress tracking.

On the use of instructional materials, 62 (60.8%) of the respondents agreed that they employ appropriate teaching aids during lessons, while 33 (32.4%) strongly agreed.

However, 5 (4.9%) disagreed, and 2 (2.0%) strongly disagreed. This highlights the general awareness among teachers about the significance of instructional materials in enhancing learning.

The study also indicates that 62 (60.2%) of the respondents agreed that they teach all their lessons as scheduled on the timetable, while 37 (35.9%) strongly agreed. On the other hand, 3 (2.9%) disagreed, and 1 (1.0%) strongly disagreed. This suggests that adherence to the teaching schedule is a priority for most teachers.

Moreover, 68 (67.3%) of the respondents agreed that they provide prompt feedback on students' assignments and tests, while 31 (30.7%) strongly agreed. However, 1 (1.0%) disagreed, and 1 (1.0%) strongly disagreed. This indicates that timely feedback is widely recognized as an essential practice for student progress.

Lastly, 71 (68.9%) of the respondents agreed that they provide guidance to individual learners facing challenges, while 30 (29.1%) strongly agreed. A minority 1 (1.0%) disagreed, and 1 (1.0%) strongly disagreed. This suggests that most teachers actively support struggling students, which is crucial for their academic success.

Looking at the overall mean of $\mu = 4.18$, the findings suggest a generally high level of teacher performance across various indicators. This implies that teachers in Moroto District exhibit strong professional commitment, with structured lesson planning, effective classroom management, regular assessment, and prompt feedback provision being key aspects of their instructional practice.

Qualitative data findings from interviews with head teachers indicate that improved communication and relationship management, combined with strategic delegation, can significantly enhance teacher motivation and performance. Regular staff meetings, open communication channels, and personalized engagement between head teachers and teachers were highlighted as essential for fostering a positive work environment. Furthermore, head teachers who recognize and appreciate teachers' contributions create an atmosphere where educators feel valued and motivated to perform at their best. Encouraging teacher collaboration through team-building activities and structured mentorship programs can further enhance the professional development of teachers in secondary schools.

In summary, the analysis underscores the importance of head teacher leadership practices in shaping teacher performance. A school environment that promotes engagement, trust, effective communication, and delegation not only improves teacher motivation but also enhances overall instructional effectiveness. The findings suggest that head teachers in Moroto District should adopt comprehensive relationship management, communication, and delegation strategies to optimize teacher performance and foster a positive school culture.

4.3.1 Effect of Head teacher Relationship Management on Teacher Performance

To assess the impact of head teacher relationship management on teacher performance, respondents provided feedback on various aspects of school leadership, communication, and collaboration. Table 4.6 presents the descriptive statistics, including the mean and standard deviation, for key indicators related to relationship management. Responses were measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 4.6: Relationship Management

Relationship Management	1	2	3	4	5	Mean	STD
In my school the head teacher frequently communicates the school mission to teachers in meetings	12 (11.5)	8 (7.7)	1 (1.0)	53 (51.0)	30 (28.8)	3.78	1.269
In my school the head teacher routinely reminds teachers of the school vision as our work focus	9 (8.6)	17 (16.2)		56 (53.3)	23 (21.9)	3.64	1.234
In my school the head teacher encourages teachers to always observe the school core values	9 (8.37)	18 (17.3)		63 (60.6)	14 (13.5)	3.53	1.182
In my school the head teacher endeavours to clarify the school goals as often as possible	3 (2.9)	21 (20.6)		66 (64.7)	12 (11.8)	3.62	1.034
In my school the head teacher always engages in building synergies among the teachers	2 (1.9)	24 (23.1)		59 (56.7)	19 (18.3)	3.66	1.085
In my school the head teacher always tries to encourage interpersonal relations	5 (4.8)	15 (15.0)		53 (53.0)	27 (27.0)	3.82	1.140
In my school the head teacher tries to always urge my teachers to work in teams	6 (5.1)	14 (14.1)		52 (52.5)	27 (27.3)	3.81	1.167

In my school the head teacher tries to ensure that I clearly understand personalities of the teachers	2 (1.9)	18 (17.1)	1 (1.0)	67 (63.8)	17 (16.2)	3.75	.988
Overall mean						3.70	

Source: Primary Data, 2024

The results in table 4.6 indicate that 53 (51.0%) of the respondents agreed that their head teacher frequently communicates the school mission in meetings, while 30 (28.8%) strongly agreed. However, 12 (11.5%) strongly disagreed, 8 (7.7%) disagreed, and 1 (1.0%) was neutral. With a mean score of 3.78, this suggests that most teachers acknowledge the head teacher’s efforts in reinforcing the school’s mission, though a few perceive gaps in communication.

Similarly, 56 (53.3%) of the respondents agreed that their head teacher routinely reminds teachers of the school vision as their work focus, while 23 (21.9%) strongly agreed. On the other hand, 9 (8.6%) strongly disagreed, and 17 (16.2%) disagreed, leading to a mean score of 3.64. This indicates that while the majority recognize the head teacher’s role in reiterating the school vision, a significant portion feels this aspect needs improvement.

Regarding the emphasis on school core values, 63 (60.6%) of the respondents agreed that their head teacher encourages teachers to observe these values, while 14 (13.5%) strongly agreed. However, 18 (17.3%) disagreed, and 9 (8.7%) strongly disagreed. With a mean score of 3.53, the findings suggest that while most teachers appreciate the reinforcement of core values, some feel that these efforts are inadequate.

Additionally, 66 (64.7%) of the respondents agreed that their head teacher endeavours to clarify school goals as often as possible, while 12 (11.8%) strongly agreed. Conversely, 21 (20.6%) disagreed, and 3 (2.9%) strongly disagreed, resulting in a mean score of 3.62. This suggests that a majority of teachers recognize their head teacher’s role in clarifying school goals, although some perceive a lack of consistency in this effort.

The study also found that 59 (56.7%) of the respondents agreed that their head teacher engages in building synergies among teachers, while 19 (18.3%) strongly agreed. However, 24 (23.1%) disagreed, and 2 (1.9%) strongly disagreed. With a mean

score of 3.66, the findings imply that while most teachers feel their head teacher fosters collaboration, a considerable number believe more needs to be done to enhance teamwork.

Furthermore, 53 (53.0%) of the respondents agreed that their head teacher encourages interpersonal relations, while 27 (27.0%) strongly agreed. However, 15 (15.0%) disagreed, and 5 (4.8%) strongly disagreed, leading to a mean score of 3.82. This suggests that while most teachers appreciate their head teacher's role in fostering interpersonal relationships, a small percentage feels that these efforts are lacking.

Regarding teamwork, 52 (52.5%) of the respondents agreed that their head teacher urges teachers to work in teams, while 27 (27.3%) strongly agreed. However, 14 (14.1%) disagreed, and 6 (5.1%) strongly disagreed, leading to a mean score of 3.81. These findings indicate that while teamwork is emphasized, some teachers may not feel adequately supported in collaborative efforts.

Lastly, 67 (63.8%) of the respondents agreed that their head teacher ensures that they clearly understand the personalities of their colleagues, while 17 (16.2%) strongly agreed. However, 18 (17.1%) disagreed, and 2 (1.9%) strongly disagreed, leading to a mean score of 3.75. This suggests that most teachers feel supported in understanding their colleagues' personalities, though a few believe more efforts are needed in this regard.

Overall, with an average mean score of approximately 3.70, the findings indicate that head teachers in Moroto District generally play a significant role in relationship management, fostering communication, teamwork, and synergy among teachers. However, a notable proportion of teachers perceive gaps in these efforts, highlighting the need for more consistent reinforcement of school goals, core values, and interpersonal relations to enhance teacher performance.

Research Question: What is the effect of head teacher relationship management strategy on teacher performance in secondary schools in Moroto district?

To examine the effect of head teacher relationship management strategy on teacher performance in secondary schools in Moroto District, a Pearson correlation analysis

was conducted. Table 4.7 presents the correlation results between TRM (Relationship Management) and TTP (Teacher Performance).

Table 4.7: correlation results between Relationship Management and Teacher Performance

Correlations		
TTP	Pearson Correlation	TRM .294*
	Sig. (2-tailed)	.016
	N	66

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data, 2024

The relationship between Head Teacher Relationship Management (as measured by the TRM) and Teacher Performance (as measured by TTP) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, and homoscedasticity. A weak positive correlation was found between the two variables, $r = .294$, $n = 66$, $p < .05$. This indicates that higher levels of Relationship Management are associated with moderately higher levels of Teacher Performance.

To examine the effect of head teacher relationship management on teacher performance in secondary schools in Moroto District, a linear regression analysis was conducted. Table 4.8 presents the model summary, ANOVA, and coefficients for the regression analysis, with Teacher Performance (TTP) as the dependent variable and Relationship Management (TRM) as the predictor.

Table 4.8: Regression analysis of Teacher Performance and Relationship Management

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.294 ^a	.087	.072	4.55688	.087	6.067	1	64	.016
<i>a. Predictors: (Constant), Relationship Management</i>									
<i>b. Dependent Variable: Teacher Performance</i>									

ANOVA ^a						
Model	Sum Squares	of	df	Mean Square	F	Sig.

1	Regression	125.983	1	125.983	6.067	.016 ^b
	Residual	1328.967	64	20.765		
	Total	1454.951	65			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Relationship Management						

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Partial	Tolerance	VIF
1	(Constant)	41.879	3.524		11.885	.000					
	Relationship Management	.291	.118	.294	2.463	.016	.294	.294	.294	1.000	1.000
a. Dependent Variable: Teacher Performance											

Source: Primary Data, 2024

Table 4.8 shows the results of a simple linear regression calculation used to predict Teacher Performance based on Relationship Management. A significant regression equation was found ($F(1, 64) = 6.067, p = 0.016$), with an R^2 of 0.087. Teacher Performance is equal to $41.879 + 0.291$ (Relationship Management) when Relationship Management is measured in percentage. This means that for each percentage increase in Relationship Management, Teacher Performance increased by 0.291 percent. The predictor significantly predicted the response ($\beta = 0.294, p = 0.016$).

Qualitative data findings from interviews with head teachers suggest that head teacher relationship management significantly affects teacher performance. Many responses indicated that head teachers often find themselves preoccupied with administrative responsibilities, limiting their interaction with teachers. This limited engagement can negatively impact teacher motivation and support, as teachers may feel neglected or undervalued. When head teachers take time to engage with

teachers personally and address their professional and personal concerns, a sense of trust and motivation is fostered. One respondent noted,

When a head teacher attends to one's personal issues, it brings them together
(Interviewee 2).

Highlighting the role of individualized attention in relationship management. Teachers who feel supported and recognized by their head teachers tend to be more committed and exhibit higher levels of morale.

Additionally, creating opportunities for collaboration among teachers was highlighted as a key factor in fostering professional growth. Teachers who work in an environment where teamwork is encouraged tend to be more productive, as they share experiences and develop solutions collaboratively. Consequently, head teachers who prioritize relationship building create a conducive atmosphere for enhanced teacher performance.

4.3.2 Effect of Head teacher Communication Strategies on Teacher Performance

To examine the impact of head teacher communication strategies on teacher performance, respondents provided feedback on various aspects of communication, including clarity, responsiveness, and timeliness. Table 4.9 presents the descriptive statistics, including the mean and standard deviation, for key indicators of communication strategies. Responses were measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 4.9: Communication Strategy

communication strategy	1	2	3	4	5	Mean	STD
In my school the head teacher communicates the school vision, goals and achievements	6 (5.8)	6 (5.8)		58 (56.3)	33 (32.0)	4.03	1.043
In my school the gives responses to students and teachers queries, concerns and suggestions	7 (6.9)	12 (44.8)	1 (1.0)	63 (61.8)	19 (18.6)	3.74	1.107
In my school Time management is one of the things I always insist on in the school	6 (5.9)	12 (11.9)		57 (56.4)	26 (25.7)	3.84	1.120
In my school the head teacher updates on school events, activities and important dates	6 (6.0)	13 (13.0)		61 (61.0)	20 (20.0)	3.76	1.102

In my school the head teacher communicates promptly to the staff, parents and students	6 (5.8)	13 (12.6)		65 (63.1)	19 (18.4)	3.76	1.080
In my school the head teacher uses various communication channels (e.g., email, meetings, memos, WhatsApp, etc)	3 (2.9)	11 (10.7)		60 (58.3)	29 (28.2)	3.98	.990
In my school the head teacher involves parents, teachers and students in school decision making through communication	5 (4.8)	12 (11.5)		60 (57.7)	27 (56.0)	3.88	1.073
Overall mean						3.86	

Source: Primary Data, 2024

The findings in table 4.9 reveal that 58 (56.3%) of the respondents agreed that their head teacher effectively communicates the school vision, goals, and achievements, while 33 (32.0%) strongly agreed. However, 6 (5.8%) strongly disagreed, and 6 (5.8%) disagreed, resulting in a mean score of 4.03. This suggests that while most teachers acknowledge the head teacher’s communication of school objectives, a small proportion perceives gaps in this area.

Regarding responsiveness to students' and teachers' queries, concerns, and suggestions, 63 (61.8%) of the respondents agreed, while 19 (18.6%) strongly agreed. On the other hand, 7 (6.9%) strongly disagreed, 12 (4.8%) disagreed, and 1 (1.0%) was neutral. With a mean score of 3.74, these findings indicate that although most teachers feel their head teacher is responsive, some perceive a lack of adequate engagement in addressing concerns.

In terms of time management, 57 (56.4%) of the respondents agreed that their head teacher emphasizes punctuality in school operations, while 26 (25.7%) strongly agreed. However, 6 (5.9%) strongly disagreed, and 12 (11.9%) disagreed, leading to a mean score of 3.84. This suggests that most teachers recognize the head teacher’s emphasis on time management, though some feel there is room for improvement.

Further, 61 (61.0%) of the respondents agreed that their head teacher provides timely updates on school events, activities, and important dates, while 20 (20.0%) strongly agreed. Conversely, 6 (6.0%) strongly disagreed, and 13 (13.0%) disagreed, resulting in

a mean score of 3.76. These findings imply that while most teachers acknowledge the head teacher's efforts in keeping them informed, a notable percentage feels that updates could be more frequent or comprehensive.

Similarly, 65 (63.1%) of the respondents agreed that their head teacher communicates promptly with staff, parents, and students, while 19 (18.4%) strongly agreed. However, 6 (5.8%) strongly disagreed, and 13 (12.6%) disagreed, leading to a mean score of 3.76. This suggests that while communication timeliness is generally appreciated, some teachers believe there are delays or inconsistencies.

The study also found that 60 (58.3%) of the respondents agreed that their head teacher utilizes various communication channels, such as emails, meetings, memos, and WhatsApp, while 29 (28.2%) strongly agreed. However, 3 (2.9%) strongly disagreed, and 11 (10.7%) disagreed, leading to a mean score of 3.98. These findings indicate that most teachers recognize the use of multiple communication platforms, though some feel that certain methods may be underutilized.

Additionally, 60 (57.7%) of the respondents agreed that their head teacher involves parents, teachers, and students in school decision-making through communication, while 27 (56.0%) strongly agreed. However, 5 (4.8%) strongly disagreed, and 12 (11.5%) disagreed, leading to a mean score of 3.88. This suggests that while participatory communication is widely acknowledged, a small proportion of respondents believe that decision-making processes could be more inclusive.

Overall, with an average mean score of approximately 3.86, the findings suggest that head teachers in Moroto District generally employ effective communication strategies that positively impact teacher performance. However, areas such as responsiveness, timeliness, and inclusivity in decision-making require further strengthening to enhance overall communication effectiveness.

Research Question: What is the effect of head teacher communication strategy on teacher performance in secondary schools in Moroto district?

To evaluate the effect of head teacher communication strategy on teacher performance in secondary schools in Moroto District, a Pearson correlation analysis was performed. Table 4.10 presents the correlation between TCS (Communication Strategy) and TTP (Teacher Performance).

Table 4.10: Correlation between Communication Strategy and Teacher Performance

Correlations		
		TCS
TTP	Pearson Correlation	.277*
	Sig. (2-tailed)	.024
	N	66

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data, 2024

The relationship between Head Teacher Communication Strategies (as measured by TCS) and Teacher Performance (as measured by TTP) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, and homoscedasticity. A weak positive correlation was found between the two variables, $r = .277$, $n = 66$, $p < .05$. This indicates that higher levels of Head Teacher Communication Strategies are associated with moderately higher levels of Teacher Performance. Although the correlation is statistically significant, the relatively weak strength of the relationship suggests that communication strategies may not significantly affect teacher performance.

In order to examine the effect of head teacher communication strategy on teacher performance in secondary schools in Moroto District, a linear regression analysis was conducted. Table 4.11 presents the model summary, ANOVA, and coefficients for the regression analysis, with Teacher Performance (TTP) as the dependent variable and Communication Strategies (TCS) as the predictor.

Table 4.11: Regression analysis of Teacher Performance and Communication Strategies

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.277 ^a	.077	.062	4.58135	.077	5.320	1	64	.024
a. Predictors: (Constant), Communication Strategies									
b. Dependent Variable: Teacher Performance									

ANOVA ^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	111.670	1	111.670	5.320	.024 ^b
	Residual	1343.280	64	20.989		
	Total	1454.951	65			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Communication Strategies						

Coefficients ^a												
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	42.995	3.280		13.109	.000						
	Communication Strategies	.280	.121	.277	2.307	.024	.277	.277	.277	1.000	1.000	
a. Dependent Variable: Teacher Performance												

Source: Primary Data, 2024

Table 11 shows the results of a simple linear regression calculation used to predict Teacher Performance based on Communication Strategies. A significant regression equation was found ($F(1, 64) = 5.320, p = 0.024$), with an R^2 of 0.077. Teacher Performance is equal to $42.995 + 0.280$ (Communication Strategies) when Communication Strategies is measured in percentage. This means that for each percentage increase in Communication Strategies, Teacher Performance increased by 0.280 percent. The predictor significantly predicted the response ($B = 0.277, p = 0.024$).

Findings from interviews show communication as a critical factor influencing teacher performance. The study found that effective communication serves as a feedback mechanism that enables teachers to align with school expectations, share ideas, and address concerns in a structured manner. One interviewee stated,

Communication shall lead to the exchange of ideas and practices (Interviewee 1).

Emphasizing the role of dialogue in professional growth. When head teachers maintain open lines of communication, teachers feel more informed and confident in their roles, leading to better preparedness and execution of their responsibilities. The ability to exchange ideas freely within the school system was found to promote knowledge-sharing, thereby improving instructional strategies. Furthermore, communication was seen as a means of strengthening teamwork. One respondent remarked,

It creates a network among teachers (Interviewee 3).

Reinforcing the idea, that transparent communication fosters collaboration. Schools where head teachers encourage open and structured communication often exhibit a culture of teamwork, where teachers collectively work toward shared goals. This collaborative atmosphere enhances teacher engagement and subsequently improves overall performance.

4.3.3 Effect of Head teacher Delegation on Teacher Performance

To examine the effect of head teacher delegation on teacher performance, respondents provided feedback on various aspects of delegation, including clarity of responsibility, involvement in decision-making, and support for professional growth. Table 4.12 presents the descriptive statistics, including the mean and standard deviation, for key indicators of delegation strategies. Responses were measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 4.12: Delegation Strategy

	1	2	3	4	5	Mean	STD
In my school the head teacher clearly communicates responsibilities and expectations to teachers	15 (14.3)	14 (13.3)		41 (39.0)	35 (33.3)	3.64	1.429
In my school the head teacher involves teachers in decision making process related to policies and procedures	11 (10.6)	12 (11.5)		60 (57.7)	21 (20.2)	3.65	1.229
In my school the head teacher delegates administrative tasks to support staff, allows teachers to	4 (3.9)	19 (18.6)		56 (54.9)	23 (22.5)	3.74	1.25

focus on instructional activities							
In my school the head teacher regularly reviews and assesses the performance of teachers	5 (4.9)	14 (13.7)		67 (65.7)	16 (15.7)	3.75	1.043
In my school the head teacher provides teachers with autonomy in planning and delivering lessons	3 (2.9)	16 (15.7)		68 (66.7)	15 (14.7)	3.90	.992
The head teacher encourages teacher personal growth through sharing in confidence	3 (2.9)	10 (9.6)		72 (69.2)	19 (18.3)	3.90	.909
In my school the head teacher encourages teacher professional growth through further training	3 (2.9)	11 (10.5)		69 (65.7)	22 (21.0)	3.91	.942
Overall mean \bar{X}							

Source: Primary Data, 2024

Table 4.12 shows that 41 (39.0%) of the respondents agreed that their head teacher clearly communicates responsibilities and expectations to teachers, while 35 (33.3%) strongly agreed. However, 15 (14.3%) strongly disagreed, and 14 (13.3%) disagreed, resulting in a mean score of 3.64. This indicates that while a majority of teachers feel that responsibilities are clearly communicated, a significant proportion remains dissatisfied or unclear about expectations.

Regarding the involvement of teachers in decision-making, 60 (57.7%) of the respondents agreed that their head teacher includes them in policy and procedural decisions, while 21 (20.2%) strongly agreed. On the other hand, 11 (10.6%) strongly disagreed, and 12 (11.5%) disagreed, leading to a mean score of 3.65. These results suggest that while the majority of teachers appreciate being involved in decision-making, a smaller group feels excluded or disengaged in this process.

The delegation of administrative tasks was noted by 56 (54.9%) of the respondents, who agreed that their head teacher delegates administrative duties to support staff, allowing teachers to focus on instructional activities. Additionally, 23 (22.5%) strongly agreed, resulting in a mean score of 3.74. This reflects a generally positive view of the head teacher's ability to manage administrative duties, although some teachers may still feel burdened by non-instructional tasks.

In terms of performance assessment, 67 (65.7%) of the respondents agreed that their head teacher regularly reviews and assesses teacher performance, with 16 (15.7%) strongly agreeing, leading to a mean score of 3.75. These findings suggest that head teachers are seen as actively engaged in performance evaluation, though a few teachers feel that such reviews are either not frequent or insufficient in scope.

When it comes to autonomy in lesson planning and delivery, 68 (66.7%) of the respondents agreed that their head teacher provides teachers with autonomy, and 15 (14.7%) strongly agreed, yielding a mean score of 3.90. This demonstrates a high level of agreement that teachers enjoy sufficient freedom in their instructional approaches, with only a small proportion of respondents feeling constrained.

Regarding teacher personal growth, 72 (69.2%) of the respondents agreed that their head teacher encourages personal growth by sharing in confidence, while 19 (18.3%) strongly agreed, resulting in a mean score of 3.90. This indicates that teachers generally feel supported in their personal development, suggesting a positive approach by head teachers to fostering a growth-oriented environment.

Finally, 69 (65.7%) of the respondents agreed that their head teacher encourages professional growth through further training, with 22 (21.0%) strongly agreeing, leading to a mean score of 3.91. This suggests that head teachers in the region are perceived as actively promoting professional development, though there remains room for improvement in ensuring that all teachers are consistently engaged in training opportunities.

Overall, the findings from Table 4.12 show that head teacher delegation strategies are generally well received by teachers, with mean scores consistently above 3.5. However, there are areas that could benefit from improvement, particularly in ensuring clarity of communication regarding expectations, increasing involvement in decision-making, and addressing concerns related to the delegation of tasks.

Research Question: What is the effect of head teacher delegation strategy on teacher performance in secondary schools in Moroto district?

To assess the effect of head teacher delegation strategy on teacher performance in secondary schools in Moroto District, a Pearson correlation analysis was conducted.

Table 4.13 presents the correlation coefficient (Pearson's r) between the two variables: TDS (Delegation Strategy) and TTP (Teacher Performance).

Table 4.13: correlation coefficient (Pearson's r) between the Delegation Strategy and Teacher Performance

Correlations		
		TDS
TTP	Pearson Correlation	.072
	Sig. (2-tailed)	.554
	N	69
*. Correlation is significant at the 0.05 level (2-tailed).		

Source: Primary Data, 2024

The relationship between Head Teacher Delegation Strategies (as measured by TDS) and Teacher Performance (as measured by TTP) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, and homoscedasticity. No significant correlation was found between the two variables, $r = .072$, $n = 69$, $p = .554$. This indicates that Head Teacher Delegation Strategies do not appear to have a meaningful association with Teacher Performance. Given the non-significant result, delegation strategies may not be a key factor in influencing teacher performance in this context.

To examine the effect of head teacher delegation strategy on teacher performance in secondary schools in Moroto District, a linear regression analysis was performed. Table 4.14 presents the model summary, ANOVA, and coefficients for the regression analysis, with Teacher Performance (TTP) as the dependent variable and Delegation Strategies (TDS) as the predictor.

Table 4.14: regression analysis of Teacher Performance and Delegation Strategies

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.072 ^a	.005	-.010	4.75381	.005	.353	1	67	.554
a. Predictors: (Constant), Delegation Strategies									
b. Dependent Variable: Teacher Performance									

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.986	1	7.986	.353	.554 ^b
	Residual	1514.117	67	22.599		
	Total	1522.102	68			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Delegation Strategies						

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	48.392	3.505		13.807	.000					
	Delegation Strategies	.078	.131	.072	.594	.554	.072	.072	.072	1.000	1.000
a. Dependent Variable: Teacher Performance											

Source: Primary Data, 2024

Table 14 shows the results of a simple linear regression calculation used to predict Teacher Performance based on Delegation Strategies. A non-significant regression equation was found ($F(1, 67) = 0.353$, $p = 0.554$), with an R^2 of 0.005. Teacher Performance is equal to $48.392 + 0.078$ (Delegation Strategies) when Delegation Strategies is measured in percentage. This means that for each percentage increase in Delegation Strategies, Teacher Performance increased by 0.078 percent. However, it was found that the predictor did not significantly predict the response ($\beta = 0.072$, $p = 0.554$).

Qualitative data from interviews with head teachers found delegation of duties to have a notable impact on teacher performance. Teachers who are entrusted with responsibilities feel empowered and valued, which enhances their commitment to

their professional duties. Many respondents emphasized that delegation not only distributes the workload efficiently but also fosters leadership development among teachers. One interviewee explained,

Teachers will feel mentored into leadership (Interviewee 2)

Indicating that effective delegation nurtures future school leaders. When teachers are given additional responsibilities, they gain managerial experience and a sense of accountability, which translates into better classroom management and instructional effectiveness.

The study also revealed that professional growth is closely linked to effective delegation, as teachers who are given opportunities to lead and make decisions are more likely to develop confidence in their abilities.

Additionally, delegation contributes to a shared sense of responsibility, creating a school environment where teachers actively participate in decision-making processes.

As one respondent noted,

Recognition and appreciation of staff (Interviewee 4)

Are key outcomes of effective delegation, highlighting the motivational benefits of shared leadership. This sense of involvement strengthens teamwork and enhances overall school performance.

4.4 General Objective: to examine the effect of head teachers’ public relations activities on teacher performance in secondary schools in Moroto district.

To assess the effect of head teachers' public relations activities, including delegation strategies, relationship management, and communication strategies, on teacher performance in secondary schools in Moroto District, a multiple regression analysis was conducted. Table 4.15 presents the model summary, ANOVA, and coefficients for the regression analysis, with Teacher Performance (TTP) as the dependent variable and Delegation Strategies (TDS), Relationship Management (TRM), and Communication Strategies (TCS) as the predictors.

Table 4.15: a multiple regression analysis of Teacher Performance and head teachers' public relations activities

Model Summary ^b									
Model	R	R Square	Adjusted R	Std. Error of	Change Statistics				
					R	F	df	df2	Sig. F

			Square	the	Square	Change	1		Change
				Estimate	Change				
1	.401 ^a	.161	.121	4.43692	.161	3.969	3	62	.012
a. Predictors: (Constant), Delegation Strategies, Relationship Management, Communication Strategies									
b. Dependent Variable: Teacher Performance									

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	234.404	3	78.135	3.969	.012 ^b
	Residual	1220.547	62	19.686		
	Total	1454.951	65			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Delegation Strategies, Relationship Management, Communication Strategies						

Coefficients ^a											
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	33.744	5.484		6.153	.000					
	Relationship Management	.287	.115	.290	2.490	.015	.294	.302	.290	.995	1.005
	Communication Strategies	.264	.120	.262	2.212	.031	.277	.270	.257	.964	1.037
	Delegation Strategies	.045	.127	.042	.356	.723	.072	.045	.041	.961	1.040

a. Dependent Variable: Teacher Performance

Source: Primary Data, 2024

The study used a standard multiple regression analysis to assess the ability of three predictors—Delegation Strategies, Relationship Management, and Communication Strategies—to predict Teacher Performance. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity, and homoscedasticity.

Among the three predictors, two were statistically significant, with Relationship Management making the strongest unique contribution to explaining Teacher

Performance, recording a higher beta value ($\beta = .290$, $p < .05$) than Communication Strategies ($\beta = .262$, $p < .05$). Delegation Strategies did not make a statistically significant contribution ($\beta = .042$, $p = .723$).

This means that only Relationship Management and Communication Strategies made unique, statistically significant contributions to predicting Teacher Performance.

4.5 Summary

This chapter examined how head teachers' public relations strategies—specifically relationship management, communication, and delegation—shape teacher performance in secondary schools in Moroto District, grounding the analysis in a balanced and professionally prepared sample that was largely mid-career and predominantly degree or diploma holders; consequently, teacher performance emerged as generally high ($\mu = 4.18$) across core practices such as planning, classroom management, assessment, and timely feedback. Descriptively, relationship management and communication practices were rated positively (overall means ≈ 3.70 and 3.86 , respectively), whereas delegation also scored favorably (≈ 3.64 - 3.91) yet with mixed perceptions regarding clarity and inclusion; moreover, Pearson correlations showed weak but statistically significant positive associations for relationship management ($r = .294$, $p = .016$) and communication ($r = .277$, $p = .024$) with performance, while delegation was non-significant ($r = .072$, $p = .554$). In parallel, simple regressions confirmed small yet meaningful predictive effects for relationship management and communication, and none for delegation, and—critically—the multiple regression model demonstrated that the three activities jointly explained a modest though important share of variance in performance ($R^2 = .161$, $p = .012$), with relationship management ($\beta = .290$, $p = .015$) the strongest unique predictor, followed by communication ($\beta = .262$, $p = .031$), and delegation remaining non-significant ($\beta = .042$, $p = .723$). Qualitative interviews cohered with these patterns by showing that personalized engagement, trust-building, recognition, open feedback loops, and multichannel communication cultivate motivation, collaboration, and preparedness, whereas delegation appears most influential when it empowers teachers through mentorship, shared responsibility, and leadership development—

effects that may be indirect or context-dependent. Therefore, the chapter concludes that while overall teacher performance is robust, the most reliable levers for further improvement are people-centred relationship management and systematic, inclusive communication; however, refining delegation—by clarifying expectations, widening genuine participation in decisions, and pairing roles with structured mentoring—may convert its perceived benefits into measurable performance gains.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussion on the findings of the study where the results are compared with some of the results in the literature and accounts for the similarity or differences. The results are discussed in the following sections.

Perfect – here’s your **Chapter Five with sub-sections (5.1, 5.2, 5.3)**, now fully revised to include the **acknowledgement of limitations** within each discussion while keeping the academic tone intact.

5.1 The effect of head teacher relationship management strategy on teacher performance in secondary schools in Moroto District

The study found that the majority of teachers in Moroto District recognized the importance of head teacher relationship management in fostering effective communication, collaboration, and teacher performance. Specifically, the findings revealed that teachers largely agreed that their head teacher communicated the school’s mission, vision, and core values, with an average mean score of 3.70. This suggests that while the majority of teachers felt informed about the school’s direction, there remains a gap in the consistency and clarity of these communications, as a portion of teachers felt that the head teacher’s communication efforts could be more comprehensive. This finding is consistent with the work of Ijaiya (2020), who emphasized the importance of clear communication in aligning teachers with the broader goals of the school, thus enhancing teacher motivation and performance. Despite the overall positive perception, the study highlights the need for more consistent and frequent communication to ensure full alignment with the school’s vision and goals.

The study also explored the role of relationship management in fostering collaboration and teamwork among teachers. It was found that 56.7% of respondents agreed that their head teacher encouraged teamwork and collaboration, with a mean score of 3.66. This finding aligns with Kagaari et al. (2010), who highlighted the

importance of collaboration in promoting teacher effectiveness. However, a considerable portion of teachers expressed the need for more effort in fostering collaboration, suggesting that while the head teacher's efforts in promoting teamwork were generally appreciated, there was still room for improvement in ensuring that all teachers were fully engaged in collaborative efforts. This suggests that head teachers could benefit from creating more structured opportunities for team-based activities and discussions, which would further enhance teacher performance.

Additionally, the study found that the head teacher's ability to personalize relationships and understand the personalities of teachers had a positive impact on teacher performance. With a mean score of 3.75, the findings suggest that most teachers felt supported in their interpersonal relations with colleagues, a critical aspect of relationship management that directly affects teacher motivation and morale. These findings are in line with the work of Verbeeten (2018), who argued that strong interpersonal relationships foster an environment of trust and collaboration, which in turn improves teacher performance. However, some teachers felt that more effort could be made in this area, underscoring the need for head teachers to focus on individualized attention to enhance teacher commitment and engagement.

Moreover, the study found a statistically significant weak positive correlation between head teacher relationship management and teacher performance ($r = 0.294$, $p < 0.05$). This suggests that while relationship management contributes to teacher performance, it is not the only factor at play. The relatively weak strength of the correlation implies that other elements, such as professional development, resource allocation, and school culture, also play significant roles in shaping teacher performance. This is consistent with previous literature, which emphasizes the complexity of factors influencing teacher effectiveness (Verbeeten, 2018). A limitation here is that although the study establishes the significance of relationship management, its explanatory power remains modest, and the reliance on self-reported data may not fully capture the nuanced ways in which personalized engagement translates into classroom outcomes.

5.2 The effect of head teacher communication strategy on teacher performance in secondary schools in Moroto District

The study found that most teachers agreed that their head teacher communicates the school's vision, goals, and achievements, with a mean score of 4.03. This indicates that the majority of teachers are clear about the school's direction and objectives. However, a small percentage of teachers felt that communication in this area could be more comprehensive, suggesting a gap in how the school's vision is communicated to all stakeholders. This observation is consistent with Ijaiya's (2020) view that effective communication of the school's goals is vital for aligning teachers with broader objectives, thereby enhancing their motivation and performance. Although the majority of teachers acknowledged the head teacher's efforts in this regard, the findings also highlight the need for stronger and more consistent communication to ensure full alignment with the school's mission.

In terms of responsiveness to concerns and queries from both teachers and students, the study found that 63% of respondents agreed, and 19% strongly agreed, that their head teacher addresses concerns effectively, with a mean score of 3.74. While most teachers felt their concerns were addressed, a small proportion felt there was insufficient engagement with their queries. This aligns with Nyongesa (2018), who found that responsive communication in the form of feedback mechanisms improves teacher performance by enhancing job satisfaction and engagement. However, the small percentage of teachers who felt their concerns were not addressed highlights the importance of improving responsiveness, which is crucial for fostering an environment of trust and collaboration.

The emphasis on time management was another area where communication strategies had a positive impact. The study found that 56.4% of respondents agreed that time management is prioritized by their head teacher, with a mean score of 3.84. Time management, as communicated by the head teacher, is essential for ensuring a structured and efficient school environment. The theoretical perspective of Chuan and Heng (2014) supports this finding, as they argue that clear communication of time management expectations helps teachers effectively carry out their responsibilities. However, some teachers felt that time management expectations were not

consistently enforced, suggesting room for improvement in how these expectations are communicated and implemented across the school.

Additionally, the study found that 61% of respondents agreed that their head teacher provides timely updates on school events, with a mean score of 3.76. This finding supports the literature, which emphasizes the importance of timely communication in maintaining an informed and cohesive school community. Similarly, 63% of respondents agreed that their head teacher communicates promptly with staff, parents, and students, reflecting appreciation for communication timeliness, though some respondents desired more comprehensive updates. The study also highlighted the use of multiple communication channels, such as emails, meetings, and WhatsApp, with 58.3% of respondents agreeing that their head teacher utilizes these methods effectively, resulting in a mean score of 3.98. This finding is consistent with Biruk (2014), who argues that employing multiple communication platforms enhances accessibility of information and engagement. However, a small proportion of teachers felt that certain communication channels were underutilized, indicating the potential for diversification of strategies to better engage all teachers.

Finally, the study found that 57.7% of respondents agreed that their head teacher involves teachers, parents, and students in decision-making processes through communication, with a mean score of 3.88. This supports the literature, which stresses the importance of participatory communication in improving teacher performance. However, some teachers felt that decision-making processes could be more inclusive, highlighting the need to strengthen stakeholder involvement. Overall, the findings suggest that head teachers in Moroto District generally employ effective communication strategies that positively impact teacher performance. Nevertheless, the relatively weak correlation between communication strategies and teacher performance ($r = 0.277$, $p < 0.05$) indicates that communication alone is not a sufficient predictor, echoing the argument that teacher performance is shaped by multiple interdependent factors. The limitation here is that while descriptive data show strong perceptions of communication effectiveness, the explanatory power of communication strategies remains low, meaning other variables—such as professional

development, resources, and support systems—likely mediate the communication-performance relationship.

5.3 The effect of head teacher delegation strategy on teacher performance in secondary schools in Moroto District

The findings regarding the effect of head teacher delegation strategies on teacher performance in secondary schools in Moroto District offer valuable insights into the potential of delegation to affect teacher behaviour, motivation, and performance. Based on the data from the survey and interviews, it is evident that delegation strategies have a generally positive perception among teachers, though the statistical analysis reveals a more complex relationship between delegation and teacher performance.

From the descriptive statistics, it is clear that the majority of teachers perceive head teachers as effectively delegating responsibilities, with a significant portion expressing agreement that their responsibilities are clearly communicated and that they are involved in decision-making processes. Teachers also reported feeling empowered by the delegation of administrative tasks to support staff, allowing them to focus on instructional activities. These findings align with the notion that delegation can foster an environment of shared responsibility and leadership, as proposed by Fontaine, Gorita, and Vislykh (2014). In this context, delegation appears to improve teacher engagement and motivation by involving them in critical decisions and giving them autonomy in planning and delivering lessons. Moreover, the emphasis on professional growth, such as providing further training and personal development opportunities, was well received by the teachers. This suggests that effective delegation can promote both professional and personal growth, helping to build a more capable and confident teaching staff.

However, while the descriptive statistics suggest a generally positive view of delegation, the results from the Pearson correlation analysis ($r = 0.072$, $p = 0.554$) and linear regression analysis ($R^2 = 0.005$, $p = 0.554$) indicate that delegation strategies do not have a significant direct effect on teacher performance in this context. These findings challenge the hypothesis that delegation directly enhances teacher performance, suggesting that while delegation may improve aspects of the school

environment, its measurable impact on teacher performance is limited. Despite this, qualitative data from interviews revealed that delegation empowered teachers, fostered leadership development, and strengthened teamwork. For example, teachers reported that being entrusted with responsibilities enhanced their sense of value, recognition, and preparedness for future leadership roles.

The findings therefore suggest that the effect of delegation on teacher performance may be more subtle and indirect, depending on factors such as clarity of expectations, quality of feedback, and the support provided by head teachers. Teachers may perform better when they feel valued and empowered, but these complex, subjective aspects of performance were not fully captured in the quantitative measures. This highlights a limitation of the study, namely that the instruments used may not adequately capture the indirect pathways through which delegation influences performance. Consequently, while delegation is clearly valued by teachers, its lack of statistical significance indicates that its role is more contextual and mediated, warranting future studies with broader samples, refined indicators, and stronger mixed-method approaches to fully explore its contribution to teacher performance.

5.4 Summary

In summary, the discussions of relationship management, communication, and delegation reveal that head teachers' public relations activities do contribute to teacher performance, but in varying degrees and through different pathways. Relationship management and communication strategies showed weak yet statistically significant effects, underscoring their importance in building trust, clarifying school goals, and fostering collaboration, while delegation, though positively perceived, did not register a significant statistical effect, suggesting that its influence is more indirect and context-dependent. Across the three areas, a recurring limitation was the relatively modest explanatory power of the models (R^2 values below 0.20), which indicates that while head teachers' leadership practices matter, they represent only part of the broader set of factors influencing teacher performance, such as resources, training opportunities, and institutional culture. These insights point to the need for a

more holistic approach to leadership in schools—one that strengthens relationship management and communication while refining delegation and addressing wider structural factors to sustain improvements in teacher performance.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The purpose of the study was to examine the effect of head teachers' public relations activities on teacher performance in secondary schools in Moroto district. This chapter therefore, presents the conclusions reached. In addition, based on the findings of the study, it also highlights on the recommendations and suggestions for further research.

6.1 Conclusions

The researcher based the conclusions on the premise of the research objectives and the corresponding research questions.

6.1.1 Effect of Head teacher Relationship Management on Teacher Performance

The results suggest that relationship management has a significant, though modest, effect, with evidence showing that head teachers play a central role in fostering communication, collaboration, and synergy among teachers. Nevertheless, gaps remain in the consistency of reinforcing school goals, values, and interpersonal relationships. In conclusion, head teacher relationship management positively influences teacher performance, but its impact could be strengthened through a more consistent and targeted approach. By improving communication, fostering collaboration, and prioritizing personalized engagement, head teachers can create a more supportive and motivating environment that enhances teacher performance and ultimately contributes to better student outcomes.

6.1.2 Effect of Head teacher Communication Strategies on Teacher Performance

The results emphasize that clear, responsive, and timely communication enhances teacher engagement and effectiveness. Specifically, head teachers who articulate school goals, provide timely updates, respond to teacher concerns, and involve staff in decision-making processes foster a positive environment that motivates teachers and improves performance. However, the findings also reveal limitations, particularly

in responsiveness, timeliness, and inclusivity, which reduce the overall strength of the effect. Therefore, while communication strategies are an important determinant of teacher performance, they must be continuously improved and broadened to achieve maximum impact.

6.1.3 Effect of Head teacher Delegation on Teacher Performance

The study reveals that head teacher delegation strategies, while delegation was positively perceived by teachers—particularly in terms of empowerment, professional growth, and leadership development—the quantitative analysis indicated that delegation does not have a significant direct effect on teacher performance. This suggests that delegation contributes more indirectly, by shaping a collaborative and supportive school environment rather than directly influencing instructional outcomes. In conclusion, while delegation remains valuable in motivating teachers and nurturing leadership, it is not, in itself, a strong predictor of teacher performance. Its impact is best realized when combined with other practices such as effective communication and strong relationship management.

6.1.4 Summary

Taken together, the three research questions reveal that head teacher public relations strategies—relationship management, communication, and delegation—each play distinct but interconnected roles in influencing teacher performance in secondary schools in Moroto District. Relationship management and communication strategies were found to have statistically significant, though modest, effects, demonstrating that trust-building, collaboration, and clarity of goals are vital drivers of teacher motivation and effectiveness. Delegation, on the other hand, while positively perceived for fostering empowerment and leadership development, did not emerge as a significant direct predictor of teacher performance, suggesting that its value may lie in shaping supportive school climates rather than in immediate performance outcomes. Overall, the synthesis underscores that teacher performance is best enhanced when head teachers adopt a holistic approach that integrates consistent relationship management, effective communication, and purposeful delegation, complemented by wider institutional support and resources.

6.2 Recommendations

6.2.1 Effect of Head teacher Relationship Management on Teacher Performance

Based on the findings, several recommendations can be made to improve the effectiveness of head teacher relationship management in enhancing teacher performance in secondary schools in Moroto District.

To begin with, head teachers should prioritize consistent and frequent communication of the school's mission, vision, and goals so that all teachers remain aligned with the overall direction of the school.

In addition, greater emphasis should be placed on fostering a culture of collaboration among teachers, since teamwork enhances both professional engagement and instructional effectiveness.

Furthermore, head teachers ought to engage in more personalized interactions with teachers, addressing both professional and personal concerns, as this strengthens trust and motivation.

Alongside this, there is a need to ensure that the school's core values and expectations are clearly communicated and consistently reinforced, thereby promoting a unified school culture.

Finally, it is essential for head teachers to invest in their own professional development in the area of relationship management so that they are better equipped with the skills required to sustain positive teacher-leader relationships and drive improved teacher performance.

6.2.2 Effect of Head teacher Communication Strategies on Teacher Performance

It is recommended that head teachers in Moroto District focus on strengthening communication strategies, particularly by improving responsiveness to teacher concerns and involving teachers more actively in decision-making processes, as this fosters trust and inclusivity.

Additionally, they should explore further ways to diversify and expand communication channels so that all teachers are adequately informed and engaged, thereby promoting a more cohesive and participatory school environment.

6.2.3 Effect of Head teacher Delegation on Teacher Performance

Based on these findings,

it is recommended that head teachers in Moroto District focus on improving the clarity of expectations and enhancing the feedback mechanisms surrounding delegated tasks in order to strengthen accountability and effectiveness.

Additionally, they should continue to encourage teacher involvement in decision-making and provide opportunities for professional growth, since these factors contribute to a positive school climate and sustain teacher motivation.

6.3. Areas for further research

Given the findings of this study, several areas for further research can be identified to deepen the understanding of head teachers' public relations activities and their impact on teacher performance in secondary schools.

- Further studies could examine other factors that affect teacher performance, such as professional development, school resources, and teacher motivation.
- Comparative studies across different regions or school types could provide additional insights into how context-specific factors shape the effectiveness of communication strategies.
- Finally, research into the role of digital communication tools in enhancing teacher performance would provide valuable insights into how modern communication technologies can be leveraged to improve educational outcomes.

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APPENDICES

Appendix I: Participant Information sheet and Consent Form

I am Lazarus Hyuha, a student at Uganda Christian University undertaking a study on the effect of head teachers' public relations activities on teacher performance in secondary schools in Moroto district in north-eastern Uganda that will lead to the award of the Degree of Masters of Administration and Planning of Uganda Christian University. You have been selected to participate in this study by responding to the items in this questionnaire as honestly as possible. Any information provided will be confidential and will not be used for any other purpose except for academic purposes and nobody will be penalized or denied any service for refusing to participate or withdrawing from participation at any point. You will only participate in the study following a voluntary consent by ticking in the boxes below.

Do you consent to participate? YES NO

Appendix II: Questionnaire for Teachers in the Secondary Schools

Instruction:

You are kindly requested to complete the questionnaire as honestly as possible. Write in bold or tick where appropriate.

SECTION A. DEMOGRAPHIC DATA OF RESPONDENTS

Please tick (✓) the appropriate response.

Sex of Respondent 1. Male 2. Female

Age Bracket of Respondent

1. 18 -25 years 2. 26-35 years 3. 36-45 years 4. Above 45 years

Marital Status:

1. Single 2. Married 3. Divorced 4. Separated

Level of Education:

2. Diploma 2. Degree 3. Master

SECTION B: Head teacher Relationship Management

In the questions below, kindly read through and tick according to your perception as provided by the Likert rating scale rating below;

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

No.	Head teacher Relationship Management	1	2	3	4	5
1	In my school the head teacher frequently communicates the school mission to teachers in meetings					
2	In my school the head teacher routinely reminds teachers of the school vision as our work focus					
3	In my school the head teacher encourages teachers to always observe the school core values					
4	In my school the head teacher endeavours to clarify the school goals as often as possible					
5	In my school the head teacher always engages in building synergies among the teachers					
6	In my school the head teacher always tries to encourage interpersonal relations					
7	In my school the head teacher tries to always urge my teachers to work in teams					
8	In my school the head teacher tries to ensure that I clearly understand personalities of the teachers					

SECTION C: Head teacher communication strategy

No.	Head teacher communication strategy	1	2	3	4	5
1	In my school the head teacher communicates the school vision, goals and achievements					
2	In my school the gives responses to students and teachers					

	queries, concerns and suggestions					
3	In my school Time management is one of the things I always insist on in the school					
4	In my school the head teacher updates on school events, activities and important dates					
5	In my school the head teacher communicates promptly to the staff, parents and students					
6	In my school the head teacher uses various communication channels(eg email, meetings, memos, WhatsApp, etc					
7	In my school the head teacher involves parents, teachers and students in school decision making through communication					

SECTION D: Head teacher delegation strategy

Head teacher delegation strategy	1	2	3	4	5
In my school the head teacher clearly communicates responsibilities and expectations to teachers					
In my school the head teacher involves teachers in decision making process related to policies and procedures					
In my school the head teacher delegates administrative tasks to support staff, allows teachers to focus on instructional activities					
In my school the head teacher regularly reviews and assesses the performance of teachers					
In my school the head teacher provides teachers with autonomy in planning and delivering lessons					
The head teacher encourages teacher personal growth through sharing in confidence					
In my school the head teacher encourages teacher professional growth through further training					

SECTION E: Teacher Performance

Teacher Performance	1	2	3	4	5
I always scheme my work on a termly basis.					
I appropriately plan for all my lessons prior to teaching.					
I normally use learner-centred methods to stimulate learning					
I demonstrate curriculum knowledge mastery during lesson.					
I always cover the syllabus completely every academic year.					
It is quite easy for me to control learners during lessons.					
I mark learners' books at the end of my lessons.					
I assess my learners on each topic covered					
I use appropriate instructional materials during my lessons.					
I teach all my lessons as scheduled on the timetable.					
I give feedback on students' assignments and tests promptly.					
I provide guidance to individual learners who have challenges					

Thank you so much for participating in this study

END

Appendix III - Interview Guide for Head teachers

The researcher will use this interview guide to collect data during face-to-face interviews with the Key Informants.

Items

1. For how long have you been serving in this school?
2. As a head teacher in this school, mention some of the public relations activities you employ in managing the teachers in the school?
3. Could you kindly comment of the state of public relations management in this school? Please elaborate on your response.
4. In your view, what is the most appropriate public relations activity a head teacher would adopt in managing teachers in a school setting?
5. In your opinion, what is the effect of head teacher relationship management on teacher performance in secondary schools in Moroto district?
6. Can you explain your response in (5) above?
7. What is the effect of head teacher communication strategies on teacher performance in secondary schools in Moroto district?
8. Kindly explain your response in (7) above?
9. What is the effect of head teacher delegation of duties on teacher performance in secondary schools in Moroto district?
10. Please explain your response in (8) above.
11. If you were to advise a newly recruited head teacher on the kind of public relations activities a head teacher would employ in managing teachers, which one would you recommend?
12. Please explain your choice of public relations activity in (9) above.

We have come to the end of the interview.

Thank you so much for participating in this study.

Appendix IV - Krejcie and Morgan (1970) Table of Determining Sample Size

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	26	140	103	340	181	1000	276	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is Population Size
 "S" is Sample Size.