

## **ABSTRACT**

The study was conducted to establish the impact of managerial practices on teachers' performance in selected secondary schools in Hoima municipality, Hoima district. It aimed at achieving the following objectives: the relationship between motivation and teachers' performance; the effect of involving teachers in management practices on their performance; and the impact of professional development on teachers' performance in the selected secondary schools in Hoima municipality, Hoima district. The study adopted a cross-section survey and correlation designs. A sample of 103 was selected using purposive and simple random sampling techniques.

The study used self-administered questionnaires, documentary review and interviews to collect data. Quantitative data were analysed using descriptive statistics expressed in percentages while qualitative data were narrated and quoted verbatim. The study found out that there were critical issues regarding managerial practices that affected how teachers performed their duties at school. Giving incentives to teachers in form of money and in-kind encouraged them to perform very well and to engage indifferent school activities better. Teachers felt motivated if they were involved in decision-making at all levels.

The study concluded that motivation had a positive significant relationship with teachers' performance. There was a negligible positive low significant between teachers' involvement in management and their performance. There was a significant relationship between professional development and teachers' performance. The study recommended among others for school leaderships to give priority to teachers' welfare to motivate them, give them equal chances to go for professional development courses and involve them in management practices.