UGANDA MANAGEMENT INSTITUTE

FACTORS AFFECTING ACADEMIC PERFORMANCE AT PRIMARY LEAVING CERTIFICATE IN UNIVERSAL PRIMARY EDUCATION SCHOOLS IN UGANDA: A CASE OF LUBAGA DIVISION

BY

IBRAHIM HERSI MOHAMED

REG. NUMBER 12/MIML/2/014

A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENT FORTHE AWARD OF A MASTERS DEGREE IN INSTITUTIONAL MANAGEMENT AND LEADERSHIP (MIML) OF UGANDAMANAGEMENT INSTITUTE

NOVEMBER, 2015

DECLARATION

I **Ibrahim Hersi Mohamed**, declare to the best of my knowledge that, this dissertation is my original work which has never been published and/or submitted for any award in any other University.

Signed …………………………………………….…………..

Date……………………………………….………………..

APPROVAL

This dissertation has been submitted for examination with our approval as the supervisors and our signatures are appended against our names below:

DR. KARIM SSESANGA SUPERVISOR
(UGANDA MANAGEMENT INSTITUTE)

Sign**: …………………………………………………………………**

Date**: …………………………………………………………………**

MR. CHRISTOPHER MAYANJA SUPERVISOR
(UGANDA MANAGEMENT INSTITUTE)

Sign**: …………………………………………………………………**

Date**: …………………………………………………………………**

DEDICATION

This book is dedicated to my late brother Dr. Yusuf Hersi Mohamed for his selfless, ultimate support towards my education and welfare, May Almighty Allah gives him His Mercy, Amen.

ACKNOWLEDGEMENT

I wish to express my appreciation and gratitude to several people without whom this study would not have been possible. First and foremost, my gratitude goes to my supervisors, Dr. Karim Ssesanga and Mr. Christopher Mayanja for their advice, guidance, and patience and encouragement.

I owe special thanks to my loving wives Kowsar Elmi Rooble and Zeinab Mohamoud Jama for their patience, prayers and encouragement as well as my children whose desire to have a successful dad, motivated me.

I further extend my gratitude to all the people who helped me with the work and in particular, the respondents who provided the basic information. I hope this research will yield positive results for them. I also acknowledge all those persons whom I have not been able to mention– special thanks indeed. May the Almighty Allah bless you all.

TABLE OF CONTENTS

x

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

CVI	Content Validity Index
DEO	District Education Officer
ICT	Information Communication Technology
KCCA	Kampala Capital City Authority
MoES	Ministry of Education and Sports
NAPE	National Assessment of Progress in Education
NGOs	Non - Governmental Organizations
PLE	Primary Leaving Examination
PTA	Parents Teachers Association
SPSS	Statistical Packages for Social Scientists
UPE	Universal Primary Education

ABSTRACT

This study was carried out to investigate the factors affecting pupil academic performance at PLE in UPE schools in Lubaga division, in Uganda. It was undertaken to examine institutional leadership, parental involvement and school facilities and how each of these affects pupil academic performance. The researcher adopted a descriptive research design. Data were collected using closed ended questionnaires and interview guides. 175 respondents were selected out of a total population of 320 individuals by use of simple random and purposive sampling techniques. Pearson's correlation coefficients were used to establish the relationship between the study variables. A stepwise multiple regression analysis was also carried out to establish the best predictor variable to academic performance of pupils. The correlations revealed that all the three factors (institutional leadership, parental involvement and school facilities) had a significant positive effect on academic performance of pupils. On the other hand, a multiple regression analysis revealed that school facilities was the most significant variable predicting up to 74.1% variation in pupil academic performance. This was followed by parents' involvement, which contributes a further 5.3% to pupil academic performance. Thus, school facilities and parents' involvement contribute a total of 79.4% to pupil academic performance in UPE schools in Lubaga Division. It was therefore concluded that all the three factors had a significant positive effect on academic performance of pupils. Among others, the study recommended that institutional leaders in these schools need to carry out regular monitoring and assessment of teachers to ensure that they effectively carry out their duties. In addition, school management should strengthen parent-school relationship by surrendering local decision-making power to the parents. Similarly, the government and other stakeholders need to increase its funding towards provision of school facilities like classrooms, furniture, computers, and scholastic materials like books, pens, uniforms and teachers houses.

CHAPTER ONE

INTRODUCTION

1. 1 Introduction

The study sought to explore factors affecting pupil academic performance in Universal Primary Education (UPE) Schools in Lubaga division in Uganda. This chapter presents the historical, theoretical and conceptual and contextual aspects of the study. It also gives the research problem, purpose and objectives of the study, research questions and hypotheses. Significance of the study and scope are also presented.

1.2 Background to the Study

1.2.1. Historical Background

Education is essential for the development of any society. It is at the centre of many poverty reduction strategies (Das et al. 2004) and provides the training and skills necessary to drive economic and social development (MoFNP 2011). In an effort to provide this, Universal Primary Education (UPE) policy has become popular in many countries in sub-Saharan Africa (SSA) for achieving Education for All (EFA) since the mid-1990s (Avenstrup et al. 2004). Primary level education has particularly received more attention since it lays foundation for a pupils' performance in the subsequent classes (EFA Global Monitoring Report 2005). This study was undertaken to establish the factors affecting pupil academic performance at PLE in UPE schools in Uganda: a case of Lubaga division.

Several researchers all over the world have conducted studies to identify factors affecting pupils' performance levels in schools. For instance, a study conducted in the United States of America

by O'Neill (2000) revealed that well designed and maintained school facilities enhance the learning environment for teachers and students. Similarly O'Neill and Oates (2001) found that there was a direct relationship between student achievement and building quality. In Australia, a study conducted by Considine & Zappala (2002) revealed that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. In a study conducted in Jordan, Obeidat and Al-Hassan (2009) observed that not only do children with involved parents gain academically, but they are also more likely to show improved behaviour and to have better social skills.

According to African researchers, Nyarko (2010) observed that parental participation in Ghana is associated positively with students' academic performance. In Namibia, Gudlaug (2010) also revealed that parental participation is not only on the academic side, but also on the non-academic outcomes, such as school attendance, student behaviour in school, student attitudes towards school, and their social skills. In Zambia, a study conducted by Kyambalesa (2010) revealed that, a school infrastructure that is developed does not only provide a learning environment that is conducive, but also boasts the morale of teachers and pupils which result into excellent performance from them. In the context of Kenya, Eshiwani (1983), identified the following policy-related factors that may cause poor academic performance; school plant and resources (textbooks, library and laboratory facilities), leadership styles of the head teacher (school administration and management), teacher characteristics (training, teacher certification, professional commitment, experience and transfer index) and students' behavior (early childhood education, primary education and social characteristics).

In Uganda, school education was introduced by the White missionaries mainly for the children of chiefs and to provide for functionaries needed by the British colonial government (Katerina

Syngella & Elly Aruda, 2006). So right from the onset, this school system was not for all and it therefore grew to become highly selective and competitive with fewer and fewer students continuing to the next level of education. As a result, many Ugandans remained illiterate with literacy rates standing at only 65% with the primary education 'reaching only 50 percent of the age group (Ministry of Education and Sports 1999). It is against this background that in December 1996 the President of Uganda launched a policy of Universal Primary Education (UPE) in accordance with the government White Paper on Education (Ministry of Education and Sports 2003). Under this policy, government was to provide 'free' education to a maximum of four children from each family. When the implementation of UPE started in January 1997, the registration limit of four children per family proved problematic, particularly regarding the exact definition of a family. Eventually, the Government removed this restriction, and allowed all people that wanted primary education under the UPE programme to do so.

The government of Uganda is constitutionally mandated for provision of trained school leaders and staff, increasing of awareness of stakeholders in Universal Primary Education, building enough schools, provision scholastic materials, and necessary infrastructure within required level for effective implementation of Universal Primary Education Programs. In response to this, in 2002 the government introduced the capitation grant to Universal Primary Education Schools to replace fees that were abolished. Accordingly, the government pays annual tuition fees for all pupils in public schools and grant-aided schools referred to as the Universal Primary Education capitation grant through the various district local governments. School expenditures that are eligible for UPE capitation grant include: instructional and scholastic materials (35 per cent), co-curricular activities (20 per cent), school management (15 per cent), and administration (10 per cent) and contingency expenditure (20 per cent), (Daily Monitor, 29 July 2014).

However, even when the government of Uganda continues to spend resources on the UPE programme, it is argued that our nation's primary schools are not preparing pupils with the technical knowhow, intelligence, and problem-solving skills that they need to live out their dreams and pursue successful careers. Many reports have continued to point at the poor quality of educational performance indicator despite government's continued investment in the sector, (Munene, 2009; Kasirye, 2009; Nanyonjo, 2007; Nishimura, Yamano and Sasaoka, 2008). Results of a National Assessment of Primary Education Performance taken since 1996 to 2012, also suggest that education performance in terms of pupils' numeric, reading, science, and social studies knowledge and skills deteriorated following the introduction of UPE. This study therefore sought to explore factors affecting pupil academic performance at PLE in UPE schools in Uganda: a case of Lubaga division.

1.2.2 Theoretical Background

The study was guided by the Systems theory. According to Ackoff (1981) system is a set of two or more interrelated elements; each element has an effect on the functioning of the whole. Each element is affected by at least one other element in the system. All possible subgroups of elements also have the first two properties (Ackoff, 1981, P.15-16). The systems theory proposes that academic success requires high expectations and purposeful support within a caring environment. The theory is used to explain how Universal Primary Education functions with support of all other related elements, hence, school leaders, parents and all relevant institutions should focus on the role of each part of the organization plays in the whole organization rather than each part in isolation. The systems theory highlights the necessity for Universal Primary Education schools leadership and resources to ensure that all links as in this case parent's support, quality of head teachers, district municipal leaders, school teachers, community leaders,

necessary resources and school facilities are fully supported to guarantee excellent academic performance in Universal education. The systems theory takes the different needs of the various functional areas of Universal Primary Education program into account to ensure that each one of them is variably strong to achieve the set of objectives. The leaders considering systems theory should see to it that Universal Primary Education program is helped to work effectively and efficiently and guarantee goal achievement through involvement of all stakeholders to compliment an adequate teaching and learning process.

1.2.3   Conceptual Background

In this study, the dependent variable was academic performance of pupils in UPE Schools. Kaggwa (2003) defined academic performance as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve. This achievement is evaluated by the mark or grade that students attain in tests or examinations done at the end of the topic, term or year or education cycle. Kalule (2006) explained that the scores and grades that each student obtains measure the degree of achievement. This means that the student's output in terms of grades, scores in tests and internal examinations, national examinations, subject contests, seminars, quizzes and debates reflect his or her academic performance. Poor academic performance according to Aremu et al (2003) is a performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard. Aremu (2000) stresses that academic failure is not only frustrating to the students and the parents but also its effect are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. On the other hand, the independent variable of the study were the factors like institutional leadership, parental involvement and facilities that were expected to affect academic performance of pupils in UPE Schools. According to Robbins (2001), leadership is the ability of an individual to influence the behaviour of a group to achieve

organisational goals. On the other hand, parental involvement involves "the active, ongoing participation of a parent or primary caregiver in the education of his or her child" (Obeidat and Al-Hassan, 2009; 124-125). In addition, school facilities involve all physical resources required for effective teaching and learning such as classrooms, laboratories, libraries, playing fields, textbooks, furniture, water and sanitation, administration buildings and boarding facilities (Roger, 2014).

1.2.4 Contextual Background

This study was carried out in the context of UPE schools in Lubaga Division. According to Ministerial Policy Statement of KCCA FY (2014/2015), Lubaga Division has 18 public primary schools. It has 288 teachers of public primary schools. Total enrolment as of 2014 is 12,713 students from P1 to P7. The ratio of teachers to students is 1:44.2 (Draft Report of Lubaga Division Municipal).The massive enrollment of students in UPE schools has created a big challenge to the government of Uganda and donor partners (MoES Strategic Plan, 2009). This has necessitated the government budget for education to increase by 25% between 2008/2009 and 2012/2013 in nominal terms to shillings 902.6 billion which is meant to cover costs for required study materials such as textbooks, science laboratory supplies, teacher trainings, curriculum review, sports, and recreation equipment, utilities and maintenances (Ministry of Finance, Planning and Economic Development, 2009). However, despite government investment in the UPE programme, performance of pupils in Primary Leaving Examinations (PLE) is still unsatisfactory. This study sought to bring to light the reasons for such a state of affairs in the context of Lubaga division.

1. 3 Statement of the Problem

One cannot deny that the education of our children today is a vital part of our future. It's no wonder that the government of Uganda adopted the UPE policy to increase access, equity, quality and relevance of the provided education with the main goal of providing minimum necessary facilities and resources to enable children of school-going age to enter and remain in school until they complete Primary Cycle of Education (MoES 1998).

Government increased its funding to schools with the Uganda Education Sector Investment Plan making it mandatory that not less than 65% of the education budget must fund primary education (Kakaire, 2014). This notwithstanding however, many reports have continued to reveal poor students' academic performance despite government's continued commitment and investment in education (Munene, 2009; Kasirye, 2009; Nanyonjo, 2007; Nishimura, Yamano and Sasaoka, 2008). The situation seems to worsen year by year as evidenced by NAPE findings (NAPE Reports 1999, 2003, 2005, 2006, 2007, 2008).

Results of a National Assessment of Primary Education Performance taken since 1996 to 2012, suggest that primary education performance in terms of pupils' numeric, reading, science, and social studies knowledge and skills deteriorated following the introduction of UPE. An analysis of Lubaga Division results for academic years 2010 to 2012 revealed that the number of pupils who fail PLE have always been more than those who pass in Division One (Draft Report of Lubaga Division Municipal, 2012).

It is against this background that the study sought to examine factors affecting pupil academic performance in UPE schools in Lubaga Division in Uganda.

1.4 Purpose of the Study

The purpose of the study was to examine factors affecting academic performance of pupils in UPE Schools in Lubaga Division.

1. 5 Objectives of the Study

The study sought to achieve the following specific objectives:

i. To examine the effect of institutional leadership on pupil academic performance at PLE in UPE Schools in Lubaga Division

ii. To assess the effect of parents' involvement on pupil academic performance at PLE in UPE Schools in Lubaga Division

iii. To assess the effect of school facilities on pupil academic performance at PLE in UPE Schools in Lubaga Division

1. 6 Research Questions

The study sought to answer the following research questions:

i. What is the effect of institutional leadership on pupil academic performance at PLE in UPE Schools in Lubaga Division?

ii. What is the effect of parents' involvement on pupil academic performance at PLE in UPE Schools in Lubaga Division?

iii. What is the effect of school facilities on pupil academic performance at PLE in UPE Schools in Lubaga Division?

1.7 Research Hypotheses

The following hypotheses were envisaged by the study:

i. Institutional leadership has no significant effect on academic performance at PLE.

ii. Parents' involvement has no significant effect on academic performance at PLE.

iii. School facilities have no significant effect on academic performance at PLE.

1.8   Conceptual Framework
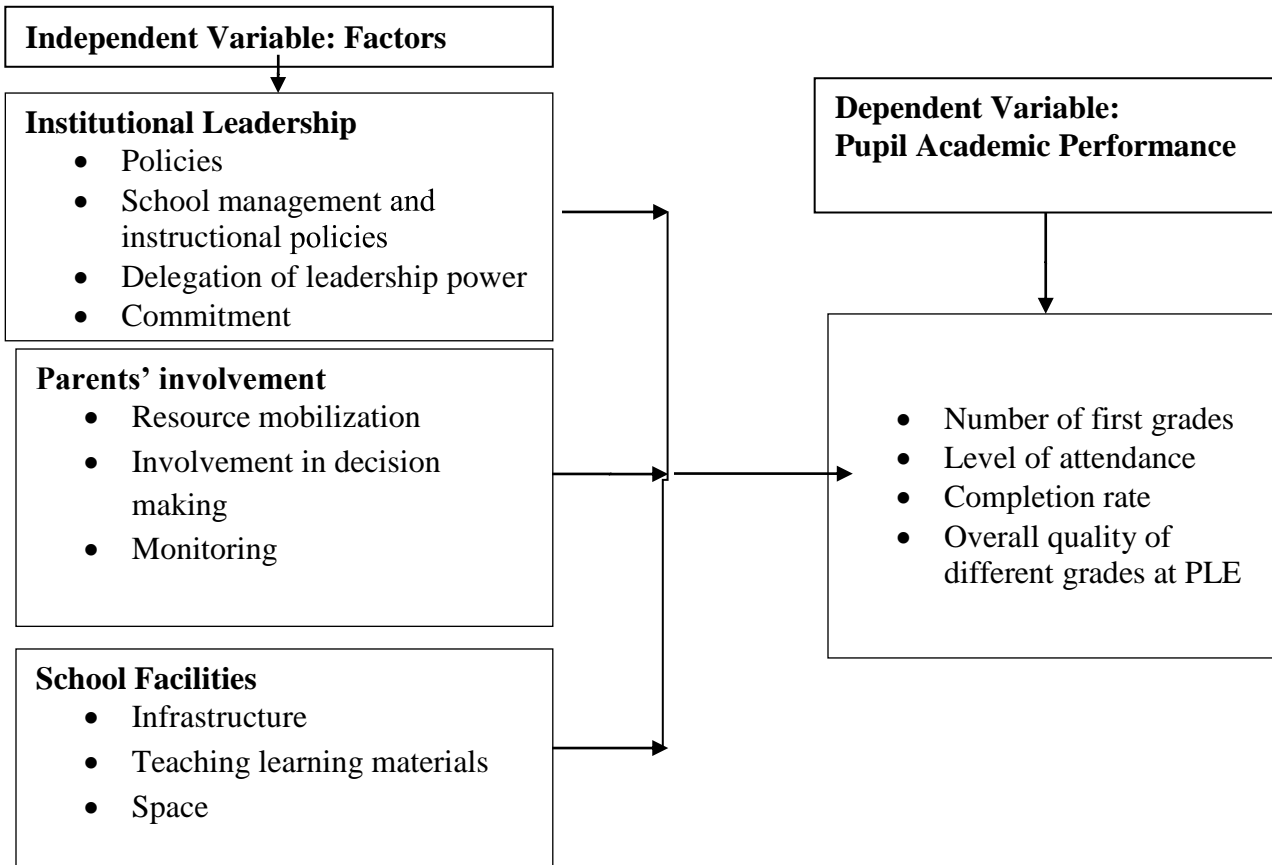
Source: Adopted from Uganda National Commission for UNESCO (2000) and moderated by the researcher

Figure 1: Conceptual framework showing factors affecting academic performance of pupils

The conceptual framework shows that factors such as institutional leadership (school related policies, commitment, school management), parents' involvement(resource mobilization, involvement in decision making and monitoring) and school facilities (infrastructure, teaching

learning materials and space), can affect performance of UPE schools in terms of the number of first grades and overall quality of grades attained.

1.9 Significance of the Study

It is anticipated that the proposed study will be significant in the following ways:

- It will help the writer to develop his career specialization in education development;

- It will help students and parents to identify means of improving upon academic performance and will provide information to institutional leaders including policy makers, school leaders, teachers, and stakeholders about efficiency and effectiveness of academic performance of students in Universal Primary Education Schools in Lubaga division

- It will also contribute to the existing literature on education service delivery and create awareness to other researchers to carry out more research in this field.

1.10   Justification of the Study

There are several factors have caused the poor performance in UPE in various countries and regions (Morumbwa, 2006). The factors are different depending on the area under study. Some of the factors reported include; disruption due to teachers absence and missed classes for chores and punishments (Mwinzi and Kimengi, 2006).In other areas pupils perform poorly because they stay long distances from school and this affects more girls' performance than boys. Parental socioeconomic status has also been cited as a major factor that influences performance of boys (Jagero, N., Agak J. and Ayodo T. 2010).The time has elapsed since all these previous studies have been carried out and since then other issues may arise which can be part of the problem of

poor performance of UPE pupils. Various regions experience unique problems therefore there is need to assess the factors that influence performance in each region. Although this research is purely for academic purposes, it is hoped that exposure of the key factors leading to poor academic performance may attract an appropriate intervention and finally a solution to poor academic performance in Lubaga division.

1.11 Scope of the Study

1.11.1 Geographical Scope

The study area was limited to Lubaga Division in Kampala Capital City Authority, with specific focus on UPE schools which were randomly selected.

1.11.2 Time Scope

The study covered the period between 2008 and 2014. This is because the selected period of time approaches the millennium goal number. This goal demands from nations to implement Universal Primary Education ensuring that all children specifically girls, children in difficult circumstances and those belonging to ethnic minorities have access and complete free and compulsory primary education of good quality in 2015 (UNESCO, 2000).

1.11.3 Content Scope

The study content focused on academic performance of pupils in Universal Primary Education Schools in Lubaga Division, with specific reference to institutional leadership, parental involvement and facilities and how each of these affects academic performance of pupils in UPE Schools.

1.12 Limitations of the Study

The study was restricted to Lubaga Division Kampala Capital City Authority and did not cover other Districts in the Republic of Uganda. This may make it hard for generalization, since the contexts are different. The first major challenge at the beginning of the research was availability of current literature on the Ugandan Education system in the libraries. Though the writer had access to libraries in Kampala, they did not have all literature on UPE. Most of the articles and books are with the Ministry of Education and the provincial administration, but limited in copies. Through special agreements with the government counterparts and education resource centers, the writer was able to sign out books for a few days for his review.

Another limitation was the fact that special authorization to gain access to government data or conduct interviews with any of the respondents was required and this took time. The writer was repeatedly referred from one office to another, and finally to the Division Headquarters. The access issue was compounded by the fact that it was at the end of the year.

1.13 Operational Definitions of Terms and Concepts

Universal Primary Education: in the study will refer to the provision of basic education to children of primary school going age.

Academic Performance: in the study will refer to how many students achieve division one or two. According to Wikipedia, academic performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents the literature that relates the factors affecting academic performance of Universal Primary Education. It fills the gaps that are not addressed by available literature. This chapter therefore focused on the existing literature about the factors affecting performance on academic performance of students in Universal Primary Education Schools around the world, Africa and Uganda. It is arranged to include: theoretical review, conceptual review by the themes in the study and summary of literature review.

2.2 Theoretical Review

This study was guided by the systems theory, which involves both the external and internal environment of an organization. The term 'environment' is defined as the set of all objects a change in whose attributes effects the system as well as those objects whose attributes are changed by the behavior of the system (Hall &Fagen, 1956.)

2.2.1 Systems Theory

The design of open social systems is a relatively new mode of inquiry. It emerged recently as a manifestation of open systems thinking and corresponding soft-systems approaches. It serves to enable evolutionary systems designers to align the systems they create with the dynamics of civilization change and the patterns of sustainable environmental development (Laszlo and

Krippner, 1988).This is based on the belief that we can shape our future on the one hand through the power of understanding the characteristics and requirements of the environment, and on the other through our aspirations and expectations. Systems theory is participatory by nature: significant social change of Universal Primary Education can be brought about only if those who are most likely to be affected by it participate in soliciting it, and choose how it is to be implemented. Since in societal systems human beings are the critical factor, change must necessarily both emanate from and incorporate them. Systems design advocates anticipatory democracy, where people actively apply their skills to the analysis and design of socially and ecologically sustainable systems by becoming active participants in shaping their future (Alexander Laszlo and Stanley Krippner, 1988). This theory was found relevant to the study because management of affairs in a school is handled as a system; schools operate as a chain, with several players each making a contribution, so as to facilitate the realization of quality performance. Such players include the school management/ leadership, the community leadership and the facilities in place.

2.3 Institutional leadership and Academic Performance

Educational leaders play important role with the intension to make teaching and learning more effective and to give quality education to students. Most educational experts consider school administrators as the driving force and main source of the organizational development and academic growth of students (Mirkamali, 1995). Eshiwani (1983) identifies that schools which consistently perform well tend to have sound and efficient leadership. He further stresses that leadership is a crucial factor in the success of a school. The qualities that are expected of a school head teacher include setting a climate of high expectations for staff and students, encouraging collegial and collaborative leadership and building commitment (Eshiwani, 1983).

The author attributes poor results of students to the armchair head teachers who do not know what goes on in the classroom. He further asserts that head teachers are instrumental in performance for they monitor closely all the activities in their schools.

According to Mwaoria (1993), the main tasks of the school head teacher are to interpret national policies, executing curriculum program, seeing to students' welfare, equipping physical facilities and finances, inducting and retaining school community relations. In other words, if the school fails in performance of examinations the head teacher has failed. Efficient head teachers are able to organize the learning process for their pupils, mobilize, and motivate the staff. Ogawa and Hart (1985), in a study to determine the extent to which head teachers influence the instructional performance of schools found that the head teacher variable accounted for between two and eight percent of the variance in task. They concluded that the head teacher has a significant influence on the instructional performance of pupils. In the same vein Mumbe (1995) conducted a study to investigate principal leadership styles and influence on academic achievement in secondary school. In the study, he concluded that democratic leadership style affected student and general school performance positively and motivated teachers to work with principals towards the achievement of school objectives.

Kibowen (1985) asserts that the basic reason why some schools performed better than others in examinations was that while some head teachers organized the learning process for their pupils, others leave it to chance. Similarly, Kathuri (1984) examined the correlation between the school and administration and pupils' performance. He looked at aspects of administration such as staff meetings, amount of time the head teacher allocated to various aspects of his responsibilities and the head teacher's opinion on matters that related the school discipline and qualities of a good

teacher. He found that a strong correlation existed between quality of administration in a particular school and performance of that school in national examinations. He further found that the morale among teachers and students was influenced by effective administration. A school in which morale prevails is likely to have less disciplinary problems among teachers and consequently among students. Teachers in such a school are likely to be more committed.

One aspect of leadership that has been found to influence the success of an organization is leadership style. Muchira (1988), in a study of leadership effectiveness in primary teacher colleges in Kenya found that the head teacher's leadership styles correlated significantly to student achievement. He further found that the leadership styles were significantly correlated to the head teacher's level of education. He found that the head teacher with masters had a higher leader performance score than those a bachelor's degree. Perhaps an indication that the more education one has the more the tendency to be relations oriented than task oriented.

Inherent in the concept of school leadership is the notion that learning should be given top priority; every other task of the school leader revolves around the enhancement of learning (Jenkins, 2009). Leaders in high-performing schools devote considerable energy to the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (Council of Chief State School Officers, 1996); leaders ensure that goals are clearly defined and focused on student achievement. It is thus the leader's duty to create powerful, equitable learning opportunities for both students and personnel (Murphy et al., 2007; Knapp et al., 2003).

Though an indirect influence, Leithwood & Riehl (2003) conclude that school leadership has significant effects on student learning: about a quarter of a school's effect on learning is attributable to the quality of leadership. Specific instructional leadership behaviors that encourage improvement include making suggestions, giving feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development opportunities, giving praise for effective teaching, and the distribution of needed instructional resources to teachers (Blase & Blase, 2000; Zepeda, 2007). Although not in the classroom, effective school leaders are knowledgeable about instruction and are heavily invested in their school's instructional program, spending considerable work time on the instructional program and being personally involved with colleagues in crafting, implementing, and monitoring assessment systems at the classroom and school levels (Marzano et al., 2005; DuFour, 2002).

The literature on school leadership heavily emphasizes the head teacher`s role in establishing and maintaining a positive school culture that promotes learning and engagement to students and adults (Goldring et al., 2006; Habegger, 2008). A positive culture is aligned to goals and objectives consistent with the mission and vision of the school (Zepeda, 2007). Indeed, according to Hall (2002), effective head teachers are those who have high expectations for students, as this belief about students' ability to learn is critical to school improvement. High achieving schools are marked by a culture that empower and instill confidence in teaching, valued their students' and teachers, and sought the help of parents and community members to enhance the schools effectiveness, this creates a sense of belonging and providing a clear direction for all involved (Habegger, 2008).

2.3.1 Central government

Central Government is responsible of institutional arrangements for education service delivery at the MoES headquarters and is based on the sector-wide approach. The Sector-Wide Approach has created new structures that are intended to foster holistic and forward looking policy development, planning and management as well as enhanced participation by stakeholders. These new structures include Top Management Meeting, Education Sector Consultative Committee, and three (03) crosscutting working groups. These three groups include Sector Policy Management working Group, Monitoring & Evaluation Working Group and Budget working Group (MoES Annual Report, 2012/2013, P.44).

2.3.2 Kampala Capital City Authority

KCCA general roles towards UPE are following: KCCA designs education management system of UPE. KCCA plans and manages the Pre-primary, Primary, Special Needs Schools and Institutions of the City including provision of the facilities and learning materials. It plans and conducts periodic supervision and inspections to assure the quality of curriculum, methods of teaching, and classroom and dormitory facilities. It plans and conducts professional development programs for the teachers and education managers including formal training, refresher, knowledge exchange and work-based programs in the primary, special needs schools and vocational institutions. It plans and provides adult and children library services for the community and library support to the schools in the Kampala City (MoES Annual Report, 2012/2013, P.45).

2.3.3 Other players

There are affiliate organizations under MoES which are representatives from Education Development Partners, Line Ministries, Private Sectors, and Non-Governmental Organizations (NGOs) (MoES Annual Report, 2012/2013, P.45).

2.4 Parents' involvement and Academic Performance

Parents' involvement in education of their children has been identified as a major contributory factor in overall levels of attainment in schools (Marie, Campbell & Gillborn, 2004). Parental participation in education can be defined in many different ways. It includes parents coming into schools informally; say for coffee as well as more formally, such as meetings with teachers or taking part in their children's education through classroom participation (Marie, Campbell & Gillborn, 2004). According to the Center for Comprehensive School Reform and Improvement (Obeidat and Al-Hassan, 2009; 124-125), successful parental involvement may be defined as "the active, ongoing participation of a parent or primary caregiver in the education of his or her child". At home, parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their child. In addition, it is important for parents to convey their expectations to their child's education. Epstein & Dauber (1991) identified six areas of parental involvement in their children's academic activities: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. It may be perceived that if parents are actively involved in these areas, there is the likelihood that it will stimulate children's interest in school and positively influence academic achievement (Epstein & Sanders, 2002).

Parental involvement in education has been a topic of interest for many years among those who are concerned with improving academic achievement for children (Hoover-Dempsey and Sandler, 1997). According to the Department of Education (2004) in the United States, studies have shown that students with involved parents are more likely to earn higher grades, pass their class and be promoted, they are more likely to attend school regularly and graduate and go on to postsecondary education, irrespective of their socio-economic status. Jerry Trusty (in Henderson and Mapp, 2002) concurs with this, and claims that the level of parental involvement in high school influences the students' expectations to finish college. In addition, Obeidat and Al-Hassan (2009) maintain that not only do children with involved parents gain academically, but they are also more likely to show improved behaviour and to have better social skills.

Gutman and McLoyd (2000) carried out research with the aim of ascertaining the parental behaviour of typical successful students and comparing them with students who were encountering behavioural and academic problems. Their findings suggest that parents of academically successful students used a more specific approach to assist their children with schoolwork. For instance, they had more supportive communication with their children than the parents of less academically successful students. In addition, they frequently checked their children's progress by contacting the school, and maintained positive relationships with school staff. Sheldon (2009) concurs with this, and claims that parental involvement and a supportive home environment are no less important for academic success, than quality teaching and committed and caring teachers are.

Epstein (2009) alleges that there are many reasons for developing and establishing a partnership between school, family and community. The main reason for such a partnership is to aid students in succeeding at school. Other reasons are, for example, to improve school climate and school programs, to advance parental skills and leadership, to assist families to connect with others in the school and the community, as well as to assist teachers with their work. All these reasons emphasize the importance for parents to play an active role in their children's education and to keep a strong and positive relationship with schools.

A study conducted in the United States of America by Henderson and Berla (1994) revealed that parental involvement in their children's education affects their school attendance, more students graduate, and behaviour of students' improves. Similarly, a study conducted by Hoover-Dempsey et al., (2005) revealed positive associations between parental involvement and student grades, rates of participation in advanced courses, lower dropout rates, motivation toward school work, and valuing of education.

According to Koonce & Harper (2005), children whose parents are involved with school are characterized by higher attendance and completion rates, positive attitudes toward school, positive behavior and increased positive interactions with peers. In a study conducted in Jordan, Obeidat and Al-Hassan (2009) observed that not only do children with involved parents gain academically, but they are also more likely to show improved behaviour and to have better social skills. In Namibia, Gudlaug (2010) also revealed that parental participation is not only on the academic side, but also on the non-academic outcomes, such as school attendance, student behaviour in school, student attitudes towards school, and their social skills. The author argued that these benefits hold for students of all ages, across educational, economic and racial and

ethnic background. Similar findings were revealed by a study in Uganda, Kadondi (2014) who observed that parents are vital stakeholders in schools and so they need to be in the know of the progress of their children's educational affairs by actively participating and taking heed to the call made by the administration whenever needed.

2.5 School Facilities and Academic Performance

Educational facilities involve all physical resources required for effective teaching and learning such as classrooms, laboratories, libraries, playing fields, textbooks, furniture, water and sanitation, administration buildings and boarding facilities (Roger, 2014). Provision of such facilities at all levels including human resources enhances the quality and relevance of imparted skills of learners (Lumuli, 2009). Indeed educational facilities go a long way in creating conducive environment that promote effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya that (RoK, 1995) identifies textbook ratio and school facilities as some yard sticks to be used to gauge the quality of education. According Juma (2011) students from poor backgrounds always drop out of schools because they are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time. Adequate levels of fiscal investment in physical infrastructure of schools are essential to ensure that all pupils and staff have access to physical environment conducive to learning that is safe healthy and educationally appropriate (Crampton et al, 2008).

Physical materials in terms of adequacy and quality have been noted to have a great impact on performance of students in the examination (Husen, Saha, & Noonan, 1978). A school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism (Nafukho, 1991; Pscharapolous & Woodhall, 1985). The lack of basic facilities like laboratories has compromised the quality of teaching science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Mayama 2012; Lumuli, 2009).

A study by Mukisa et al., (2009) revealed that inadequate buildings were found to be negatively related to failure rate and insignificant. This is possibly as result of pupils in higher classes from primary five to seven, being few (retention in school). Hence pupils in higher classes are usually given a chance to study from a real classroom, unlike the young ones who study under tree shades, and when it rains they are asked to run home, so this doesn't really affect pupil performance in primary seven directly, but will impact on a child's interest in school. Crampton (2003) also noted that expansion and success of education relies on infrastructure which affects education access, contributes to quality learning environment and student achievement.

Most African countries tend to have problems with school infrastructure. The scenario is pathetic: dilapidated construction, broken chairs and absence of good ventilation and sanitation

facilities are common. These result in conditions that compromise student's safety (World Bank, 1998). Availability of physical resources in a school will also greatly influence the retention power of the school. Thomas and Martin (1996) argue, "those who work in school as teachers and associate staff, school premises, furniture, books and premises provide some of the means by which we transform our hopes and aspirations for children's education into daily learning opportunities.

A study conducted by Kyambalesa (2010) revealed that inadequate school infrastructure is part of the reason why some pupils have to drop out of school. Accordingly, a school infrastructure that is developed does not only provide a learning environment that is conducive, but also boasts the morale of teachers and pupils which result into excellent performance from them (Kyambalesa, 2010). According to Lackney and Picus (2008), school facilities should provide an environment that was safe, secure, comfortable, accessible, well-ventilated, well-illuminated, aesthetically pleasing, and should be an integral component of the conditions of learning. Kathuri's (1984) also research revealed that schools resources including textbook availability are not significantly related to performance in Certificate of Primary Education. However, he summarizes his work by saying that teaching resources may not be significant in totality but very critical in some situations and subjects.

A survey conducted in New York found that after controlling demographics, students at schools with best facilities performed better on standardized tests than schools with the worst facilities. The study on teachers revealed a latency of complaints about school buildings. This include: lack of repair, mould poor indoor quality overcrowding rooms used inappropriately, among other things. This had an effect on teachers' morale and retention. The survey found that among

teachers who rated their facilities as average or worse, more than 40% said that these conditions led them to consider leaving the schools and almost 30% were thinking about leaving the profession all together (AFT, 2001).

2.6 Academic Performance Concerns

According to MoES Annual Report, (2013, P.26) the proportion of pupils starting Grade 1at the same time who reach Grade 5 in 2013 was 59% (male 58%; female 60%).The number of dropouts was 41%. Uganda's primary completion rates stagnated between 2006 and 2008. In 2009 only 52% of the children completed primary seven. Since then, the completion rate has been improving steadily. In 2012, the completion rate improved by 3%age points from 64% in 2011 to 67% (68% male; 66% female) in2012 and to 67%(67% boys; 67% girls) in 2013 (MoES Annual Report, 2013, P.26).

According to the report of Ministry of Education and sports Statistical Fact Sheet (2002 – 2013), the ratio of teacher students for the years of 2011, 2012, and 2013 is 1:54, 1:54 and 1:53 respectively. Likewise, the ratio of classroom students for the years of 2011, 2012, and 2013 is 1:65, 1:67 and 1:68 respectively. This indicates that the ratio of classroom student did not make any improvement rather the situation exacerbated slightly.

In 2014 there was a shock of dropouts. In spite of over one million pupils enrolled for primary one under the Universal Primary Education (UPE) in 2006 did not reach primary seven. This indicates a whopping 71% drop-out rate, much higher than the 40% usually quoted. According to statistics from the Ministry Of Education, 1,598,636 pupils enrolled for primary one in government-aided schools in 2006. But the Uganda National Examinations Board (UNEB)

figures for pupils who sat Primary Leaving Examinations (PLE) in August 2014 are 463,332, which is only 29% of those who enrolled in 2006. The commissioner of primary education, Dr. Daniel Nkaada, says a scientific research is needed to find out what happens to the enrolled pupils who are missing which is 71% (New Vision, 24, August, 2014).

2.7 Summary of Literature Review

From the discussion of literature review it can be concluded, UPE is seen as a complete system therefore the author used systems theory. It advocates that effective performance of UPE pupils needs that all interrelated factors of internal and external factors that have in one way or another impact on UPE program should function together for achievement of necessary goals. The systems theory focuses on both external and internal environment of UPE program. The literature discussed how the systems theory focuses on the internal environment and provides insight to internal factors that influences the motivation, perception, and awareness of institutional leaders and other stakeholders towards the implementation of effective performance of UPE pupils. Related literature has shown that by and large, the identified factors (institutional leadership, parents' involvement and school facilities) have an effect on the quality of Universal Primary Education. However, the literature does not clearly take care of the different contexts within which that education is offered, more so given the fact that the same factors could play out differently in different contexts. The researcher filled that knowledge gap by conducting this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was applied while conducting this study. It focuses on the research design, study population, sample size, sampling techniques, data collection techniques, data quality control and data analysis.

3.2 Research Design

The study adopted a descriptive design. A descriptive approach was deemed appropriate because the researcher wanted to establish the grounded facts regarding factors affecting academic performance of pupils in Universal Primary Education (UPE) Schools in Lubaga division. Mugenda and Mugenda (2003) give the purpose of descriptive survey research as determining and reporting the way things are. Borg and Gall (1989) also noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. Both quantitative and qualitative approaches were also used in this study. The qualitative aspects of the study aim at obtaining data expressed in non- numerical

terms (Amin, 2005) while the quantitative aspects aimed at measuring and analyzing variables with statistical procedures (Creswell, 2000 in Bakkabulindi, 2008).

3.3 Study Population

Population refers to the entire group of people, events or things of interest that the researcher wishes to investigate (Sekaran; 2003). The study population of this academic research were 320 respondents including one Division Education Officer, one Division Inspector of Schools, 18 Head Teachers, 18 Chairpersons School Management Committees, 18 Parent Teacher Association Chairpersons (PTA), 264 primary school teachers in Lubaga division

3.4 Sample Size

Stevenson (2007) describes a sample as a subset of the population and it comprises of some selected members who are referred to as subject. The sample size in this study was 175 persons selected according to the R.V. Krejcien and D.W.Morgan (1970) sample size estimation table (attached as appendix IV).

3.5 Sampling Techniques

Sampling is a process of selecting part population from the target or study population. The researcher selected a representative sample of 175 respondents using both probability and non probability sampling techniques. Two sampling techniques were used; that is Simple random sampling and purposive sampling technique.

3.5.1 Simple random sampling

Mugenda & Mugenda, (2003) defines simple random sampling as process of selecting each individual randomly and entirely by chance, such that each individual has the same probability of

being chosen at any stage during the sampling process This technique was used to select school Teachers in the study area because it reduces chances of bias and gives every respondents a chance to participate in the study.

3.5.2 Purposive sampling

Amin, (2005) defines purposive sampling as a technique of non-probability sampling where the researcher consciously selects particular elements or subjects for addition in a study so as to make sure that the elements will have certain characteristics pertinent to the study. It normally targets a particular group of people who are said to have the information required. This technique was used to select the Division Education Officer (DEO), Division Inspector of Schools, Head Teachers, Chairpersons School Management Committees and PTA Chairpersons.

Table 3.1: showing the structure of the population, sample size and sampling techniques

Population Category	Population Size	Sample Size	Sampling Technique
Division Education Officer	1	1	Purposive
Division Inspector of Schools	1	1	Purposive
Head Teachers	18	11	Purposive
Chairpersons School Management Committees	18	11	Purposive
PTA C/Ps	18	11	Purposive
Teachers	264	140	Simple random
Total	**320**	**175**	

Source: Primary Data using Lubaga Division Staff List (also in reference to Krejcie &

Morgan's Table (1970)

3.6 Data Collection Methods

The researcher used two categories of data collection methods: these were survey and interview. Survey was used to collect data from Chairpersons School Management Committees, PTA Chairpersons and Teachers. On the other hand, the interview method was used to collect data from the Division Education Officer, Division Inspector of Schools and Head Teachers.

3.7 Data collection instruments

The instruments used for survey method was self-administered questionnaire (Appendix A) while that of interview method was the interview guide (Appendix B).

3.7.1 Questionnaire

According to Gay (2006), questionnaires are instruments which attempt to obtain comparable data from all members partaking in the sample given that the same questions have to be answered by all participants. The main reason for using this tool is that it helps to cover a large number of respondents in a short time and generate reliable data since respondents answer the questions and minimizes bias from the researcher. The responses were rated on a five point Likert scale with 1 denoting strongly agree, 2 representing agree, 3 Neutral, 4 disagree and 5 strongly disagree. This instrument was used to collect quantitative data from Chairpersons School Management Committees, PTA Chairpersons and Teachers.

3.7.2   Interview Guide

An interview guide was also used in this study. This instrument mainly contained open-ended items. It was administered to the Division Education Officer, Division Inspector of Schools and Head Teachers to get their intimate feelings about the variables under study, which the questionnaires could not elicit.

3.8 Validity of Data Collection Instruments

Validity refers to how accurately instruments capture data that gives meaningful inferences (Mugenda & Mugenda, 2003). Validity of the questionnaire was ascertained by; discussing it with colleagues, there after adjustments were done before submitting it to the supervisor to do face validity. The content validity index (CVI) was used to calculate the validity of the questionnaire. CVI = Items selected appropriate / Total number of items. 44 items out of 50 were selected as relevant. Hence 44 / 50 = 0.88. The instrument was therefore considered valid because the computed CVI of 0.87 was more than 0.7 as recommended by Amin (2004).

3.9 Reliability of Data Collection Instruments

According to Mugenda & Mugenda (2003), reliability is a measure of the degree to which the research instrument yields consistent results or data after repeated trials. The said instruments were pre-tested for reliability. The Cronbach's Coefficient Alpha as used in SPSS was used to test reliability of the instrument and results are presented in table 3.1 below;

Table 3.2: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.951	44

Source: Primary data, 2015

Table 3.1 above shows that the Cronbach correlation coefficient is 0.951 which implies that the instrument was reliable as recommended by Gliem (2003).

3.10 Procedure of Data Collection

The data of this study was collected after receiving permission from Uganda Management

Institute. The data for this study was collected with the understanding that, first of all, no research is viable in approaching a problem unless there is data to support it. Secondly, regarding the data itself, unless the method used to collect it is scientifically valid, said data is not legitimate (Smit, 1995:17). In this study, there are two categories of data sources that were used: primary data, consisting of information obtained firsthand by the researcher from respondents, and secondary data, information sourced from material that had previously been researched.

3.11 Data Analysis

After collecting the data from the field using the specified research instruments, the researcher edited, coded and entered it into the Statistical Package for Social Science (SPSS) for generation of summary frequency tables. Pearson's correlations were used to analyse the relationship between the dependent and independent variables of the study. Multiple regression analysis was also used to determine the most significant predictor variable among the independent variables.

3.12 Measurement of Variables

This is research information regarding the extent of individual references on a given variable (Mugenda and Mugenda, 1999). Responses on a close ended question were rated on a 5 - point Likert scale as indicated below;

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with data presentation, analysis and interpretation of results. The presentation of the results is done in two sections. The first section presents the background information of the respondents that participated in the study. The second section presents the major findings about the three specific objectives of the study. Pearson's correlations were used to analyse the relationship between institutional leadership, parents' involvement and school facilities on pupil academic performance in UPE Schools in Lubaga Division. In addition, multiple regression analysis was also used to determine the most significant predictor variable among the independent variables.

4.2 Response Rate

The study targeted 175 respondents in collecting data with regard to factors affecting academic performance of pupils in academic performance in UPE Schools in Lubaga Division. The results for the response rate are presented in table 4.1 below;

Table 4.1: Showing Response Rate

Selected sample	Responses		Response rate
	Returned	Completed	
162 Questionnaires	162	162	100%
13 Interviews	13	13	100%
TOTAL	175		100

Results in table 4.1 above indicate that all the targeted respondents responded in time giving a response rate of 100%. According to Mugenda and Mugenda (2003), a 50% response rate is adequate, 60% good and above 70% rated very good. Kothari (2004) also asserts that a response rate of 50% is adequate, while a response rate greater than 70% is very good. Based on these assertions, it implies that the response rate in this case of 100% is very good. This commendable response rate was made a reality after the researcher made personal calls and visits to remind the respondents to fill-in and return the questionnaires.

4.3   Background characteristics of respondents

To appreciate the reliability of the research findings, the researcher identified the respondents' background information in respect to response rate, gender, education level and number of years respondents had dealt with schools in the study area. Understanding this situation helped the researcher to come up with proper information about the nature of the respondents in the area of study.

4.3.1 Gender of the respondents

The study also sought for the gender of the respondents and their distribution is shown in figure 4.1 below.
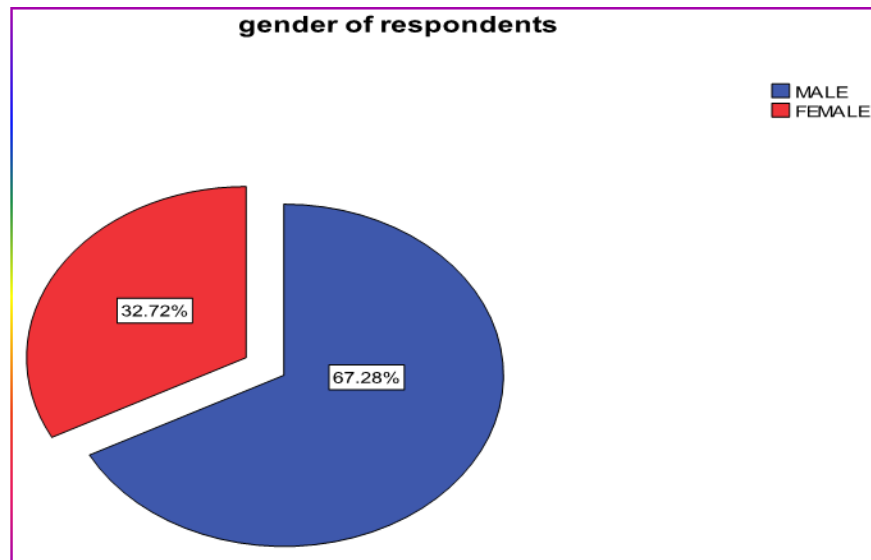
Figure 4.1: Distribution of respondents by gender

From figure 4.1 above, it can be seen that 67.28% of the respondents were male and 32.72% were female. This implies that UPE Schools in Lubaga Division employed more male teachers than female teachers. It also implies that the study was composed of both male and female respondents and therefore not biased against any gender. According to Mbabazi (2008), data collection that incorporates responses from both sexes is reliable than from a single sex size.

4.3.2 Education level of the respondents

The study further investigated the level of education of respondents. The results are presented in figure 4.2 below.
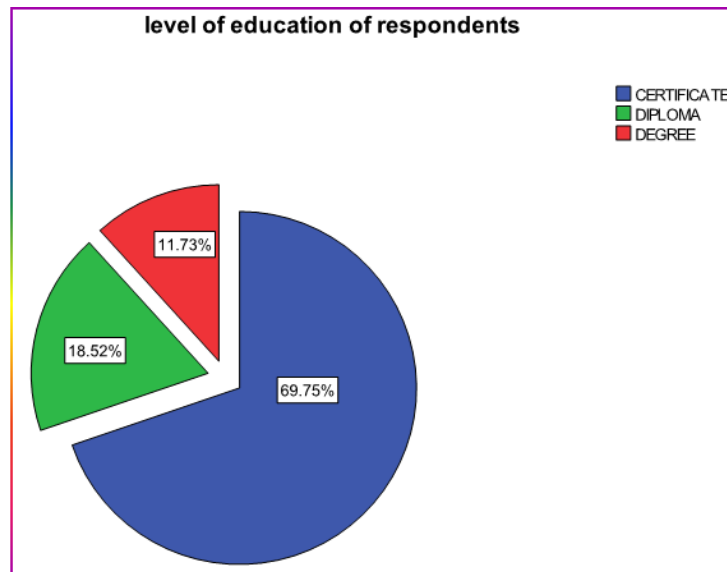
Figure 4.2: showing education level of respondents

As far as educational achievement was concerned, it was found out that 69.75% of the selected respondents possessed certificate level education, 18.52% had diploma and 11.73% held bachelor's degrees. This shows that the responses attained from the questionnaire came from an educated group of respondents who were able to understand and interpret the contents of the instrument.

4.3.3 Length of time spent dealing with the schools

The researcher went ahead to establish the length of time the respondents had dealt with UPE Schools in Lubaga Division. The details are shown in figure 4.3 below.
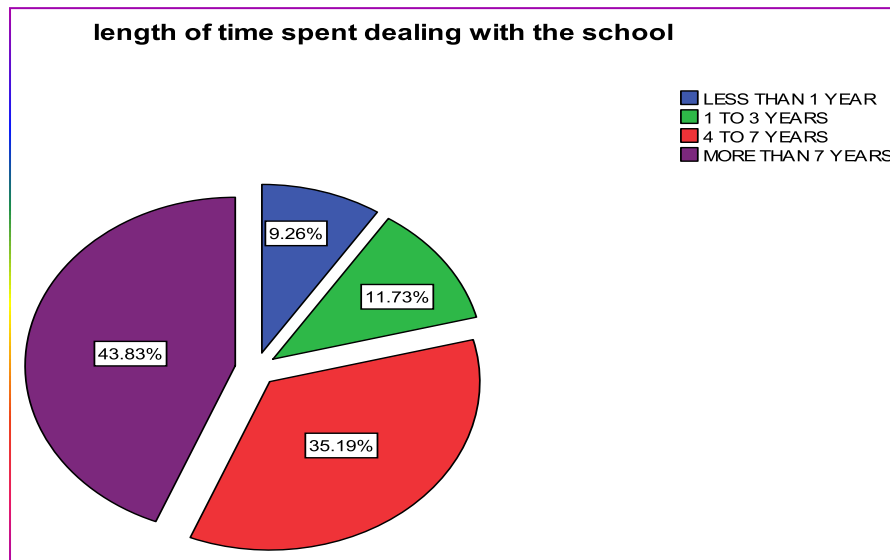
Figure 4.3: Length of time spent dealing with the school

The study found that, majority of the respondents (43.83%) had spent more than seven years dealing with UPE Schools in Lubaga Division. Those that had spent $4 - 7$ years were 35.19%, those between $1 - 3$ years were 11.73% while the minority (9.26%) had spent less than one year. Since most of the respondents had spent more than seven years dealing with UPE Schools in Lubaga Division, it implies that they were conversant with the information that the study sought pertaining to their schools. In line with these observations, Afande (2013), stated that the longer one works in an organization, the more they understand the organization and hence the higher the ability to articulate issues pertaining to the organization.

4.4 Findings about specific objectives of the study

The major findings about the three specific objectives of the study are presented in the subsequent sub sections.

4.4.1 Objective 1: Effect of institutional leadership on pupil academic performance in UPE Schools in Lubaga Division

To establish the effect of institutional leadership on pupil academic performance in UPE Schools in Lubaga Division, respondents were requested to indicate their level of agreement on the extent to which various aspects of institutional leadership were reflected in their schools. The responses were rated on a five point Likert scale with 1 denoting strongly agree, 2 representing agree, 3 Neutral, 4 disagree and 5 strongly disagree. The midpoint of the scale was a score of 3 indicating that one was neutral (neither agree nor disagree). Any score above 3.0 therefore signified that the respondents disagreed with the statements while scores below 3.0 signified that respondents agreed with the statement. The study findings are presented in table 4.2 below.

Table 4.2: Responses regarding the effect of institutional leadership on pupil academic performance in UPE Schools in Lubaga Division

STATEMENT	SA		A		N		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
The school leaders use an open systems approach which allows other members to freely make suggestions on how best to improve students' performance	19	**11.7**	103	**63.6**	0	**0**	38	**23.5**	2	**1.2**	162	100
School administrators also value, recognize and equitably reward teachers for their contributions in this school	6	**3.7**	39	**24.1**	1	**0.6**	104	**64.2**	12	**7.4**	162	100
There is a clear channel of communication in these schools and essential information flows effectively from senior leadership to lower level staff	4	**2.5**	41	**25.3**	0	**0**	107	**66.0**	10	**6.2**	162	100

Statement	SD		D		N		A		SA		Total	
The top school administrators delegate duties to other employees in this school	13	**8.0**	100	**61.7**	4	**2.5**	32	**19.8**	13	**8.0**	162	100
The school administrators also provide teachers with periodic training to improve on their teaching abilities.	27	**16.7**	99	**61.1**	0	**0**	25	**15.4**	11	**6.8**	162	100
The school administrators ensure that teachers adequately prepare for their lessons by having lesson plans and schemes of work.	14	**8.6**	105	**64.8**	2	**1.2**	35	**21.6**	6	**3.7**	162	100
School management carries out regular monitoring and assessment of teachers to ensure that they effectively carry out their duties	12	**7.4**	24	**14.8**	0	**0**	111	**68.5**	15	**9.3**	162	100
Staff members are contented with the head teacher's management style	7	**4.3**	31	**19.1**	0	**0**	108	**66.7**	16	**9.9**	162	100
The head teachers are supportive to teachers and other employees in their schools	5	**3.1**	43	**26.5**	0	**0**	105	**64.8**	9	**5.6**	162	100
Teachers freely interact and share their opinions about students' performance with the school administrators.	13	**8.0**	28	**17.3**	0	**0**	113	**69.8**	8	**4.9**	162	100
Effective school leadership can enhance students academic performance in Lubaga Division	12	**7.4**	113	**69.8**	0	**0**	25	**15.4**	12	**7.4**	162	100

Source: Field Research Findings. Key: (SD-Strongly Disagree, D-Disagree, N-Neutral, A-

Agree, SA-Strongly Agree)

In the first item about this objective, the researcher sought to establish whether the school leaders in the study area use an open systems approach which allows other members to freely make suggestions on how best to improve students' performance. The findings presented in table 4.2 indicate that 63.6% of the respondents agreed, 11.7% strongly agreed, 23.5% disagreed while 1.2% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 2.39 which suggest that most of the respondents agreed about this item. From the interviews, the head teachers revealed that they always use democratic leadership style that involves getting wider range of teachers' views needed to enhance students' performance. Based on these findings, we can therefore deduce that school leaders in the study area use an open systems approach which allows other members to freely make suggestions on how best to improve students' performance. According to Drury and Levin (2004) such a state of affairs indicates a participatory management style which contributes to four intermediate outcomes and in turn has the potential to lead to better student achievement. The four outcomes are increased efficiency in use of resources and personnel, increased professionalism of teachers, implementation of curriculum reform and increased community engagement.

The researcher went ahead to find out the opinions of respondents on whether school administrators in the schools under study also value, recognize and equitably reward teachers for their contributions. Results in Table 4.2 above indicate that only 3.7% of the respondents strongly agreed, 24.1% agreed, 0.6% were not sure, 64.2% disagreed while 7.4% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.48 which suggest that most of the respondents disagreed on this item. Based on these findings, we can therefore deduce that school administrators in the schools under study seldom value, recognize

and equitably reward teachers for their contributions. From the interviews, one of the respondents stated that;

"I cannot say that rewards are equitable; there is a lot of dissatisfaction about rewards among many of our teachers, mainly because such rewards are not usually based on their workload"

Another interviewed respondent stated that this state of affairs forces teachers to look for additional sources of income which creates divided attention and thereby adversely affect their productivity levels. Under such circumstances, Coombs (2005) also stated that teachers undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Similarly, Daun (2007) noted that that when teachers' standard of living is so low that their basic needs are not met, they do not give priority to their teaching responsibilities and consequently instructional quality suffers.

Respondents were further asked whether there was a clear channel of communication in these schools and essential information flows effectively from senior leadership to lower level staff. The findings presented in table 4.2 indicate that 25.3% of the respondents agreed, 2.5% strongly agreed, the majority (66.0%) disagreed while 6.2% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.48 which suggest that most of the respondents disagreed on this item. Based on these findings, we can therefore deduce that there was no clear channel of communication in schools under study and essential information could not flow effectively from senior leadership to lower level staff. This state of affairs disagrees with what was observed by House (1968) that teachers' performance is enhanced by proper communication from top management which also helps to correct errors.

The researcher also examined the opinions of the respondents on whether the top school administrators delegate duties to other employees in the schools under study. The data presented in table 4.2 indicate that 8.0% of the respondents agreed, 61.7% strongly agreed, 2.5% were not sure, 19.8% disagreed while only 8.0% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 2.58 which suggest that most of the respondents agreed about this item. Based on these findings, we can therefore deduce that top school administrators delegate duties to other employees in the schools under study. In line with this, one of the interviewed headteacher stated that;

"No school administrator can carry out all the school duties alone, we work with others and many times entrust our duties to our subordinates"

This finding is in line with what was stated by Cliffs (2010), that most organizations today encourage managers to delegate authority in order to provide maximum flexibility in meeting customer needs. The author further stated that delegation leads to empowerment, in that people have the freedom to contribute ideas and do their jobs in the best possible ways. Proper delegation of duties also relieves the school administrators from their many tasks and inculcates a sense of responsibility, hardworking and commitment among the teachers which in turn enhances students' performance (Kuloba, 2010).

The researcher also sought for opinions of respondents as to whether the school administrators also provide teachers with periodic training to improve on their teaching abilities. Results presented in Table 4.2 shows that 61.1% of the respondents agreed, 16.7% strongly agreed, 15.4% disagreed while 6.8% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 2.50 which suggest that most of the respondents agreed about this item. Based on these findings, we can therefore deduce that school administrators in the schools

under study provide teachers with periodic training to improve on their teaching abilities. From the interviews, many of the headteachers revealed their schools offer training in form of workshops and seminars especially during holidays where all teachers are required to attend to enable them acquire new knowledge and ideas. These findings are in agreement with what was stated by Partington et al (2003) that staff development is essentially concerned with realizing the potential of each staff member to be effective, successful, and creative and to take bold initiatives in their work to the benefit of their clients, their colleagues, their institution and their own career development.

Further investigation on whether the school administrators in the schools under study ensure that teachers adequately prepare for their lessons by having lesson plans and schemes of work revealed that 8.6% of the respondents strongly agreed, 64.8% agreed, 1.2% were not sure, 3.7% strongly disagreed and 21.6% disagreed. The mean value for the responses on this item as shown in appendix 3 is 2.47 which suggest that most of the respondents agreed on this item. In line with this, one of the interviewed headteacher stated that;

"I personally check and ensure that teachers have updated schemes of work, lesson plans, exam mark sheets, students' lesson notes, and teacher attendance book, which is filled in and kept in the staffroom".

Based on these findings, we can therefore deduce that school administrators in the schools under study ensure that teachers adequately prepare for their lessons by having lesson plans and schemes of work. The researcher further established whether management in the schools under study carries out regular monitoring and assessment of teachers to ensure that they effectively carry out their duties. Opinions of the respondents presented in Table 4.2 indicate that 7.4% of the respondents strongly agreed, 14.8% agreed, 68.5% disagreed while 9.3% strongly disagreed.

The mean value for the responses on this item as shown in appendix 3 is 3.57 which suggest that most of the respondents disagreed on this item. Based on these findings, we can therefore deduce that management in the schools under study hardly ever carry out regular monitoring and assessment of teachers to ensure that they effectively carry out their duties. In line with these findings, D'souza (2004) observed that lack of effective supervision can adversely affect the performance of learners. Eshiwani (2003) also attributes poor results of students to the armchair head teachers who do not know what goes on in the classroom. He further asserts that head teachers are instrumental in performance and should monitor closely all the activities in their schools.

The researcher further sought for opinions of respondents as to whether staff members in schools under study were contented with the head teacher's management style. The results presented in table 4.2 show that only 4.3% of the respondents agreed, 19.1 % strongly agreed, 66.0% disagreed while 9.9% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.59 which suggest that most of the respondents disagreed on this item. Based on these findings, we can therefore deduce that majority of teachers in the study area were not contented with their head teachers' management style. From the interviews, it was revealed that discontentment was resulting from the fact that in most of the schools, teachers who have their views different from those of the head teacher were many times humiliated, reprimanded or sacked. This situation eventually reduces their ability to explore their potential (Kyanda, 2014). Charlton (2000) also noted that under such circumstances, headteachers principals are likely to face students and teachers' resistance and an increase in indiscipline cases.

When respondents were asked whether the head teachers were supportive to teachers and other employees in their schools, the results presented in Table 4.2 show that 3.1% of them agreed, 26.5% strongly agreed, 64.8% disagreed while 5.6% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.43 which suggest that most of the respondents disagreed on this item. Based on these findings, we can therefore deduce that head teachers were not supportive to teachers and other employees in their schools. Nevertheless, the information presented in table 4.2 indicates that 4.9% of the respondents agreed, 61.7% strongly agreed, 29.6% disagreed while 3.7% strongly disagreed when asked whether teachers freely interact and share their opinions about students' performance with the school administrators. The mean value for the responses on this item as shown in appendix 3 is 2.65 which suggest that most of the respondents agreed on this item. Based on these findings, we can therefore deduce that teachers in the study area freely interact and share their opinions about students' performance with the school administrators. The above findings disagree with what was proposed by Lahler (2008) that lower level employees have all the willingness and skills needed to the job but will always need to be involved in decisions that affect them. Kayizzi (1990) also stated that employees need to be involved in decision making since this makes them feel important in their organisations.

The researcher further sought the opinions of respondents on whether effective school leadership could enhance students' academic performance in the schools under study. The findings presented in table 4.2 indicate that 69.8% of the respondents agreed, 7.4% strongly agreed, 15.4% disagreed while only 7.4% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 2.46 which suggest that most of the respondents agreed on this item. Based on majority of the responses, it indicates that effective school leadership can enhance students' academic performance in the schools under study. To verify these findings, the

researcher carried out a Pearson's Correlation analysis to establish the relationship between institutional leadership and pupil academic performance in UPE Schools in Lubaga Division. Table 4.3 below presents the pertinent results.

Table 4.3: Correlations between institutional leadership and pupil academic performance in UPE Schools in Lubaga Division

Correlations between institutional leadership and pupil academic performance in UPE Schools in Lubaga Division		INSTITUTIONAL LEADERSHIP	PUPILS ACADEMIC PERFORMANCE
INSTITUTIONAL LEADERSHIP	Pearson Correlation	1	.643[**]
	Sig. (2-tailed)		.000
	N	162	162
PUPILS ACADEMIC PERFORMANCE	Pearson Correlation	.643[**]	1
	Sig. (2-tailed)	.000	
	N	162	162
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Field Research Findings.

The Pearson's correlation results presented in Table 4.3 above show that there was a significant positive relationship between institutional leadership and pupil academic performance in UPE Schools in Lubaga Division (r = 0.643, p < 0.05). A significant positive relationship between institutional leadership and pupil academic performance in UPE Schools in Lubaga Division suggests that improving school leadership is essential in enhancing the overall students' academic performance in UPE schools in Lubaga Division.

4.4.2 Objective 2: Effect of parents' involvement on pupil academic performance in UPE Schools in Lubaga Division

To establish the effect of parents' involvement on pupil academic performance in UPE Schools in Lubaga Division, respondents were requested to indicate their level of agreement on the extent

to which various aspects of parents' involvement were reflected in their schools. The responses were rated on a five point Likert scale with 1 denoting strongly agree, 2 representing agree, 3 Neutral, 4 disagree and 5 strongly disagree. The midpoint of the scale was a score of 3 indicating that one was neutral (neither agree nor disagree). Any score above 3.0 therefore signified that the respondents disagreed with the statements while scores below 3.0 signified that respondents agreed with the statement. The study findings are presented in table 4.4 below.

Table 4.4: Responses regarding the effect of parents' involvement on pupil academic performance in UPE Schools in Lubaga Division

STATEMENT	SA		A		N		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Parents adequately attend to school functions like Parent-Teachers' Association meetings, parent-teacher workshops, fund raising activities and visitation days.	16	**9.9**	15	**9.3**	2	**1.2**	102	**63.0**	27	**16.7**	162	100
Parents also contribute to their children's home-based activities like helping with home-work and encouraging them to revise their books.	13	**8.0**	20	**12.3**	2	**1.2**	96	**59.3**	31	**19.1**	162	100
Parents always provide basic school needs like textbooks, transport, food, and school uniforms to their children	18	**11.1**	109	**67.3**	0	**0**	31	**19.1**	4	**2.5**	162	100
The parents also carry out regular monitoring and assessment of their children to ensure that they regularly attend to	11	**6.8**	23	**14.2**	2	**1.2**	80	**49.4**	46	**28.4**	162	100

	SD		D		N		A		SA		Total	100
school programmes												
Parents freely interact and share their opinions about students' performance with the school administrators.	9	**5.6**	33	**20.4**	0	**0**	99	**61.1**	21	**13.0**	162	100
Parents always demand for feedback from school administrators about their children's academic performance.	9	**5.6**	42	**25.9**	0	**0**	99	**61.1**	12	**7.4**	162	100
The parents are also involved in disciplining their children.	16	**9.9**	28	**17.3**	0	**0**	98	**60.5**	20	**12.3**	162	100
The parents pay their school dues on time.	15	**9.3**	18	**11.1**	0	**0**	86	**53.1**	43	**26.5**	162	100
The schools also receive technical and political support from the community.	15	**9.3**	102	**63.0**	0	**0**	35	**21.6**	10	**6.2**	162	100
There is a cordial relationship between the parents and some competent parents are allowed to take an active role in school matters	5	**3.1**	100	**61.7**	0	**0**	32	**19.8**	25	**15.4**	162	100
Parents' involvement in students' academic affairs can enhance their academic performance in Lubaga Division	15	**9.3**	115	**71.0**	0	**0**	19	**11.7**	13	**8.0**	162	100

Source: Field Research Findings. Key: (SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree)

In the first item about this objective, the researcher sought to establish whether parents adequately attend to school functions like Parent-Teachers' Association meetings, parent-teacher workshops, fund raising activities and visitation days. The findings presented in table 4.4 indicate that only 9.9% of the respondents agreed, 9.3% strongly agreed, 1.2% were not sure, 63.0% disagreed while 16.7% strongly disagreed. The mean value for the responses on this item

as shown in appendix 3 is 3.67 which suggest that most of the respondents disagreed about this item. From the interviews, the head teachers revealed that parents' turn up to such meetings is very poor. One of the head teachers stated that;

"They rarely attend to such meetings; many of them point to their demanding schedules and claim that they don't have extra time to attend to school activities"

Based on these findings, we can therefore deduce that parents attendance to school functions like Parent-Teachers' Association meetings, parent-teacher workshops, fund raising activities and visitation days was inadequate. In such a state of affairs, it becomes difficult for many parents to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of their children (Chapman, Barcikowski, Sowah, Gyamera, &Woode, 2002).

The researcher went ahead to find out the opinions of respondents on whether parents also contribute to their children's home-based activities like helping with home-work and encouraging them to revise their books. Results in Table 4.4 above indicate that only 8.0% of the respondents strongly agreed, 12.3% agreed, 1.2% were not sure, 59.3% disagreed while 19.1% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.69 which suggest that most of the respondents disagreed on this item. Based on these findings, we can therefore deduce that many parents in the schools under study hardly ever contribute to their children's home-based activities like helping with home-work and encouraging them to revise their books. From the interviews, one of the respondents stated that;

"Many parents do not help their children with homework, some just lack the know-how because they cannot read or understand English while others just make themselves busy and have no time for their children's education"

This state of affairs contradicts with what was observed by Hoover-Dempsey & Sandler (2005), that parents have an important role to play in home-based activities when it comes to children's learning. These home-based activities include, among others, monitoring their child's school work and progress, discussing school related issues with their child, and assisting with homework. Studies have also shown marked improvement in students' academic achievement when their parents are involved with their homework (Keith and Keith, 2003). According to Shaffer (2004), parental support include helping children in their homework, in organizing their timetable, preparing a suitable condition for studying, in monitoring their progress, follow up of their daily activity and progress both inside and outside school, reinforcing positive attitude about learning and school, and encouraging and supporting their success in education.

Respondents were further asked whether parents always provide basic school needs like textbooks, transport, food, and school uniforms to their children. The findings presented in table 4.4 indicate that 11.1% of the respondents agreed, 67.3% strongly agreed, 19.1% disagreed while 2.5% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 2.35 which suggest that most of the respondents agreed on this item. Based on these findings, we can therefore deduce that parents in the schools under study always provided basic school needs like textbooks, transport, food, and school uniforms to their children. This state of affairs disagrees with what was observed by Ubogu (2004) that provision of school needs like learning materials provides a stable mind and a conducive learning environment for the pupils.

The researcher also examined the opinions of the respondents on whether the parents also carry out regular monitoring and assessment of their children to ensure that they regularly attend to school programmes. The data presented in table 4.4 indicate that only 6.8% of the respondents

agreed, 14.2% strongly agreed, 1.2% were not sure, 49.4% disagreed while 28.4% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.78 which suggest that most of the respondents disagreed about this item. Based on these findings, we can therefore deduce that parents rarely carry out regular monitoring and assessment of their children to ensure that they regularly attend to school programmes. In line with this, one of the interviewed headteacher stated that; indifferent

"No, many parents are not bothered. It is rare to see a parent coming to school to inquire

about his or her child's progress"

This state of affairs deviates from what was proposed by Obsaa (2010) who also suggested that parents should monitor, supervise and take attendance of the learners, ensure that teachers arrive at the classroom on time and effectively teach in the classroom. The argument behind parents monitoring is that they are in a better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children (Chapman, Barcikowski, Sowah, Gyamera, &Woode, 2002).

The researcher also sought for opinions of respondents as to whether parents freely interact and share their opinions about students' performance with the school administrators. Results presented in Table 4.4 shows that only 20.4% of the respondents agreed, 5.6% strongly agreed, 61.1% disagreed while 13.0% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.56 which suggest that most of the respondents disagreed about this item. Based on these findings, we can therefore deduce that parents in the study area do not freely interact and share their opinions about students' performance with the school administrators. From the interviews, one of the headteachers stated that;

"That would only be possible when their turn up for meetings and other school activities is high.

But remember I said many parents are not bothered about such meetings"

In such a state of affairs, Uemura (2009) noted that it becomes difficult for parents to hold institutions accountable for their performance. Further investigations on whether parents always demand for feedback from school administrators about their children's academic performance also revealed that only 5.6% of the respondents strongly agreed, 25.9% agreed, 7.4% strongly disagreed and the majority (61.1%) disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.39 which suggest that most of the respondents disagreed on this item. In line with this, one of the interviewed headteacher stated that;

"Our parents are difficult people; some of them do not even ask for their children's end of term report cards".

Another head teacher stated that;

"Some parents only get concerned when their children are in primary seven. Moreover in third term when they are about to sit for the final exams"

Based on these findings, we can therefore deduce that parents in the schools under study hardly ever demand for feedback from school administrators about their children's academic performance. According to Watt (2001), limited parents' involvement sometimes results from lack of relevant skills. The author observed that some parents lack not only relevant skills and resources to contribute to school but also they are less confident to interact with schools and teachers. On the other hand, Uemura (2009) argues that all parents do not get involved in education because parents have different understanding about schools and consequently they could think that they have no control over school, may not want to talk to and interfere into teachers business.

The researcher further established whether the parents were also involved in disciplining their children. Opinions of the respondents presented in Table 4.4 indicate that 17.3% of the respondents strongly agreed, 9.9% agreed, 60.5% disagreed while 12.3% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.39 which suggest that most of the respondents disagreed on this item. Based on these findings, we can therefore deduce that parents were not adequately involved in disciplining their children. From the interviews, one of the headteachers stated that;

"No, some parents cannot even punish their children from their homes. They always bring them here for us to punish them on their behalf"

The researcher further sought for opinions of respondents as to whether the parents pay their school dues on time. The results presented in table 4.4 show that only 11.1% of the respondents agreed, 9.3% strongly agreed, 53.1% disagreed while 26.5% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.48 which suggest that most of the respondents disagreed on this item. Based on these findings, we can therefore deduce that majority of the parents in the study area could not pay their school dues on time. From the interviews, it was revealed that this state of affairs was as a result of the government policy of free primary education. This made the some parents to completely withdraw from paying any money including money for feeding their children. According to Bagoole (2011),this state of affairs creates uncertainty in planning, disrupts schools operations and greatly increases cost of education. It is no wonder that many schools in the study area continued to register low levels of primary education performance.

When respondents were asked whether the schools receive technical and political support from the community, the results presented in Table 4.4 show that 9.3% of them agreed, 63.0%

strongly agreed, 21.6% disagreed while 6.2% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 2.52 which suggest that most of the respondents agreed on this item. Based on these findings, we can therefore deduce that schools in the study area receive technical and political support from the community. From the interviews, it was revealed that the community provides not only financial and human resources but also playing ground for sports and other co-curricular activities. This might also be the reason why majority of the respondents (61.7%) agreed when asked whether there is a cordial relationship between the parents and some competent parents are allowed to take an active role in school matters.

In such a state of affairs, Bray (2001) noted that community participation increase a sense community ownership and a better understanding of the true nature of the educational problems facing a country. He further stated that this contributes to improvement in education through improving student recruitment, retention and attendance; improving teachers' performance and condition of their service; and enhancing equity. According to Uemura (2009) in some cases, the community can serve as guest teachers in the classroom; help introduce teacher to the local environment, help in preparing instructional material and media to accord it with the local condition and understandable by children; and give feedback that can help to improve school performance. Respected community members, knowledgeable village elders, community members with special positions and religious people can help student understand what a teacher teaches or provide indigenous knowledge for students (Uemura, 2009).

The researcher further sought the opinions of respondents on whether parents' involvement in students' academic affairs can enhance their academic performance in Lubaga Division. The findings presented in table 4.4 indicate that 71.0% of the respondents agreed, 9.3% strongly

agreed, 11.7% disagreed while only 8.0% strongly disagreed. The mean value for the responses

on this item as shown in appendix 3 is 2.38 which suggest that most of the respondents agreed on

this item. Based on majority of the responses, it indicates that parents' involvement in students'

academic affairs can enhance their academic performance in Lubaga Division. To verify these

findings, the researcher carried out a Pearson's Correlation analysis to establish the relationship

between parents' involvement and pupil academic performance in UPE Schools in Lubaga

Division. Table 4.5 below presents the pertinent results.

Table 4.5: Correlation between parents' involvement and pupil academic performance in UPE

Schools in Lubaga Division

Correlation between parents' involvement and pupil academic performance in UPE Schools in Lubaga Division		PARENTS' INVOLVEMENT	PUPILS ACADEMIC PERFORMANCE
PARENTS' INVOLVEMENT	Pearson Correlation	1	.861[**]
	Sig. (2-tailed)		.000
	N	162	162
PUPILS ACADEMIC PERFORMANCE	Pearson Correlation	.861[**]	1
	Sig. (2-tailed)	.000	
	N	162	162
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Field Research Findings.

The Pearson's correlation results presented in Table 4.5 above show that there was a significant

positive relationship between parents' involvement and pupil academic performance in UPE

Schools in Lubaga Division ($r = 0.861$, $p < 0.05$). A significant positive relationship between

parents' involvement and pupil academic performance in UPE Schools in Lubaga Division

suggest that increased parents' involvement contributes to a better pupil academic performance

in UPE Schools in Lubaga Division.

4.2.3 Objective 3: Effect of school facilities on pupil academic performance in UPE Schools in Lubaga Division

To establish the effect of school facilities on pupil academic performance in UPE Schools in Lubaga Division, respondents were requested to indicate their level of agreement on the extent to which various aspects of school facilities were reflected in their schools. The responses were rated on a five point Likert scale with 1 denoting strongly agree, 2 representing agree, 3 Neutral, 4 disagree and 5 strongly disagree. The midpoint of the scale was a score of 3 indicating that one was neutral (neither agree nor disagree). Any score above 3.0 therefore signified that the respondents disagreed with the statements while scores below 3.0 signified that respondents agreed with the statement. The study findings are presented in table 4.6 below.

Table 4.6: Responses regarding the effect of school facilities on pupil academic performance in UPE Schools in Lubaga Division

STATEMENT	SA		A		N		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
The schools have adequate and accessible library facilities needed by both students and teachers for effective teaching and learning	17	**10.5**	16	**9.9**	0	**0**	94	**58.0**	35	**21.6**	162	100
The schools also have spacious classrooms that can facilitate effective interaction among the learners and teachers.	20	**12.3**	13	**8.0**	0	**0**	99	**61.1**	30	**18.5**	162	100
These classrooms also have enough furniture which is moveable and can be arranged in different ways to facilitate group discussions and various activities	10	**6.2**	23	**14.2**	0	**0**	92	**56.8**	37	**22.8**	162	100

	SD	%	D	%	N	%	A	%	SA	%	Total	%
The schools have adequate text books and other reading materials required by both teachers and students for effective teaching and learning	6	**3.7**	24	**14.8**	1	**0.6**	122	**75.3**	9	**5.6**	162	100
The schools have adequate and constant supply of water and electricity	16	**9.9**	17	**10.5**	0	**0**	111	**68.5**	18	**11.1**	162	100
The schools also have ICT facilities like computers and internet services which are used in the teaching learning process.	17	**10.5**	14	**8.6**	4	**2.5**	95	**58.6**	32	**19.8**	162	100
Teachers in these schools have their own office space (apart from their classroom) which is sufficient and allows privacy.	45	**27.8**	63	**38.9**	0	**0**	38	**23.5**	16	**9.9**	162	100
In these schools, suitable reception space is available for students, teachers, and visitors so they feel welcome.	38	**23.5**	69	**42.6**	0	**0**	43	**26.5**	12	**7.4**	162	100
Schools have students' recreation facilities like sports grounds for football, netball and other co-curricular activities	4	**2.5**	49	**30.2**	0	**0**	107	**66.0**	2	**1.2**	162	100
Teachers in these schools are also provided with good housing facilities	13	**8.0**	18	**11.1**	2	**1.2**	93	**57.4**	36	**22.2**	162	100
Existence of adequate school facilities can enhance students' performance in Lubaga Division	6	**3.7**	115	**71.0**	1	**0.6**	32	**19.8**	8	**4.9**	162	100

Source: Field Research Findings. Key: (SD-Strongly Disagree, D-Disagree, N-Neutral, A-

Agree, SA-Strongly Agree)

In the first item about this objective, the researcher sought to establish whether the schools had adequate and accessible library facilities needed by both students and teachers for effective teaching and learning. The findings presented in table 4.6 indicate that only 9.9% of the respondents agreed, 10.5% strongly agreed, 58.0% disagreed while 21.6% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.70 which suggest that most of the respondents disagreed about this item. From the interviews, the head teachers revealed that generally the library facilities were poor. One of the head teachers stated that;

"As you can see, my small office also works as the library. Only that makes it inaccessible by

both students and teachers. But we have nothing to do due to resource constraints"

In some schools, the researcher observed that they had makeshift book stores and some students and teachers would once in a while borrow such books. According to the head teachers, such poor library facilities adversely affected students' performance.

The researcher went ahead to find out the opinions of respondents on whether their schools have spacious classrooms that could facilitate effective interaction among the learners and teachers. Results in Table 4.6 above indicate that only 12.3% of the respondents strongly agreed, 8.0% agreed, 61.1% disagreed while 18.5% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.65 which suggest that most of the respondents disagreed on this item. Based on these findings, we can therefore deduce that schools under study did not have spacious classrooms that could facilitate effective interaction among the learners and teachers. From the interviews, one of the respondents stated that;

"We are overburdened by the number of students given the limited class room sizes"

The researcher also observed that in some schools, due to the large number of pupils in classes, some pupils who seat at the back hardly hear anything during the lessons. In line with these findings Kraft (2004) in his study of the ideal class size and its effects on effective teaching and learning concluded that, class sizes above 40 have negative effects on students' achievement. Asiedu-Akrofi (1998) also indicated that since children and teachers have differences in motivation, interests and abilities and also differ in health, personal and social adjustment and creativity, good teaching is generally best done in classes with smaller numbers that allow for individual attention.

Respondents were further asked whether the classrooms had enough furniture which is moveable and could be arranged in different ways to facilitate group discussions and various activities. The findings presented in table 4.6 indicate that 14.2% of the respondents agreed, only 6.2% strongly agreed, 56.8% disagreed while 22.8% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.76 which suggest that most of the respondents disagreed on this item. Based on these findings, we can therefore deduce that classrooms in the schools under study do not have enough furniture to facilitate group discussions and various activities. In some schools, the researcher observed that most desks were broken and less in number compared to the enrolments. From the interviews, one of the respondents stated that;

"Some of our classes have over 100 pupils; five pupils can occupy a desk designed to take only two of them"

In line with the above findings, Mbozi (2008) argues that over enrolment of about sixty (60) pupils in class make learners fail to concentrate on their work while it also made teachers fail to mark learners' work and avoid using group work which is an effective mode of teaching. Teaching done by teachers faced with such challenges is not exciting to learners at all. Such

unfavorable and uninspiring classroom atmosphere promotes absenteeism and may lead to pupils dropping out of school.

The researcher also examined the opinions of the respondents on whether the schools had adequate text books and other reading materials required by both teachers and students for effective teaching and learning. The information presented in table 4.6 indicate that only 3.7% of the respondents strongly agreed, 14.8% agreed, 0.6% were not sure, 75.3% disagreed while 5.6% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.64 which suggest that most of the respondents disagreed about this item. Based on these findings, we can therefore deduce that the schools under study did not have adequate text books and other reading materials required by both teachers and students for effective teaching and learning. In line with this, one of the interviewed headteacher stated that; indifferent

> *"The government has indeed tried to give us the books, but still the students are far more than the required number"*

The researcher also sought for opinions of respondents as to whether the schools had adequate and constant supply of water and electricity. Results presented in Table 4.6 shows that only 10.5% of the respondents agreed, 9.9% strongly agreed, 68.5% disagreed while 11.1% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.60 which suggest that most of the respondents disagreed about this item. Based on these findings, we can therefore deduce that school under study did not have adequate and constant supply of water and electricity. In line with these findings, Kelly & Kanyika (2000) observed that the absence of adequate school facilities like desks, blackboards, electricity and water sanitation had a negative effect on pupil attendance and in turn learning achievement. According to Ndoye (2007), most schools are characterized by large enrolments which have a negative impact on the quality of

education. This in turn results in higher pupil-teacher ratios, pupil-classroom ratios, pupil-book ratios and pupil-desk ratios that eventually affect the performance of the learners.

Further investigations on whether the schools also had ICT facilities like computers and internet services which are used in the teaching learning process revealed that only 8.6% of the respondents strongly agreed, 10.5% agreed, 72.5% were not sure, 58.6% disagreed and 19.8% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.69 which suggest that most of the respondents disagreed on this item. In line with this, one of the interviewed headteacher stated that;

"The only two computers we have are used for administrative work not for class work".

Another head teacher stated that;

"Some of our teachers are yet to learn how to use computers in teaching our youngsters"

The researcher also observed that in some schools, some computers covered in dust were kept in the head teachers' offices and teachers hardly ever use them at all. Based on these findings, we can therefore deduce that many schools did not have ICT facilities like computers and internet services while a few who had them rarely used them in the teaching learning process.

The researcher further established whether teachers in these schools had their own office space (apart from their classroom) which is sufficient and allowed privacy. Opinions of the respondents presented in Table 4.6 indicate that 27.8% of the respondents strongly agreed, 38.9% agreed, 23.5% disagreed while 9.9% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 2.49 which suggest that most of the respondents agreed on this item. Based on these findings, we can therefore deduce that teachers in schools under study had their own office space (apart from their classroom) which is sufficient and allowed privacy. The

researcher further sought for opinions of respondents as to whether in these schools, suitable reception space was available for students, teachers, and visitors so they feel welcome. The results presented in table 4.6 show that 23.5% of the respondents agreed, 42.6% strongly agreed, 26.5% disagreed while 7.4% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 2.52 which suggest that most of the respondents agreed on this item. Based on these findings, we can therefore deduce that in these schools, suitable reception space was available for students, teachers, and visitors.

On the other hand, when respondents were asked whether their schools had students' recreation facilities like sports grounds for football, netball and other co-curricular activities, the results presented in Table 4.6 show that only 2.5% of them strongly agreed, 30.2% agreed, 66.0% disagreed while 1.2% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.33 which suggest that most of the respondents disagreed on this item. Based on these findings, we can therefore deduce that most of the schools under study did not have students' recreation facilities like sports grounds for football, netball and other co-curricular activities. From the interviews, it was revealed that most of the schools use public play grounds while others share amongst them such facilities for sports and other co-curricular activities.

The researcher further sought the opinions of respondents on whether teachers in these schools were also provided with good housing facilities. The findings presented in table 4.6 indicate that only 11.1% of the respondents agreed, 8.0% strongly agreed, 1.2% were not sure, 57.4% disagreed while only 22.2% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 3.75 which suggest that most of the respondents disagreed on this item. Based on majority of the responses, it indicates that many teachers in these schools were not

provided with good housing facilities. From the interviews, the researcher was informed that the houses a few compared to the number of teachers and some of them come very far away from the school and therefore incur high costs in transport which reduces on the time they would be willing to spend at school. In line with these findings, Kamuhanda (1976) found out that, lack of fringe benefits leads to low teachers' social status leading to lack of commitment on their jobs.

Nevertheless, when the researcher sought for the opinions of respondents on whether existence of adequate school facilities could enhance students' performance in Lubaga Division, majority of them answered in agreement (71.0%), 3.7% strongly agreed, 19.8% disagreed while only 4.9% strongly disagreed. The mean value for the responses on this item as shown in appendix 3 is 2.51 which suggest that most of the respondents agreed on this item. Based on majority of the responses, it indicates that existence of adequate school facilities can enhance students' performance in Lubaga Division. To verify these findings, the researcher carried out a Pearson's Correlation analysis to establish the relationship between school facilities and pupil academic performance in UPE Schools in Lubaga Division. Table 4.7 below presents the pertinent results.

Table 4.7: Correlation between school facilities and pupil academic performance in UPE Schools in Lubaga Division

Correlation between school facilities and pupil academic performance in UPE Schools in Lubaga Division		SCHOOL FACILITIES	PUPILS ACADEMIC PERFORMANCE
SCHOOL FACILITIES	Pearson Correlation	1	.862[**]
	Sig. (2-tailed)		.000
	N	162	162
PUPILS ACADEMIC PERFORMANCE	Pearson Correlation	.862[**]	1
	Sig. (2-tailed)	.000	
	N	162	162
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Field Research Findings.

The Pearson's correlation results presented in Table 4.7 above show that there was a significant positive relationship between school facilities and pupil academic performance in UPE Schools in Lubaga Division (r = 0.862, p < 0.05). A significant positive relationship between school facilities and pupil academic performance in UPE Schools in Lubaga Division suggest that increased school facilities contribute to a better pupil academic performance in UPE Schools in Lubaga Division.

4.5 Multiple Regression Analysis

The researcher also carried out a multiple regression analysis using a stepwise method to establish which among the independent variables (institutional leadership, parents' involvement and school facilities) contributed most to pupil academic performance in UPE Schools in Lubaga Division. Results of the model summary are presented in table 4.8 below.

Table 4.8: Model Summary

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.862[a]	.743	.741	.44326	.743	462.768	1	160	.000
2	.892[b]	.796	.794	.39598	.053	41.488	1	159	.000
a. Predictors: (Constant), SCHOOL FACILITIES									
b. Predictors: (Constant), SCHOOL FACILITIES, PARENTS' INVOLVEMENT									

Source: Field Research Findings.

Table 4.8 above displays the results of the multiple regression analysis between the independent variables and pupil academic performance in UPE Schools in Lubaga Division using the stepwise method. The results indicate that school facilities is the most significant variable predicting up to 74.1% variation in pupil academic performance in UPE Schools in Lubaga Division. This is followed by parents' involvement, which contributes a further 5.3% to pupil academic

performance in UPE Schools in Lubaga Division. Together, school facilities and parents'

involvement contribute a total of 79.4% to pupil academic performance in UPE Schools in

Lubaga Division. Based on these findings, the researcher concludes that effective school

leadership accompanied with increased parents' involvement and increased school facilities

contribute to a better pupil academic performance in UPE Schools in Lubaga Division.

Consequently, the researcher rejects the null hypothesizes and upholds the alternatives that

institutional leadership, parents' involvement and school facilities have a significant effect on

pupil academic performance at PLE in Lubaga Division.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussion of the results derived from the data presented in chapter four. The discussion leads to varying conclusions and a number of recommendations that are presented later. The conclusions look at the most significant issues found out in the study. Recommendations mainly focus on proposals for improving academic performance of pupils in UPE Schools in Lubaga Division

5.2   Summary of findings

5.2.1   Effect of institutional leadership on pupil academic performance in UPE Schools in Lubaga Division

Establishing the effect of institutional leadership on pupil academic performance in UPE Schools in Lubaga Division was the first objective of this study. To achieve this objective, respondents were requested to indicate their level of agreement on the extent to which various aspects of institutional leadership were reflected in their schools. After collecting the data from the field, the researcher edited, coded and entered it into the Statistical Package for Social Science (SPSS) for generation of summary frequency tables. Thereafter, Pearson's correlation analysis was carried out to establish the effect of institutional leadership on pupil academic performance in UPE Schools in Lubaga Division. This analysis revealed that there was a significant positive relationship between institutional leadership and pupil academic performance in UPE Schools in Lubaga Division ($r = 0.643$, $p < 0.05$). A significant positive relationship between institutional leadership and pupil academic performance in UPE Schools in Lubaga Division suggests that

improving school leadership is essential in enhancing the overall students' academic performance in UPE schools in Lubaga Division.

5.2.2 Effect of parents involvement on pupil academic performance in UPE Schools in Lubaga Division

Establishing the effect of parents' involvement on pupil academic performance in UPE Schools in Lubaga Division was the second objective of this study. To achieve this objective, respondents were also requested to indicate their level of agreement on the extent to which various aspects of parents' involvement were reflected in their schools. After collecting the data from the field, the researcher edited, coded and entered it into the Statistical Package for Social Science (SPSS) for generation of summary frequency tables. Thereafter, Pearson's correlation analysis was carried out to establish the effect of parents' involvement on pupil academic performance in UPE Schools in Lubaga Division. This analysis revealed that there was a significant positive relationship between parents' involvement and pupil academic performance in UPE Schools in Lubaga Division ($r = 0.861$, $p < 0.05$). A significant positive relationship between parents' involvement and pupil academic performance in UPE Schools in Lubaga Division suggests that increasing parents' involvement is essential in enhancing the overall students' academic performance in UPE schools in Lubaga Division.

5.2.3 Effect of school facilities on pupil academic performance in UPE Schools in Lubaga Division

Establishing the effect of school facilities on pupil academic performance in UPE Schools in Lubaga Division was the third objective of this study. To achieve this objective, respondents were also requested to indicate their level of agreement on the extent to which various aspects of

school facilities were reflected in their schools. After collecting the data from the field, the researcher edited, coded and entered it into the Statistical Package for Social Science (SPSS) for generation of summary frequency tables. Thereafter, Pearson's correlation analysis was carried out to establish the effect of school facilities on pupil academic performance in UPE Schools in Lubaga Division. This analysis revealed that there was a significant positive relationship between school facilities and pupil academic performance in UPE Schools in Lubaga Division ($r = 0.862$, $p < 0.05$). A significant positive relationship between school facilities and pupil academic performance in UPE Schools in Lubaga Division suggest that increased school facilities contribute to a better pupil academic performance in UPE Schools in Lubaga Division.

5.3 Discussion of the findings

The following is the discussion of the findings based on the three objectives that guided the study.

5.3.1   Effect of institutional leadership on pupil academic performance in UPE Schools in Lubaga Division

This objective, sought to establish whether there is a relationship between institutional leadership and pupil academic performance in UPE Schools in Lubaga Division. The study findings revealed that there was a significant positive relationship between these two variables. This was because majority of the respondents stated that effective school leadership can enhance students' academic performance in Lubaga Division. This was also supported by the findings from the Pearson correlation coefficient which revealed a significant positive relationship between the two variables ($r = 0.643$, $p < 0.05$). These findings were in agreement with findings of many other scholars. For example Eshiwani (2003) identifies that schools which consistently perform well tend to have sound and efficient leadership. He further stresses that leadership is a crucial factor

in the success of a school. Similarly, Kibowen (2005) asserts that the basic reason why some schools performed better than others in examinations was that while some head teachers organized the learning process for their pupils, others leave it to chance.

The study findings are also consistent with what was observed by Kathuri (2004) who examined the correlation between the school and administration and pupils' performance. He looked at aspects of administration such as staff meetings, amount of time the head teacher allocated to various aspects of his responsibilities and the head teacher's opinion on matters that related the school discipline and qualities of a good teacher. He found that a strong correlation existed between quality of administration in a particular school and performance of that school in national examinations. He further found that the morale among teachers and students was influenced by effective administration. A school in which morale prevails is likely to have less disciplinary problems among teachers and consequently among students. Teachers in such a school are likely to be more committed.

School leaders set the tone for their buildings, provide leadership and direction for their schools' instructional programs and policies, sustain professional development for school personnel and themselves, and nurture personalized school environments for all students (Tirrozi, 2001). School leaders, in sum, set forth the conditions necessary for teachers to implement change, the integral component of the school improvement process (Zepeda, 2007). It is the school leader's responsibility to develop people to enable teachers and other staff to do their jobs effectively, to offer intellectual support and stimulation to improve their work, and to provide models of practice and support (Leithwood et al., 2004). Indeed, according to Hall (2002), effective head teachers are those who have high expectations for students, as this belief about students' ability

to learn is critical to school improvement. High achieving schools are marked by a culture that empower and instill confidence in teaching, valued their students' and teachers, and sought the help of parents and community members to enhance the schools effectiveness, this creates a sense of belonging and providing a clear direction for all involved (Habegger, 2008).

5.3.2 Effect of parents involvement on pupil academic performance in UPE Schools in Lubaga Division

This objective, sought to establish whether there is a relationship between parents involvement and pupil academic performance in UPE Schools in Lubaga Division. The study findings revealed that there was a significant positive relationship between these two variables. This was because majority of the respondents stated that parents' involvement in students' academic affairs can enhance their academic performance in Lubaga Division. This was also supported by the findings from the Pearson correlation coefficient which revealed a significant positive relationship between the two variables (r = 0.861, p < 0.05). These findings were also in agreement with findings of many other scholars. For instance, Hui-Chen Huang & Mason (2008) found out that parent' attitudes, along with their behaviour and activities with regard to their children's education, do affect academic achievement in a positive way. Similar results were also reported by Mworia (2003) who observed that children whose parents encouraged them to be interested in their schooling and actively involved with their schoolwork perform better in exams.

The study findings also confirm what was observed by Henderson & Mapp (2002) that students earn higher grades, they enroll in higher education, and their attitude towards school becomes more positive if the family; the community and school all work together. In addition, Henderson

and Berla (2004) claim that parental involvement in their children's education affects their school attendance, more students graduate, and behaviour of students' improves. Furthermore, research on effective schools, those where students are learning and achieving, has consistently shown that these schools, despite often working in low social and economic neighborhoods, have strong and positive school-home relationships (Sanders and Sheldon, 2009; Sheldon, 2009). More importantly, these effective schools have made a real effort in reaching out to their students' families in order to bring about liaison and cooperation.

The finding was also in agreement with the Department of Education (2004) in the United States, which revealed that students with involved parents are more likely to earn higher grades, pass their class and be promoted, they are more likely to attend school regularly and graduate and go on to postsecondary education, irrespective of their socio-economic status. Jerry Trusty (in Henderson and Mapp, 2002) concurs with this, and claims that the level of parental involvement in high school influences the students' expectations to finish school. In addition, Obeidat and Al-Hassan (2009) maintain that not only do children with involved parents gain academically, but they are also more likely to show improved behaviour and to have better social skills.

The findings are also supported by the results of a study by Gutman and McLoyd (2000) who carried out research with the aim of ascertaining the parental behaviour of typical successful students and comparing them with students who were encountering behavioural and academic problems. Their findings suggest that parents of academically successful students used a more specific approach to assist their children with schoolwork. For instance, they had more supportive communication with their children than the parents of less academically successful students. In addition, they frequently checked their children's progress by contacting the school,

and maintained positive relationships with school staff. Whereas, the parents of less achieving children seldom contacted the school. Sheldon (2009) concurs with this, and claims that parental involvement and a supportive home environment are no less important for academic success, than quality teaching and committed and caring teachers are. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates (Henderson & Mapp, 2002).

5.3.3 Effect of school facilities on pupil academic performance in UPE Schools in Lubaga Division

This objective, sought to establish whether there is a relationship between school facilities and pupil academic performance in UPE Schools in Lubaga Division. The study findings revealed that there was a significant positive relationship between these two variables. This was because majority of the respondents stated that existence of adequate school facilities can enhance students' performance in Lubaga Division. This was also supported by the findings from the Pearson correlation coefficient which revealed a significant positive relationship between the two variables (r = 0.862, p < 0.05). These findings were in agreement with findings of many other scholars. For example Munda, Tanui & Kaberia, (2000) who noted that absence of physical facilities contribute negatively to students' academic performance. Study results are also consistent with Etsey (2005), who looked at causes of low academic performance of students in schools. One of the causes identified was inadequacy of teaching and learning materials in the schools. The author concluded that, the situation makes it difficult for the students to understand the lessons and this led to low performance. Etsey (2005) further posits that, teaching and learning materials stimulate ideas, demand and active response from the learners and provide enjoyment of lessons. Again, Lessons become more alive and understanding and grasping of the

major concepts become easier. Broome (2003) also pointed out that, the creative use of a variety of media for learning increases the probability that students would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop.

The study findings also confirm what was observed by Schneider (2002) who pointed out that school facilities had a direct effect on teaching and learning. Schneider (2003) also found that the poor conditions of school facilities made it difficult for teachers to teach their students or provided an adequate education to their students, which affected teachers' health and safety. These poor conditions caused teachers to leave their schools and leave the teaching profession. Buckley, Schneider, and Shang (2004) indicated that the quality of school facilities was an important factor in the decision making of individual teachers.

The study findings were also in agreement with the Clinton-Gore Administration (2000) report on modernizing schools, which stressed that good facilities were an important precondition for student learning. Other researchers also found that poorer students' achievement is attributed to specific building features such as substandard science facilities, noisy external environments, air conditioning, classroom furniture, as well as locker conditions (Cash, 2003; Earthman, 2006; Hines, 2006).

5.4 Conclusions

The main conclusions drawn from this study are also presented in line with the specific objectives.

5.4.1 Effect of institutional leadership on pupil academic performance in UPE Schools in Lubaga Division

Research findings, revealed that there is a significant positive relationship between institutional leadership and pupil academic performance in UPE Schools in Lubaga Division (r = 0.643, p < 0.05). The researcher consequently concludes that effective school leadership improves students' academic performance in UPE schools in Lubaga Division.

5.4.2   Effect of parents involvement on pupil academic performance in UPE Schools in Lubaga Division

Research findings, revealed that there is a significant positive relationship between parents' involvement and pupil academic performance in UPE Schools in Lubaga Division (r = 0.861, p < 0.05). The researcher consequently concludes that increased parents' involvement contributes to a better pupil academic performance in UPE Schools in Lubaga Division.

5.4.3   Effect of school facilities on pupil academic performance in UPE Schools in Lubaga Division

Research findings, revealed that there is a significant positive relationship between school facilities and pupil academic performance in UPE Schools in Lubaga Division (r = 0.862, p < 0.05). The researcher consequently concludes that increased school facilities contribute to a better pupil academic performance in UPE Schools in Lubaga Division.

5.5 Recommendations

From the findings and conclusions, the following recommendations are suggested as per the respective specific objectives of the study.

5.5.1   Effect of institutional leadership on pupil academic performance in UPE Schools in Lubaga Division

The study findings revealed a significant positive relationship between institutional leadership and pupil academic performance in UPE Schools in Lubaga Division. However, it was revealed by majority of the respondents that despite existence of a participatory leadership style among many school leaders, there were also some inadequacies like absence of a clear channel of communication, and irregular monitoring and assessment of teachers to ensure that they effectively carry out their duties. Existence of such inadequacies limited the role of institutional leadership in causing a desirable academic performance of students in UPE Schools in Lubaga Division. Consequently, the researcher recommends that management of these schools puts up a clear channel of communication so that essential information flows effectively from senior leadership to lower level staff. Management also needs to continuously involve teachers in the decision making process of the schools at all levels and time. This is expected to encourage teachers to participate in the affairs of the school as a whole; they also feel they are part of the school, and therefore part of the school leadership. Similarly, management also needs to carry out regular monitoring and assessment of teachers to ensure that they effectively carry out their duties. This is because, naturally when people know that their performance is being monitored and that their continued existence are dependent on the results of the assessment, they would be motivated to work hard (Mullins, 2002).

5.5.2   Effect of parents involvement on pupil academic performance in UPE Schools in Lubaga Division

The study findings revealed a significant positive relationship between parents' involvement and pupil academic performance in UPE Schools in Lubaga Division. However, it was revealed by

majority of the respondents that such a relationship was being limited by existence of inadequacies like parents' unsatisfactory attendance to school functions like Parent-Teachers' Association meetings, fund raising activities and visitation days, inability to contribute to their children's home-based activities, irregular monitoring and assessment of their children's academic performance, limited involvement in disciplining their children and failure to pay their school dues on time. Efforts should therefore be geared towards increasing parents' involvement in pupil academic performance by attending to such inadequacies. Among others, school administration need to communicate to the parents that as collaborating educational partners, their support makes a great deal of difference in educational success of their children. They need to share the understanding that the responsibility to educate their children cannot be taken by single group of teachers. School management can also strengthen parent-school relationship by surrendering local decision-making power to the parents. Involving the parents in decision making of the schools can help the school reach out to many of them, share ideas, and gather their input towards influencing desirable students' academic performances.

5.5.3 Effect of school facilities on pupil academic performance in UPE Schools in Lubaga Division

The study findings revealed that school facilities is the most significant variable predicting up to 74.1% variation in pupil academic performance in UPE Schools in Lubaga Division. However, it was revealed by majority of the respondents that its contribution towards students' academic performance among UPE Schools in Lubaga Division was also being limited by existence of various inadequacies. In many schools for instance, it was revealed that the facilities available could not much the number of pupils' enrolment, which made it hard for them to cope with such conditions and many of them were discouraged to a point of dropping out of schools. The

researcher therefore recommends that in order to reduce the burden on poor parents, the government should consider increasing its funding towards provision of school facilities like classrooms, furniture, computers, scholastic materials like books, pens, uniforms and teachers houses. This can also be achieved through sourcing for extra funds from both local and international donors. If such facilities are provided to all children, there is a possibility that majority of those who drop out of school and or fail to perform better due to lack of access to such facilities, may be retained in schools and or improve on their academic performance.

5.6 Areas of further studies

Since this study explored factors that affect pupil academic performance in UPE Schools in Lubaga Division, it is recommended that; a similar study be conducted in other districts and the country at large. This will allow comparison purposes and will increase the generalizability of the findings. Other factors that could have influence on students' academic performance like teachers' motivation, parents' economic status and others may also be included in order to obtain more comprehensive understanding of the factors that affect pupil academic performance among UPE Schools in Uganda

REFERENCES

Ackoff, R. (1981). *Creating the corporate future.* New York: John Wiley & Sons.

Afande, O. F. (2013). *Effects of strategic management practices on performance of financial institutions in Kenya*: A case of Kenya Post Office Savings Bank, International Journal of Business Management and Administration, 2(6) 122-141.

AFT (2001). *Education Survey*. A Washington AFT education issues department

Amin, ME. (2005) *Social Science Research: Conception, methodology and analysis*. Kampala: Makerere University

Anol, B. (2012). *Social Science Research: Principles, Methods, and Practices", .* Tampa, Florida, USA abhatt@usf.edu: University of South Florida.

Aremu, A.O and Sokan, B.O. (2003). *A multi-casual evaluation of academic performance of Nigerian learner, issues and implications for national development*. Education this millennium Ibadan: Macmillan Nig. Ltd.

Avenstrup, R., X. Liang and S. Nellemann (2004) *Kenya, Lesotho, Malawi and Uganda: Universal Primary Education and Poverty Reduction, Case studies in scaling up poverty reduction'* Paper presented at the conference 'Scaling Up Poverty Reduction: A Global Learning Process and Conference'.

Bagoole C M. (2011), *Funds disbursement, monitoring, accountability and performance: a case of universal primary education schools in Iganga district*, Unpublished (Masters ofScience) dissertation, Makerere University, Kampala, Uganda.

Bank, W. (2004). Scaling Up Poverty Reduction:A Global Learning Process and Conference . (pp. May25–27, 2004). Shanghai: China Republic Publication.

Blase, J., and Blase, J. (2000). *Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools*. Journal of Educational Administration, 38(2), 130-141.

Borg, W. R. & Gall, M. D. (1989). *Education Research: An Introduction*. (*4*th Edition.) New York: Longman

Bray M & Mukundan M.V. (2004) *Management and Governance for EFA: is decentralization really the answer?* Background paper for UNESCO EFA Global Monitoring Report 2004/5.

Broome, S. K. (2003). *The relationship between design of school facilities and student behavior and academic achievement.* (Doctoral dissertation, University ofMississippi). Retrieved May 2, 2008, from ProQuest Digital Dissertations database.(AAT 3089830).

Buckley, J., Schneider, M., & Shang, Y. (2004a). *LAUSD school facilities and academic performance.* Retrieved My 1, 2014, from http://edfacilities.org/pubs/LAUSD%20Report.pdf

Cash, C. (1993). *Building condition and student achievement and behavior.* Ph. D. dissertation, Virginia Polytechnic and State University, United States -- Virginia. Retrieved July 4, 2014, from Dissertation & Theses: Full Text. (Publication No. AAT 9319761).

Chapman, D., Barcikowski, E., Sowah, M., Gyamera E., & Woode, G. (2002). *Do communities know best? Testing a premise of educational decentralization: Community members‟ perceptions of their local schools in Ghana*. International Journal of Educational Development, 22(2), 181-189.

Charlton G. (2000). *Human habit of highly effective organization*. Pretoria,Van Schaik.

Clarissa, B. (1992). *Home Environmental Factors and Achievements in Mathematics among Barbadian Secondary School Children.* Cave Hil: MA Thesis University of West Indies,.

Cliffs, N. (2010). *Concepts of organising*. Wiley Publishing, Inc. Retrieved November 16, 2014.

Clinton-Gore Administration. (2000). *Modernizing America's Schools*. Retrieved July 4, 2015
    from http://clinton4.nara.gov/textonly/WH/EOP/nec/html/doc061600.html

Commission, U. H. (2004). *ANNUAL REPORT.* Kampala: UHRC.

Considine, G. & Zappala, G. (2002). Influence of social and economic disadvantage in the
    academic performance of school students in Australia. Journal of Sociology, 38, 129-148.
    Retrieved on August 16, 2007 from http://jos.sagepub.com

Crampton .F and David. C. Thompson. (2003). *Saving America's School Infrastructure*.
    Greenwich.

Cresswell, J. W. (1994). *Research Design:Qualitativ eand Quantitative Approaches.* Chicago:
    Chicago University.

Creswell, J.W. (2003). *Research design*: Qualitative, quantitative and mixed method approaches
    (2nd ed.) London: Sage

Das, J., S. Decron, J. Habyarimana and P. Krishnan (2004) *Public and Private Funding of Basic
    Education in Zambia*: Implications of Budgetary Allocations for Service Delivery.

D'souza, A. 1994. *Leadership: Triology on leadership and Effective Management*. Nairobi:
    Paulines Publication Africa

Daun, H. (2007). "*Teachers' Needs, Culturally Significant Teacher Education and Educational
    Achievement in an African Context*: The case of Guinea Bissau,: International Journal of
    Educational Development, 17, 1, 59-71.

Department of Education. (2004). *Parental involvement*: Title I, part A. Non-regulator guidance.
    No Child Left Behind. USA.

Dermie, F. L. (2006). *The Achievement of African Heritage pupils: Good Practice in Lambeth
    Schools.* London: Lambeth Research and Statistical Unit.

Desarrollo, I. (2007). *The Quality of Education in Latin America and Caribbean Latin America.*
Paraguay: Research Work Institute Desarrollo.

Diriye, A. (2006). The ticking bomb: The educational underachievement of Somalia children in
British schools. *Wardheernews.com.*

DuFour, R. (May 2002). *Educational Leadership* .The learning-centered principal.*, 59 (8). 12-16

Dynarski, M. J. (2011). Gains and Gaps: Changing Inequality In U.S. College Entry And
Completion. *Working Paper 17633http://www.nber.org/papers/w17633, NATIONAL
BUREAU OF ECONOMIC RESEARCH, Massachusetts Avenue Cambridge,*, MA 02138.

Earthman, G. I. (2006). *Review of the research on the relationship between school buildings ,
student achievement, and student behavior.* Paper presented at theAnnual Meeting of the
Council of Educational Facilities Planners, InternationalTarpon Springs, FL.

Education for All (EFA) Global Monitoring Report (2005), 'Overcoming the Obstacles to EFA',
UNESCO International Institute for Educational Planning.

Education, N. A. (2009). http://www.uneb.ac.ug/index.php?link=Departments&&Key=NAPE.
Retrieved on 21/08/2014

http://www.uneb.ac.ug/index.php?link=Departments&&Key=NAPE.

Epstein, J. L. and Sanders, M. G. (2002). *Prospects for change: Preparing educators for school,
family, and community partnerships*. Peabody Journal of Education, 81(2), 81-120.

Epstein, J.L. (2009). In *School, family, and community partnerships:* Your handbook for action
(3rd ed.). USA: Corwin Press.

Eshiwani, G. S. (1983). *Factors Influencing Performance Among Primary and Secondary
Schools in Western Province. Policy Study (*Kenyatta University College). Bureau of
Educational Research.

Etsey Kafui (2005). *Causes of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana*. Department of Educational Foundations University of Cape Coast Cape Coast, Ghana

Gay, L. R. (2006). *Educational research competencies for analysis and application*, Harcourt Brace Jovanovich, Inc.

Gliem, A. G. (2003), *Calculating, interpreting and reporting crobach's alpha reliability Coefficient for likert type of skill*. Retrieved from http://infotrac, Galegroup.com/itweb on October 2014

Goldring, E., Porter, A.C., Murphy, J., Elliott, S., Cravens, X. (March 2006). *Assessing learning centered leadership: Connections to research, professional standards, and current practices*. Journal of Leadership and Policy in Schools.

Grantham, M. H. (1998). School Performance in adolescent Jamaican Girls: Association with Health, Social and Behavioral Characteristics and Risk factors for Drop out. *Journal of Adolescence 21(1)*, 109–122.

Gudlaug Erlendsdóttir . (2010) *Effects of parental involvement in education.* A case study in Namibia, M.Ed. thesis, Faculty of Education Studies, University of Iceland, Háskólaprent.

Gutman, L. M. and McLoyd, V. C. (2000). *Parents' management of their children's education within the home, at school, and in the community*: An examination of African-American families living in poverty. The Urban Review, 32(1), 1-24.

Habegger, S. (September/October 2008). *The principal's role in successful schools:* creating a positive school culture. Educational Leadership,88(1), 42-46.

Hall, P.W. (2002). *What principals need to know about teaching and learning*. In The Principal Challenge: Leading and Managing Schools in an Era of Accountability. Tucker, Marc S. & Codding, Judy B., eds. (2002) San Francisco, CA: Jossey-Bass.

Hanson, M. &. (1999). Neocolonialism and neoliberalism in SouthAfrica and Zambia. *Political Science Quarterly*, 114(3), 479-502.

Harvey, D. (2007). *Abrief history of neoliberalism* . USA: Oxford University Press, USA.

Henderson, A. T. and Berla, N. (1994). *A new generation of evidence: The family is critical to student achievement*. USA:National Committee for Citizens in Education.

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement—Annual synthesis 2002.* Austin, TX: Southwest EducationalDevelopment Laboratory

Hines, E. (2006). *Building condition and student achievement and behavior.* Ph. D. dissertation, Virginia Polytechnic Institute, and State University, UnitedStates -- Virginia. Retrieved November 8, 2014, from Dissertation & Theses: FullText. (Publication No. AAT 9712733).

Hinnum, E. a. (2004). *Children's Educational Engagement in Rural China.* Spencer Foundation.

Hoover-Dempsey, K. V. and Sandler, H. M. (1997). Why do parents become involved in their childrens' education? *Review ofEducational Research, 67*(1), 3-42.

House, R. J. & Terrence, R. M. (1998).Path-goal theory of leadership, *journal of contemporary business,* vol. 5, 1974, pg. 81-97.

Hui-Chen Huang, G. and Mason, K. L. (2008). Motivations of parental involvement in children's learning: Voices from urban African American families of preschoolers. *Multicultural Education, 15*(3), 20-27.

Husen, T., Saha, L., & Noonan, R. (1978). *Teacher. Training and Student Performance in Less Developed countries.* World Bank Staff working paper No. 310, Washington D.C: The World Bank.

Jenkins, B. (2009). *What it takes to be an instructional leader*. Principal, 88(3) 34-37.

Juma, F. (2011). *The Relationship Between mode of Teacher Motivation and students Academic performance in Public Secondary Schools in Bungoma North District.* Unpublished M.Ed. Project Report, Moi University, Kenya

Juuko, F.W. and C. Kabonesa (2007) 'Universal primary education in contemporary Uganda.Right or Privilege?'

Kadondi. J. (2014*). Parental involvement and students" academic performance in public secondary schools in Pallisa district, Uganda*. Un published dissertation Makerere University, Kampala Uganda

Kaggwa, V. (2003). *Contribution of teachers' involvement in school administration on students academic performance in private secondary schools*. Kampala; Makerere.

Kalule, J.C. (2006). *The influence of Provision of scholastic materials on academic performance in the Brothers of Christian instruction founded schools.*

Kakaire. M. (2014) *effect of government funding on the quality of education in selected UPE schools in Jinja municipality,* unpublished dissertation, Islamic university in Uganda - Kampala

Kamuhanda, S. (1976). *The Causes of Teacher Dropout in Uganda Secondary Schools*. A Handbook for Teachers of Adults, E. A. LiteratureBureau, Kampala.

Kasirye, I. (2009), *Determinants of learning achievement in Uganda*: Economic policy Research Centre makerere University.

Katerina S. & Elly A. (2006), *Education Sector Policy Overview Paper.* Research Paper, IT
Power UK.

Katuli, N. J. (1984). *Factors that Influence the Performance of Pupils in CPE*. Research Paper
No. 1093, Bureau of Educational Research , Kenyatta University.

Kayizzi, K. B. (1990). *Predictors of Job Satisfaction Among Graduate Teachers in Some
Selected Kampala Secondary Schools*. MED Dissertation,School of Education, Makerere
University.

Keith, T. Z. and Keith, P. B. (1993). *Does parental involvement affect eighth-grade student
achievement?* Structural analysis of national data. School Psychology Review, 22, 474-
496.

Kibowen, P.C, (1985). *Factors that Influence the Poor Performance of KCE (O 'Level')
Examination)* A case Study of North Baringo. M.A. University of Nairobi

Knapp, M., Copland, M.A., Ford, B., Markholt, A. (2003). *Leading for Learning Sourcebook:
Concepts and Examples*. Center for the Study of Teaching and Policy, Dewitt Wallace-
Reader's Digest Fund, and Lila Wallace-Reader's Digest Fund, 2003.

Koch, C. (2010). Social Cognition and Social Learning Theories of Education and Technology.
social-cognition-and-social-learning-theories-of-education-and-technology,
"https://sites.google.com/a/boisestate.edu/edtechtheories/social-cognition-and-social-
learning-theories-of-education-and-technology.

Koonce, D., & Harper, W. (2005). *Engaging African American parents in the schools: A
community-based consultation model.*Journal of Educational and
PsychologicalConsultation, 16(1), 55-74.

Kothari, C. R. (2004). *Research Methodology :* Methods and Techniques. Mumbai: New Age

Krejcie, R .V. & Morgan, D .W. (1970).*Determining Sample Size for research activities*, Educational and Psychological Measurement, Sage Publications.

Krippner, A. L. (1998.). Systems Theories:Their Origins, Foundations, and Development. *J.S. Jordan (Ed.), Systems Theories and A Priori Aspects of Perception. Amsterdam: Elsevier Science,*, Ch. 3, pp. 47-74.

Kuloba N.P (2010)*leadership styles and teacher performance in secondary schools in Nakaseke district,* Unpublished Masters (Educ) dissertation, Makerere University, Kampala,

Kyambalesa, H. (2010). *Improved Education in Zambia Schools*. (Times of Zambia, April 2010:14

Kyanda (2014) *Leadership styles and employee job performance in Yale high school*, Master of institutional management and leadership Thesis, Uganda management institute.

Lozare, B. (1994). Power and Conflict: Hidden Dimensions of Communication, Participative Planning and Action' In White.

Lackney, J. A., & Picus, L. O. (2008). *School facilities – Overview, maintenance and modernization of.* Retrieved September 15, 2008, from http://education.stateuniversity.com/pages/2394/School-Facilities.html

Lahler, D. (2008). *Principles and practices in management*. London: Fountain Publishers.

Leithwood, K., Riehl, C. (2003). *What we Know About Successful School Leadership*. Philadelphia, PA: Laboratory for Student Success.

Lumuli, N. C. (2009). *An investigation into Internal Efficiency measures in Promotion of Access and completion Rates in Public Secondary Schools in Bungoma South District.* Unpublished M. Ed Thesis, University of Nairobi.

Malhotra, N. K. (1999). "A scale to measure self-concepts, person concepts and product concepts".*Journal of Marketing Research*, Vol. 23, pp. 456-64.

Marie, Campbell & Gillborn (2004). New Deal for Communities: The National Evaluation Research Report 31: Parental Involvement in Education, *Educational Policy Research Unit*, July 2004, ISBN: 1 84387 078 9

Marshal, C. a. (1995). Designinga Qualitative Research. . *Thousand Oaks. Sage Publication*.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mayama, L. (2012). *Effects of proprietor Interests on Quality of Education in private secondary schools in Bungoma South District in Kenya.* Unpublished M.Ed. Thesis, MasindeMuliro University of Science and Technology.

Mbabazi, T. (2008). *Guide to Research and Research Methods*, Jotain Company Ltd, Kampala.

Mbozi, E.M. (2008). *Classroom Factors that affect the Quality of Education in selected Basic Schools in Livingstone and Kazungula Districts in Southern Province Of Zambia*: A doctorate Dissertation. Lusaka: University of Zambia

Mirkamali.M. (1995). *Educational management and publication*:1995.Leadership.Tehran:Ramin publications

MoES. (1998). *Guidlines on policy roles and stakeholders in implementation of universal primary education.* Kampala : Ministry of Education and Sports.

MoES. (1999). *Uganda experiences of universal primary education.* Kampala: Ministry of Education and sports.

MoES. (2002). *Uganda education statistics abstract.* Kampala: Ministry of Education and Sports.

MoES. (2007). *Education statistics abstract.* Kampala: Ministry of Education and Sports.

MoES. (2009). *Education and sports sector annual progress report.* Kampala: Ministry of
Education and sports .

Mugenda, O. & Mugenda, A. (2003) *Research methods*: Qualitative and quantitative approaches.
Nairobi: Acts Press.

Muhwezi, D. K. (2013). *Prepared For International Bureau Of Education By Doris Kakuru* .
Kampala : Makerere University, Department of Psychology.

Mukisa W.N, Mugisha F. and Zeitlin .A.   (2009). *Primary Education Service Delivery: Pupil
Performance and Perceived Challenges in Uganda.*A paper to be presented at the Center
for the Study of African Economies (CSAE) conference, March, 2009.

Mukose, G. (2012). *Factors affecting the implementation of UPE in Uganda* . Kampala: Uganda
Management Institute.

Mullins, J.L. (2002). *Management and Organisational Behaviour*. 4th Edition. London: Pitman
Publishing.

Mumbe, O. G (1995). *Leadership and teacher job satisfaction of primary schools* in Busia sub
district of Uganda: Unpublished Masters Dissertation. Kampala: Makerere University.

Munene, J.C (2009). The management of Universal Primary Education in Uganda: *Organization
for social science research in Eastern and Southern Africa PP1-36*

Murphy, J., Elliott, S.N., Goldring, E.B., & Cravens, X. (2007). Measuring learning-centered
leadership: A conceptual foundation. *East China Normal University Journal/August 2007*

Mworia, R.N. (1993). *Performance in KCPE*–A Case Study of Central Imenti Division, in Meru
District, MED Thesis Kenyatta University

Nafukho, M. (1991). *Determining optimal class size and Existence of Economies of Scale in
kakamega District Secondary Schools*. Unpublished M. Ed. Thesis, Kenyatta University,
Kenya.

Nannyonjo, H. (2007) *Education inputs in Uganda.* In Africa Human development Group (Vol.WP/98). Washington DC*:* World Bank

Ndoye, M. (2007).*Building the Foundation for Sustainable Development,* Africa HEP Newsletter XXV (3), July-September, pp 3. 13

Neuman, W. L. (2011). *Socail Research Methods:Qualitative and Quantitative Approaches* . Boston, USA: Seven Edition, Allyn & Bacon.

Nishimura, M., Yamano, T. and Saaoka, Y. (2008). *'Impacts of the Universal Primary Education policy on Education Attainment and private Costs in rural Uganda in rural Uganda".* Journal of Education, 29,161-175.

Nyarko, K. (2010). Parental school involvement: The case of Ghana. *Journal of Emerging Trends in Education Research and Policy Studies, 2*(5), 378–381

Obeidat, O. M. and Al-Hassan, S. M. (2 009). School-parent-community partnerships: The experience of teachers who received the queen Rania award for excellence in education in the Hashemite Kingdom of Jordan. *The School Community Journal, 19*(1), 119-136.

Obsaa-Tolesa, Daba (2010), Decentralization and Community Participation in Education in Ethiopia, *A case of three woredas in HorroGudduruWollaga Zone of Oromia National Regional State,* Institute for Educational Research Faculty of Education.

Ogawa and Hart, (1985). The Effect of Principals on the Instructional of Performance of Schools. *The Journal of Education Administration*. Vol XXIII, No. 1

O'Neill, D. J., & Oates, A. (2001). The impact of school facilities on student achievement, behavior, attendance, and teacher turnover rate in Central Texas middle schools. *Educational Facility Planner, 36*(3), 14-22.

O'Neill, D. J. (2000). *The impact of school facilities on student achievement, behavior, attendance, and teacher turnover rate at selected middle schools in Region XIII ESC.*

(Doctoral dissertation. Texas A & M University). Retrieved February 21, 2008, from ProQuest Digital Dissertation database. (AAT 9980195).

Partington, P &Stainton, C. 2003.*Managing staff development*. Great Britain:

Psacharpolours, G., & Woodhall, M. (1985). *Education for Development: An Analysis of investment choices.* Oxford University Press; New York.

Republic of Kenya (1995). *Draft Report on Cost and Financing of Education in Kenya*. Government Printers Nairobi.

Richard, P. G. (2011). *Universal Primary Education: A History of Failure* . Saskatchewan, Canada: Thesis submitted to Collage of Education University of Saskatchewan Saskatoon,.

Riley, M. S. (2000). *Research and writing dissertation in business management.* Croatia: ThomsonLearning.

Robbins, S. P. (2003). *Organisational, behaviour, concepts, controversies, and application. (*7th ed.). London: Kogan Page Ltd.

Robson, C. (1993). *Real World Research.* Brackwell: Oxford.

Roger Bonner (2014) *Delivering Cost Effective and Sustainable School Infrastructure*, the TI – UP resource center, DFID

Sanders, M. G. and Sheldon, S. B. (2009). *Principals matter: A guide to school, family, and community partnerships*. Corwin: A SAGECompany.

Sarantakos, S. (2005). *Social Research.* NewYork: Palgrave Macmillan.

Saunders, M. P. (1997). *Research Methods for Business Students.* London: Pitman.

Scharff, X. (2007). *Primary School is Not Enough: Proposal for Safe and Affordable Secondary Education for Girls in Malawi.* Washington D.C: World Bank.

Scharff, X. a. (2006). *Baseline Study: Attitudes on Girls Education in Malawi. The Advancement of Girls Education Scholarship Fund.* Washington D.C: World Bank.

Schneider, M. (2002). *Do school facilities affect academic outcomes?* Washington, DC: National Clearinghouse for Educational Facilities. Retrieved November 4, 2015, from http://www.edfacilities.org/pubs/outcomes.pdf

Sekaran U. (2003), *Research Methods for Business*; Skills Building Approach, 4th edition, John Wiley and sons, New York.

Servaes, J. (2000). *Participatory Communication (Research)*from a Freirean Perspective.

Shaffer, S (1994), *Participation for educational change; A synthesis of experience,* Paris UNESCO: International Institute for Educational Planning.

Sheldon, S.B. (2009). In *School, family, and community partnerships: Your handbook for action* (3rd ed.). USA: Corwin Press.

Smit, G. (1995). *Research Guidelines for Planning and Documentation.* Pretoria: Southern Book Publishers.

Sports, M. o. (2006). Ministry of Education and Sports in Policy Brief 10 . *Policy Berief*, 10.

SPORTS, M. O. (2012/2013). *THE EDUCATION AND SPORTS SECTOR ANNUALPERFORMANCE REPORTFY2012/13.* Kampala: Produced by the Education Planning and Policy Analysis Department.

Stevenson, K. R. (2001). *The relationship of school facilities conditions to selected student academic outcomes.* Retrieved March 16 2015, from http://www.sceoc.org/NR/rdonlyrs/A59CA11F-A8AE-4578-A12C-40AA77DB5A13/0/FacilityStudyReport01.pdf

Strauss, A. a. (1998). Basics of Qualitative Research. . *Sage Publication*.

Thomas, H., & Martin, J. (1996). *Managing Resources for School Improvement:* Creating a Cost Effective School. London. Routledge.

Tirozzi, G. (2001). The Artistry of leadership: The Evolving Role of the Secondary Principal. *Phi Delta Kappan*, 82(6): 434-439.

Torres, C. &. (2002). The political economy of higher education in the era of neoliberal globalization: Latin America in comparative perspective. *Higher Education*, 43(4), 429-455.

Uemura, M. (1999), *Community participation in education: What do we know?* Washington, D.C, USA: The World Bank.

Watt, P. (2001), *Community support for basic education in Sub- Saharan Africa*: *Africa region human development series,* The World Bank. Retrieved October 24, 2009, from http://w ww.worldbank.org/afr/hd/wps/precommunityfinal.pdf.

World Bank (1998).*Education in Sub-Saharan Africa*: Policies for Adjustment. Revitalization and Expansion. 18184. Street. N.Y. Washington, D.C 20433, USA :World bank.

Zepeda, S.C. (2007). *The Principal as Instructional Leader: a Handbook for Supervisors (second edition)*. Larchmont, NY: Eye On Education, Inc.

Winkler, D. a. (2008). *The efficiency of public education in Uganda* . Kampala: Published by Ministry of Education and Sports, Government of Uganda, and the World Bank.

http://www.kcca.go.ug/services.php?p=Education%20and%20social%20services).

Questionnaire about factors affecting academic performance of pupils in UPE schools in

Lubaga Division

Dear Sir / Madam,

You have been selected to participate in this study because you have valuable information and knowledge required by the study. The information sought is required only for academic purposes only. Participation is entirely out of your own will; and necessary for the success of this work. I request you to respond with truthfulness and honesty for the success of the study. Remember that the information you provide will be treated with maximum confidentiality.

Yours truly,

IBRAHIM MOHAMED

UMI - Kampala

SECTION A: (Demographic characteristics)

For the questions in this section, please answer by *TICKING* the box representing the most

appropriate response for you.

1. Gender

MALE	
FEMALE	

2. Your highest academic qualification

CERTIFICATE	
DIPLOMA	
DEGREE	

MASTERS	

3. For how long have you been dealt with this school?

Less than 1 year	
1 to 3 years	
4 to 7 years	
More than 7 years	

<u>SECTION B</u>

Please indicate the extent of your agreement or disagreement with the following statements by ticking one of the boxes from (1) to (5). Where (1) = strongly agree (2) = Agree (3) = neither agree nor disagree (4) = Disagree (5) = strongly disagree.

No.	Statement	1	2	3	4	5
Effect of institutional leadership on pupil academic performance in UPE Schools in Lubaga Division						
1.	The school leaders use an open systems approach which allows other members to freely make suggestions on how best to improve students' performance					
2.	School administrators also value, recognize and equitably reward teachers for their contributions in this school					
3.	There is a clear channel of communication in these schools and essential information flows effectively from senior leadership to lower level staff					
4.	The top school administrators delegate duties to other employees in this school					
5.	The school administrators also provide teachers with periodic training to improve on their teaching abilities.					
6.	The school administrators ensure that teachers adequately prepare for their lessons by having lesson plans and schemes of work.					
7.	School management carries out regular monitoring and assessment of teachers to ensure that they effectively carry out their duties					
8.	Staff members are contented with the head teacher's management style					
9.	The head teachers are considerate and or supportive to teachers and other employees in their schools					
10.	Teachers freely interact and share their opinions about students' performance with the school administrators.					

11.	Effective school leadership can enhance students academic performance in Lubaga Division					
	Effect of parents involvement on pupil academic performance in UPE Schools in Lubaga Division					
12	Parents adequately attend to school functions like Parent-Teachers' Association meetings, parent-teacher workshops, fund raising activities and visitation days).					
13	Parents also contribute to their children's home-based activities like helping with home-work and encouraging them to revise their books.					
14	Parents always provide basic school needs like textbooks, transport, food, and school uniforms to their children					
15	The parents also carry out regular monitoring and assessment of their children to ensure that they regularly attend to school programmes					
16	Parents freely interact and share their opinions about students' performance with the school administrators.					
17	Parents always demand for feedback from school administrators about their children's academic performance.					
18	The parents are also involved in disciplining their children.					
19	The parents pay their school dues on time.					
20	The schools also receive technical and political support from the community.					
21	There is a cordial relationship between the parents and some competent parents are allowed to take an active role in school matters					
22	Parents' involvement in students' academic affairs can enhance their academic performance in Lubaga Division					
	Effect of school facilities on pupil academic performance in UPE Schools in Lubaga Division					
23	The schools have adequate and accessible library facilities needed by both students and teachers for effective teaching and learning					
24	The schools also have spacious classrooms that can facilitate effective interaction among the learners and teachers.					
25	These classrooms also have enough furniture which is moveable and can be arranged in different ways to facilitate group discussions and various activities					
26	The schools have adequate text books and other reading materials required by both teachers and students for effective teaching and learning					
27	The schools have adequate and constant supply of water and electricity					
28	The schools also have ICT facilities like computers and internet services which are used in the teaching learning process.					
29	Teachers in these schools have their own office space (apart from their classroom) which is sufficient and allows privacy.					

30	In these schools, suitable reception space is available for students, teachers, and visitors so they feel welcome.					
31	Schools have students' recreation facilities like sports grounds for football, netball and other co-curricular activities					
32	Teachers in these schools are also provided with good housing facilities					
33	Existence of adequate school facilities can enhance students' performance in Lubaga Division					
Indicators of pupil academic performance in UPE Schools in Lubaga Division						
34	There is a reduction in failure rates in UPE schools					
35	There is an increase in number of first grades in UPE schools					
36	There is an increase in completion rates in UPE schools					
37	There is an increase in enrolment levels in UPE schools					
38	Teaching learning environment is conducive to both learners and teachers					
39	Teachers are always available in schools to attend to students' needs					
40	The schools are accessible by both students and teachers					
41	There is increase in number of students joining secondary level education from UPE schools.					
42	The teacher – students' ratio is low in UPE schools					
43	The schools have ever been ranked in the top ten PLE results in the last five years					
44	The schools have consistently attained its annual performance goals in the last five years					

END

Thank you for your cooperation

APPENDIX II
Interview Guide Questions

1. Do you reward the teachers equitably?
2. Do the top school administrators delegate duties to other employees in this school?
3. Do you ensure that teachers adequately prepare for their lessons by having lesson plans and schemes of work?
4. Do parents adequately attend to school functions like Parent-Teachers' Association meetings, parent-teacher workshops, fund raising activities and visitation days?
5. Do parents also contribute to their children's home-based activities like helping with home-work and encouraging them to revise their books?
6. Do the parents also carry out regular monitoring and assessment of their children to ensure that they regularly attend to school programmes?
7. Do parents freely interact and share their opinions about students' performance with the school administrators?
8. Do parents always demand for feedback from school administrators about their children's academic performance?
9. Do you also involve parents in disciplining their children?
10. Do you have adequate and accessible library facilities needed by both students and teachers for effective teaching and learning?
11. Do you have spacious classrooms that could facilitate effective interaction among the learners and teachers?
12. Do the classrooms have enough furniture which is moveable and could be arranged in different ways to facilitate group discussions and various activities?
13. Do you have adequate text books and other reading materials required by both teachers and students for effective teaching and learning?
14. Do you have ICT facilities like computers and internet services which are used in the teaching learning process?

Appendix III

Mean Responses for Objective one

Statistics

		The school leaders use an open systems approach which allows other members to freely make suggestions on how best to improve students' performance	School administrators also value, recognize and equitably reward teachers for their contributions in this school	There is a clear channel of communication in these schools and essential information flows effectively from senior leadership to lower level staff	The top school administrators delegate duties to other employees in this school	The school administrators also provide teachers with periodic training to improve on their teaching abilities.	The school administrators ensure that teachers adequately prepare for their lessons by having lesson plans and schemes of work.
N	Valid	162	162	162	162	162	162
	Missing	0	0	0	0	0	0
Mean		2.39	3.48	3.48	2.58	2.35	2.47

Statistics

		School management carries out regular monitoring and assessment of teachers to ensure that they effectively carry out their duties	Staff members are contented with the head teacher's management style	The head teachers are supportive to teachers and other employees in their schools	Teachers freely interact and share their opinions about students' performance with the school administrators.	Effective school leadership can enhance students academic performance in Lubaga Division
N	Valid	162	162	162	162	162
	Missing	0	0	0	0	0
Mean		3.57	3.59	3.43	2.65	2.46

Mean Responses for Objective Two

Statistics

		Parents adequately attend to school functions like Parent-Teachers' Association meetings, parent-teacher workshops, fund raising activities and visitation days).	Parents also contribute to their children's home-based activities like helping with home-work and encouraging them to revise their books.	Parents always provide basic school needs like textbooks, transport, food, and school uniforms to their children	The parents also carry out regular monitoring and assessment of their children to ensure that they regularly attend to school programmes	Parents freely interact and share their opinions about students' performance with the school administrators.	Parents always demand for feedback from school administrators about their children's academic performance.
N	Valid	162	162	162	162	162	162
	Missing	0	0	0	0	0	0
Mean		3.67	3.69	2.35	3.78	3.56	3.39

Statistics

		The parents are also involved in disciplining their children.	The parents pay their school dues on time.	The schools also receive technical and political support from the community.	There is a cordial relationship between the parents and some competent parents are allowed to take an active role in school matters	Parents' involvement in students' academic affairs can enhance their academic performance in Lubaga Division
N	Valid	162	162	162	162	162
	Missing	0	0	0	0	0
Mean		3.48	3.77	2.52	2.83	2.38

Mean Responses for Objective Three

Statistics

		The schools have adequate and accessible library facilities needed by both students and teachers for effective teaching and learning	The schools also have spacious classrooms that can facilitate effective interaction among the learners and teachers.	These classrooms also have enough furniture which is moveable and can be arranged in different ways to facilitate group discussions and various activities	The schools have adequate text books and other reading materials required by both teachers and students for effective teaching and learning	The schools have adequate and constant supply of water and electricity	The schools also have ICT facilities like computers and internet services which are used in the teaching learning process.
N	Valid	162	162	162	162	162	162
	Missing	0	0	0	0	0	0
Mean		3.70	3.65	3.76	3.64	3.60	3.69

Statistics

		Teachers in these schools have their own office space (apart from their classroom) which is sufficient and allows privacy.	In these schools, suitable reception space is available for students, teachers, and visitors so they feel welcome.	Schools have students' recreation facilities like sports grounds for football, netball and other co-curricular activities	Teachers in these schools are also provided with good housing facilities	Existence of adequate school facilities can enhance students' performance in Lubaga Division
N	Valid	162	162	162	162	162
	Missing	0	0	0	0	0
Mean		2.49	2.52	3.33	3.75	2.51

Appendix IV: Table For Determining Sample Size For A Finite Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size. S is sample size.

Source: Krejcie & Morgan, 1970