

**MANAGEMENT FUNCTIONS AND PUPILS' ACADEMIC PERFORMANCE  
IN GOVERNMENT AIDED PRIMARY SCHOOLS IN  
ALEBTONG DISTRICT, UGANDA**

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## DECLARATION

I Milly Akullo declare that this dissertation titled, “Management functions and Pupils’ academic performance in Government aided primary schools in Alebtong District, Uganda” has been a result of sole efforts and has never been submitted in any other Institution of higher learning for any award.

Signature: ..... Date: .....

## **APPROVAL**

This dissertation entitled, “Management functions and Pupils’ academic performance in Government aided primary schools in Alebtong District, Uganda” has been submitted for examination under our supervision and with our approval as institute supervisors.

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## **DEDICATION**

I dedicate this work to my dear husband Mr. Benson Ocato and my children: Gertrude Amiro, Amos Ojom, Gedeon Acur, Immaculate Apio, and Sandra Egaru. My brother's son: Engunyu Felix and the wife. My friends: Jacky, Janet, Lillian, Alex, Mrs. Jane Obeny, Mrs. Beatrice Adupa and Sr. Albatina Alwari.

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## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS.....	i
LIST OF TABLES .....	v
LIST OF FIGURES .....	vi
LIST OF ABBREVIATIONS.....	vii
ABSTRACT.....	viii
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Background of the Study .....	1
1.2.1 Historical Background .....	1
1.2.2 Theoretical Background.....	3
1.2.3 Conceptual Background.....	6
1.2.4 Contextual Background .....	7
1.3 Problem statement.....	8
1.4 The purpose of the Sstudy.....	9
1.5 Objectives of the Study .....	9
1.6 Research Questions .....	9
1.7 Hypothesis of the Study .....	10
1.8 Conceptual framework.....	10
1.9 Significance of the Study .....	11
1.10 Justification of the Study .....	12
1.11 Scope of the Study .....	13

1.11.1 Geographical scope.....	13
1.11.2 Content scope.....	13
1.11.3 Time scope.....	13
1.12 Operational definitions.....	13
<b>CHAPTER TWO .....</b>	<b>15</b>
<b>LITERATURE REVIEW .....</b>	<b>15</b>
2.1 Introduction.....	15
2.2 Theoretical Review .....	15
2.2.1 System Theory .....	15
2.3 Actual review of literature on Management functions and Pupils’ academic performance .....	16
2.3.1 Planning and Pupils’ academic performance.....	16
2.3.2 Control and pupils’ academic performance .....	18
2.3.3 Parents participation (involvement) and pupils’ academic performance.....	19
2.4 Summary of literature .....	20
<b>CHAPTER THREE .....</b>	<b>21</b>
<b>METHODOLOGY .....</b>	<b>21</b>
3.1 Introduction.....	21
3.2 Research Design.....	21
3.3 Study Population.....	21
3.4 Sample size and selection .....	22
3.5 Sampling techniques and procedures.....	23
3.5.1 Simple random technique .....	23
3.5.2 Purposive sampling.....	23
3.6 Data collection methods.....	23
3.7 Data collection instruments.....	24
3.7.1 Questionnaires.....	24
3.7.2 Interview guide .....	24

3.7.3 Document review checklist.....	24
3.8 Validity and Reliability.....	25
3.8.1 Validity .....	25
3.8.2 Reliability.....	26
3.9 Procedures of data collection.....	26
3.10 Data analysis .....	27
3.10 .1 Quantitative data analysis .....	27
3.10.2 Qualitative data analysis .....	27
3.11 Measurement of variables .....	28
3.12 Ethical consideration.....	28
<b>CHAPTER FOUR.....</b>	<b>29</b>
<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS .....</b>	<b>29</b>
4.1 Introduction.....	29
4.2 Response rate .....	29
4.3 Demographic data of the respondents.....	30
4.3.1 Gender of respondents .....	30
4.3.2 Age of respondents .....	31
4.3.3 Length of service.....	32
4.3.4 Education level of respondents .....	33
4.4 Planning and pupils' academic performance .....	34
4.4.1 Correlation coefficient results for planning and pupils' academic performance .....	37
4.4.2 Regression results for planning and pupils' academic performance .....	38
4.5 Management control and pupils' academic performance .....	39
4.5.1 Correlation results for management control and pupils' academic performance .....	41
4.5.2 Regression results for management control and pupils' academic performance.....	42
4.6 Parents' involvement and pupils' academic performance .....	43
4.6.1 Correlation results for parental involvement and pupils' academic performance .....	46
4.6.2 Regression results for parental involvement and pupils' academic performance.....	46



<b>CHAPTER FIVE .....</b>	<b>48</b>
<b>SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>48</b>
5.0 Introduction.....	48
5.1 Summary.....	48
5.1.1 Planning and pupils’ academic performance .....	48
5.1.2 Management control and pupils’ academic performance .....	48
5.1.3 Parental involvement and pupils’ academic performance .....	49
5.2 Discussion of the findings.....	49
5.2.1 Planning and Pupils’ academic performance .....	49
5.2.2 Control and pupils’ academic performance .....	50
5.2.3 Parents participation (involvement) and pupils’ academic performance.....	52
5.3 Conclusions of the study.....	54
5.3.1 Planning and pupils’ academic performance .....	54
5.3.2 Management control and pupils’ academic performance .....	54
5.3.3 Parental involvement and pupils’ academic performance .....	54
5.4 Recommendations of the study.....	55
5.4.1 Planning and pupils’ academic performance .....	55
5.4.2 Management control and pupils’ academic performance .....	55
5.4.3 Parental involvement and pupils’ academic performance .....	56
5.5 Limitations of the study .....	56
5.6 Area for further study.....	57
<b>REFERENCES.....</b>	<b>58</b>
<b>APPENDICES .....</b>	<b>62</b>
Appendix I: Questionnaire.....	62
Appendix II: Interview Guide.....	67
Appendix III: Document review checklist.....	69

## LIST OF TABLES

Table 1: Summary of PLE performance of Alebtong District for four years .....	7
Table 2: Showing five districts and their percentages of primary three (P3) rated proficiency in numeracy and literacy .....	8
Table 3: Population, sample size and techniques.....	22
Table 4: Validity results.....	25
Table 5: Reliability scores .....	26
Table 6: Response rate .....	29
Table 7: Age of the respondents .....	32
Table 8: Education level of respondents .....	34
Table 9: Questions on planning and pupils academic performance .....	35
Table 10: Correlation results for planning .....	38
Table 11: Regression results for planning .....	38
Table 12: Questions about management control and pupils' academic performance .....	39
Table 13: Correlation results for management control and pupils' academic performance.....	41
Table 14: Regression results for management control.....	42
Table 15: Questions about parents involvement and pupils' academic performance .....	43
Table 16: Correlation results for parental involvement .....	46
Table 17: Regression results for parental involvement.....	47

## LIST OF FIGURES

Figure 1: Conceptual frame work showing the relationship between management functions and pupils academic performance.....	11
Figure 2: Gender of the respondents.....	31
Figure 3: Length spent in Service .....	33

## LIST OF ABBREVIATIONS

A	-	Advanced Level
B.C	-	Before Christ
CA	-	Continuous Assessment
CAO	-	Chief Administrative Officer
CCTs	-	Coordinating Centre Tutors
DEO	-	District Education Officer
DIS	-	District Inspector of Schools
CC	-	Coordinating Centre
EGR	-	Early Grade Reading
GoU	-	Government of Uganda
GPE	-	Global Partnership in Education
HODs	-	Heads of Departments
HTs	-	Head Teachers
Kms	-	Kilometers
MDGs	-	Millennium Development Goals
MMS	-	Masters of Management studies
NAPE	-	National Assessment of Progress in Education
PLE	-	Primary Leaving Examination
PMDU	-	Prime Minister's Delivery Unit
PTA	-	Parents Teachers' Association
SMC	-	School Management Committee
UNEB	-	Uganda National Examinations Board
UPE	-	Universal Primary Education

## ABSTRACT

The study investigated the relationship between management functions and academic performance of pupils in Primary schools in Alebtong District, Uganda using three objectives namely to investigate the relationship between planning and pupils' academic performance; to assess the degree of relationship between management controls and pupils' academic performance and to examine the effect of parents' involvement on the relationship between management function and pupils' academic performance in Government aided Primary school in Alebtong District. A case study design was adopted complemented with both qualitative and quantitative approaches. The population of 76 was identified and 73 formed the sample size of respondents. A questionnaire, interview guide and documentary check list attached were the key instruments used to elicit information. The response rate of 96% was obtained. From the study, it was found out that planning (.640\*\*), management control (.668\*\*) and parental involvement (.654\*\*) were key to improving pupils' academic performance. From the study, it was concluded that planning is significantly and positively related to pupils' academic performance; management controls are significantly and positively related to pupils' academic performance and parental involvement has a significant positive effect on relationship trend towards pupils' academic performance. The study recommendations included adopting a hybrid planning process to incorporate most key stakeholder views; formulate school task forces to benchmark school activities; supervisors should step up their supervisory roles based on school regulations and school administrations should ensure segregation of duties. In addition, school administrators should make use of effective mode of communication to update parents on their roles and school activities for instance sensitization, regular meetings or create parents contact database and use technology to routinely text local -English language message as a reminders and appreciation to parents for their increased role and elicitation of information on challenges parents face. This should

be done to forge a better way to help future PLE candidates to improve the level of achievement in Literacy and Numeracy in the schools.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This study examined the relationship between management functions and pupils' academic performance in Government Aided Primary Schools in Alebtong District, Uganda. This chapter presents the background to the study, problem statement, purpose of the study, objectives, research questions, hypothesis, conceptual framework, significance, justification, scope of the study, and operational definitions of terms.

#### **1.2 Background to the study**

This section presents historical, theoretical, conceptual and contextual perspectives of the backgrounds to problem under investigation.

##### **1.2.1 Historical background**

The history of education can be traced from the early days of 3500 B.C of ancient civilizations with evidence suggesting that it might have started in Egypt. It was during this time that Egypt developed hieroglyphics which were in use at Abydos (Fischer & Steven, 2004). Later, the World's oldest known alphabet was developed in central Egypt around 2000 B.C. From a hieroglyphics prototype and a number of hieroglyphic scripts were used on stone monuments with ink, the scripts were later written on papyrus which acted as paper-like material that was made from the stems of reeds that grow in marshes on the Nile river (Fischer & Steven, 2004). More formal education is believed to have started during the middle Ages about 500-1600 A.D, with the religious Institutions for instance cathedral schools and monasteries believed to have been the centres for education and learning which kept on evolving (Pierre, 1978).



The continent of Africa (Western, Eastern, Northern and Southern) experienced changes in education as a result of trade specifically slave trade, introduction of Christianity and Islam. It was during this period that a number of hubs were established to ease communication difficulties. For the case of Uganda, education or learning was introduced by the colonial and spread through the Missionaries who spread Christianity during the 1894 to 1962. Christian Missionaries established a number of missionary schools in Uganda in early 1890s however; education was only restricted to urban elites with most African students denied to enroll in schools. It was after independence, the GoU immediately realized the importance of expanding the education to meet the national interests and needs (Asankha & Yamano, 2011).

Uganda's education system was smoothly expanding at post independence and it was affected by the political turmoil experienced during the 70's and early 80's. The education system was hit by a number of challenges and it was until 1987, that the GoU came up with the education policy report commission to improve the performance of education system. For a serious emphasis on assessment and examination, the government of Uganda in its white paper of 1992 approved the commission's recommendation and through Uganda National Examination Board (UNEB), the implementation of continuous Assessment (AC) in the name of National Assessment of Progress in Education (NAPE) started in 1996 in preparation for end of level examination and to provide information of what pupils knew, understood and could do to examine the way forward in education system. The concept of academic performance was all about the quality and quantity of skills knowledge, techniques positive attitudes and behavior that pupils achieved in teaching learning process (Nsubuga, 1978). Education system of Uganda is structured as primary seven years, secondary; four years and two years advance level, then minimum of 3 years at university, with examinations at the end of each level (Aguti, 2000). Universal Primary Education (UPE), stemmed from the 1990 World conference on education for all that was held in Jomtien- Thailand, Asia. It was during the conference that delegates

from 155 countries agreed that primary education should be accessible to all children and it was intended to alleviate illiteracy and poverty. The UPE was a brain child of “The Millennium Development Goals (MDGs), and the second of the eight International Development Goals. One of the six goals focuses on quality education, especially literacy, numeracy and essentially, life skill and the goals aimed to improving all aspects of quality education and ensuring excellence and measurable learning outcome. Academic performance of schools was a concern since the introduction of formal education. Being the second spect of Millennium Development Goal (MDG), the aim as to reduce the number of un educated youth world wide by 2015 (Gun, 2000).

In Uganda, UPE was introduced in 1997, resulting from the presidential pronouncement in the 1996 presidential campaigns, that the Government would meet the cost of primary education of four children per family, commitment was soon extended to allow all people that wanted to access primary education to do so (Bategeka, 2004). The study was therefore based on the above historical perspective. And the finding reveals high enrolment in schools despite poor performance.

### **1.2.2 Theoretical background**

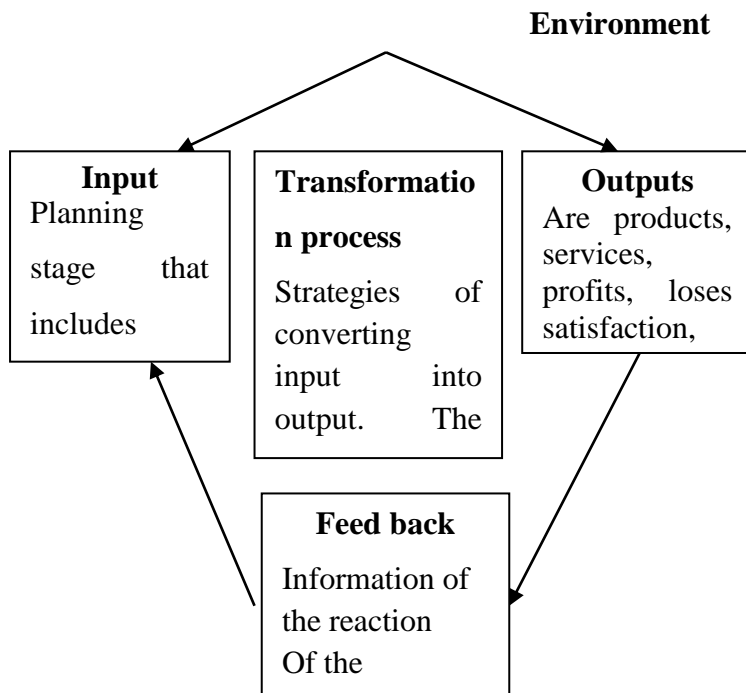
A Theory is a set of concepts put together that constitute a recognized body of knowledge. There are many theories but this study was underpinned by the Systems Theory. The Systems Theory emerged during 1940s and World War II. According to Capra (1997) System Theory is an interdisciplinary theory about every system in nature, in society and many domains as well as a frame work with which one can investigate a phenomena from a holistic approach. The Theory was developed from Aristotle’s claim that “knowledge is derived from the understanding of the whole and not that of the single parts”. Different researchers such as Bogdanor, et al., (1922) struggled with systems and parts

in terms of their contents and their relative dynamics. The historic effort evolved in system theory during the last century.

The systematic perspective assumed that one cannot fully comprehend problem simply by splitting it up into smaller parts and then make amendment; instead should apply a global vision to underline its functioning (Von Bertalanffy, 1969). In Alebtong District, the results of pupils at National Assessment was taken as a collective effort of different units under the organization of the schools. For instance if the budget are made and adhered to with appropriate timing, rules supported with regular monitoring, then the nature of pupils results of primary schools would have a change.

This engagement would improve performance. This was the reason why the system theory stands to explain performance of government aided primary schools within the country and World at large, right from the ministry to the school level. These structures operate as a system in order to achieve the set goals strategic planning is done from top step by step to the implementation level by different parties. System theory provided an analytical frame work for viewing an organization in general description and explanation. The principle of open-system theory states “parts that make up the system are interrelated. Health of overall system is contingent on sub-system functioning. And open system imports and exports materials from and to the environment This theory assumes that organization a group of interrelated parts functions as a whole to achieve a common goal/purpose. In relation to this study, a school is an organization with specific structure such as School Management Committee (SMC) Parent Teachers’ Association (PTA), heads of department, prefects body and pupils. This structure operates as a system in order to achieve the set goal/ objectives). Planning as a management function is normally done by management, implemented by teachers, parents and pupils in order to realize the output which is the performance, a well

coordinated system create “Checks and Balances” so that progress towards attainment is observed (Chandan, 2008).



**Figure 1: Components of a system**

**Source: Adopted from Kinicki William (2009) and Modified**

Figure 1 above illustrates how different components of a system relates to accomplish a given task. Input stage is where planning takes place, the point to identify activities, mobilize resources and set responsible people. Transformation is the stage for implementation of what has been planned, meanwhile outputs are the results realized which gives a positive or negative feedback to different stakeholders for the next planning.

### **1.2.3 Conceptual background**

The conceptual background included the definitions of concepts in the independent and dependent variables with their dimensions respectively. The major variables in this study were management functions and pupils academic performance. Management functions is the systematic effort of setting performance standards. Several managers do not know that a significant change in one function affects the functioning of the other, Chandan (2009). This observation deserves quick attention and careful investigation in to. Management has been defined by different thinkers in their own ways. According to Megginson et al., (1997), management is working with human, financial and physical resources to achieve organization objective by performing the planning, organizing directing and controlling functions. Management function in this study was operationalized in terms of planning and controlling.

Planning is the process of ascertaining organizational goals and objectives, and then deciding on what activities to attain these objectives. This function is the heart of an organization because of sensitive activities such as budgeting, drawing work plan and goal setting.

Controlling is a systematic effort to set performance standard with planning objectives to design information feedback system to compare actual performance with the predetermined standard, to determine where there is any deviation and measure their significance then take any action required to assure that all corporate resources are being used in the most effective and efficient way possible to achieve cooperate objectives.

Finally, Chandan (2009) defines pupils' academic performance as accomplishment of a given set known standard of accuracy, completeness costs and speed while Armstrong, (2014) defines performance as the quality and quantity of knowledge skills techniques, positive attitudes behaviors and philosophy that the pupils achieve or acquire in the teaching and learning process. The researcher therefore established a significant positive

relationship between management functions and pupils' academic performance in Government aided Primary schools in Alebtong District.

#### **1.2.4 Contextual Background**

Alebtong is one of the districts found in Lango Sub Region. It was carved from Lira District in 2010. The district is located 35kms East of Lira Town and borders Otuke, Amuria, Kaberamaido and Dokolo Districts. Alebtong District is made up of two counties that is Moroto county and Ajuri County (Local Government Act, 1997).. The two counties have a total of eight (8) sub counties and a town council. There are seventy five (75) Government aided primary schools excluding private and community schools (Albetong DEO Records, 2012). And it has all the administrative structure as constituted in the guide line of decentralization. However, this was the most affected area by the Kony Rebels, schools and other government institutions are under rehabilitations, income level of parents are very low and other psychological factors. The greatest population of school children are orphans and specials needs cases as a result of being in camps for over 20 years. Much as the District Local Government is working hard towards the achievement of the Sustainable Development Goals (SDG), the performance of primary schools in the district at National Assessment has constantly remain at its infancy as represented in the Table 1 below.

**Table 1: Summary of PLE performance of Alebtong District for four years**

<b>Year</b>	<b>Entries</b>	<b>DIVI</b>	<b>DIV II</b>	<b>DIV III</b>	<b>DIV IV</b>	<b>DIV U</b>	<b>DIV X</b>
2012	2770	27	939	691	479	543	91
2013	2948	41	1024	715	524	560	84
2014	2853	06	666	708	629	724	120
2015	3522	46	1112	1137	554	580	91
<b>Total</b>	<b>12093</b>	<b>120</b>	<b>3741</b>	<b>3251</b>	<b>2186</b>	<b>2407</b>	<b>386</b>

**Source:** Alebtong District PLE results from 2012-2015

The PLE results summarised above reveals that majority of PLE candidates in Alebtong District passed in weak grades and fail to join secondary whereas a good number absent themselves from examinations For instance in 2014

**Table 2: Shows five districts and their percentages of primary three (P3) rated proficiency in numeracy and literacy**

S/N	DISTRICT	Percentage (%)
1	Oyam	24.9
2	Amuru	23.9
3	Agago	18.7
4	Kaberamaido	18.2
5	Alebtong	14.8

**Source: NAPE Report by UNEB 2015**

Table 2 above reveals that the primary Three (P3) of the named Districts are performing poorly in numeracy and literacy compared to other District within the country. With Alebtong at the tail.

### **1.3 Problem statement**

Pupils' academic performance in Government aided primary schools in Alebtong District, among other Northern Districts in Uganda has remained below standard since its establishment in 2010 despite multiple efforts made by both Government and school administrators to improve education in these schools, (Alebtong District Education Office Report 2010-2015). The district authorities with support from GoU, SFG has planned through recruitment of qualified staff, construction of classroom and latrine facilities, funding schools in time ; setting controls measures (quality control, assurance and processes) are enforced coupled with continued parents involvement in pupils academic which has seen retarded academic performance however, despite the efforts made, it is evident that Alebtong's national examination rating was still low and ranked 4<sup>th</sup> lowest nationally in academics

(expected pass rates) annually (NAPE Reports-UNEB Reports, 2012-2015).. Further to note, the district registered 3522 PLE candidates in 2015 only to realize 46 (1.3%) grade ones and 31.5% grade two; in 2014, 2853 PLE candidates were registered and (6) 0.2% passed in division one and 23.3% division two. In 2013 out of 2948 PLE fully registered, only 1.3% (41) passed in division one and 34.7% in grade two (Alebtong District PLE results 2012-2015). The above mismatch still leaves many unanswered questions and it was not certain whether management functions were being fully exploited by school managers or its other issue beyond their reach therefore, the study investigated the relationship between management functions and pupils' academic performance in Alebtong District.

#### **1.4 The purpose of the study**

The study established the relationship between management functions and academic performance of pupils in Government aided Primary schools in Alebtong District.

#### **1.5 Objectives of the study**

This study was guided by the following objectives:

- (i) To investigate the relationship between planning and pupils' academic performance in Government aided Primary schools in Alebtong District.
- (ii) To assess the degree of relationship between management controls and pupils' academic performance in Government aided Primary schools in Alebtong District
- (iii) To examine the effect of parents' involvement on the relationship between management functions and pupils' academic performance in Government aided Primary schools Alebtong District.

#### **1.6 Research questions**

The research questions formulated for this study were;

- (i) What is the relationship between planning and pupils' academic performance in Government aided Primary schools in Alebtong District?



- (ii) What is the degree of relationship between management control and pupils' academic performance in Government aided Primary schools in Alebtong District?
- (iii) What is the effect of parents' involvement on the relationship between management functions and pupils' academic performance in Government aided Primary schools in Alebtong District?

### **1.7 Hypothesis of the study**

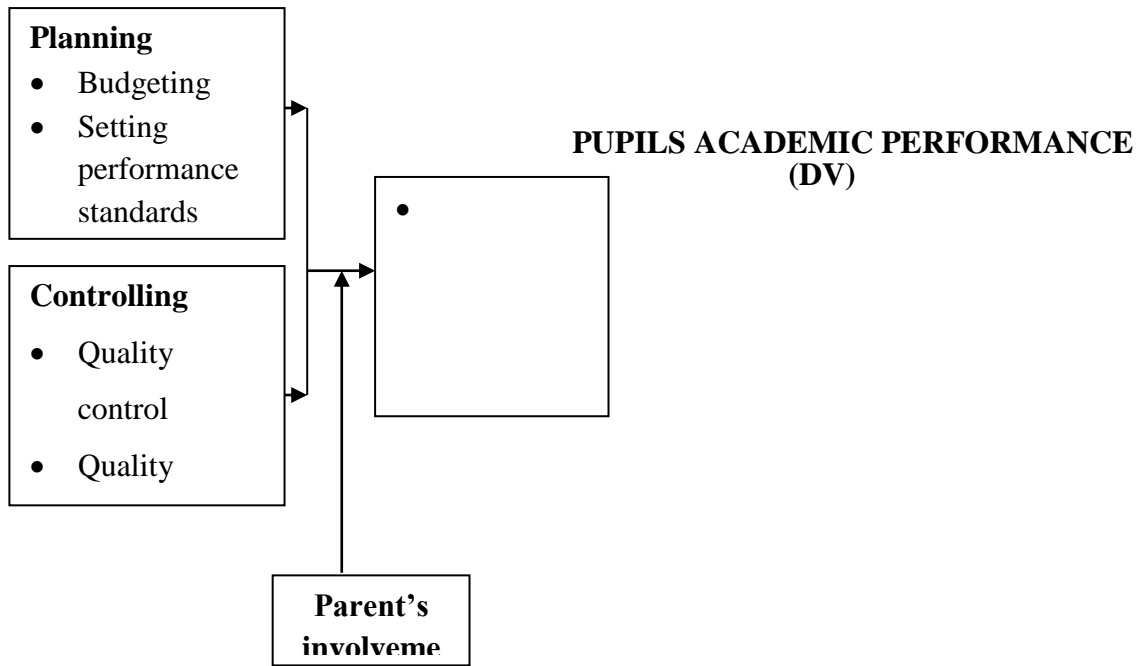
The study was based on the following hypothesis

- (i) Planning significantly relates to pupils' academic performance in Government aided Primary schools in Alebtong District.
- (ii) There is a significant relationship between management control and pupils' academic performance in Government aided Primary schools in Alebtong District.
- (iii) Parents' involvement has a significant effect on the relationship between management functions and pupils' academic performance in Government aided Primary schools in Alebtong District.

### **1.8 Conceptual framework**

Figuratively, this is the basic conceptual structure that presents the variances and how they relate to each other, Amin (2005). The structure in this study therefore presents the relationship between management functions and pupils academic performance.

## MANAGEMENT FUNCTIONS (IV)



**Figure 2: Conceptual frame work showing the**

### **1.9 Significance of the study**

Performance management is very key in every organization, Amstrong (2014). By carrying out this on management functions and pupils academic, the findings will help various group of people managing performance of schools; Ministry of education and sport shall use this for policy formulation process, planning, interventions and resource allocations. School management teams (DEO, Inspectorate, Education secretaries) shall use this as monitoring tool, training needs Assessment document, strategic planning and Report writing. School management committee (SMC/PTA) may use this when drawing the school work

plan, school development plan, budget process and the implementation of development plan.

Teachers shall use this to identify the performance gaps and develop strategies for improvement. It shall also be a source of information for those doing their study.

This study enabled the researcher to identify factors that were affecting pupils performance and therefore, found solution in the problems. This study added to the body of researchers knowledge and the award of masters degree in management study in partial fulfillment. Stakeholders and community leaders shall use this finding to sensitize and mobilize parents to support school activities such as school feeding Programme and others both financially and materially.

### **1.10 Justification of the study**

Studies have been carried out in management and academic performance of schools.

In relation to this, most of these studies have focused on human and financial management in primary schools outside Alebtong District. According to the analysis by ministry of education and sports on their circular to the coordinating Centre tutor, Alebtong and Otuke were the worst performed Districts in the Lango Sub Region. And in addition, the National Assessment of Progress in education( NAPE Report of 2015) Declares Alebtong being the tail district in Lango with 14.7% (New Vision 23<sup>rd</sup> /11/2016).

Inspection reports and finding stated that some Head teacher's are neither teaching p1 nor giving attention to p1 teachers to support the government Programme under Early Grade Reading (EGR). Therefore, the finding of this study could not be generalized to other Government aided Primary schools in other Districts.

## **1.11 Scope of the study**

### **1.11.1 Geographical scope**

This research was carried out in Alebtong District located in Lango Sub region and it focused only on eight (8) Government aided primary schools from the four coordinating centers within Ajuri and Moroto Counties, Alebtong District

### **1.11.2 Content scope**

The study confined itself into establishing the relationship between management functions and pupils academic performance at National Assessment in Alebtong District. Management functions covered planning and management control. Pupils academic performance was considered in terms of levels of academic performance, grades obtained and achievement level in numeracy & literacy and levels of passing PLE particularly the position of the District at National Assessment.

### **1.11.3 Time scope**

This study covered the period from July 2010 to 2016 because this was the period the District stabilized after a grace preparation of two years but National Assessment of Progress in Education (NAPE) continuously started exhibiting poor results.

## **1.12 Operational definitions**

**Management function** was operationalized to mean the extent to which planning of school activities were laid down authorize for the success of organization.

**Pupils performance** was conceptualized in terms of grade obtained by pupils and level of passing achievement during national Assessments. For instance those who pass with good grades and joins secondary.

**Planning operationally** meant the budget break down and work plan put in place to guide the teaching learning process within the school.

**Management control** was operationalized to mean the measures put in place to check and balance the planned activities for examples support supervision, audits process and the like.

**Academic performance** in this study meant the degree to which the pupils passing level ranges .

**National Assessment** operationally meant the external examinations given by autonomous body to checked the level of achievement of pupils for example primary leaving examination (PLE).

Parents meant the producers of school children and whose work is to give support towards the child at school.

**Parents involvement** operationally meant the positive or negative support given to school by the producers of these children at school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the researcher reviews the existing literature that was related to the subject of the study. It explores the available related literature, examines other people's views and findings about management functions. It also helped the researcher to get further insight for the development of logical framework in which the problem of poor performance of pupils in Government aided primary schools in Alebtong fit. The literature reviewed was based on the following headings.

- i. Theoretical review
- ii. Conceptual review.
- iii. Summary of the literature review

#### **2.2 Theoretical Review**

Many theories have been developed to underpin the concept and practice of management functions (Kasenene, 2003). These includes Administrative Theory by Fredrick Taylor in 1947, System Management Theory and Contingency Management Theory by fielder in 1967. Each of these theories has a specific elements/concerns that sets it apart from others. This study was therefore based on System Theory.

##### **2.2.1 System Theory**

Ludwing Von Bertalanffy (1968) under system frame work presented a more comprehensive view of organizations NOT a theory of management but new way of conceptualizing and studying organizations. A system is refers to " an interrelated components that work as a whole to accomplish a given task". Actions and outcomes at the collective level emerging from actions and interactions of the individuals that make up the collective effort. According to Peter Senges the fifth Discipline; The Art

and practice of the system theory says, organizational Learning occurs under two conditions i.e. When the design of the organizational actions matches the intended outcome and when initial mismatch between intentions and outcomes is corrected resulting in a match. Summarily, system theory is not a prescriptive management theory. Its attempt to widen lens through which one examines and understand organizational behavior. Therefore organizational teams or sub systems cannot operate in isolation. Deming W. Edward (1982) on his lecture “on good management” Emphasized that managers should stress team work and being helpful rather than giving orders. In addition he said when things go wrong, that means 85% of fault is in the system because the system include not only machineries but also management and rules .To support further, the District Inspector of Schools in his remark during the Training on Teacher Presence and Time on task by MoES on ( 9/11/2017) said: gaps within the school are within the school control system, that is, SMC, PTA, H/Tr , Sub-County among others. He added that people should stop apportioning blames on one another but build a strong team. Nevertheless, Policy on the provision of education and training states, ‘provision of education and training to the child shall be a joint responsibility of the state, the parent or guardian and other stakeholders.

## **2.3 Actual review of literature on Management functions and Pupils’ academic performance**

### **2.3.1 Planning and Pupils’ academic performance**

According to Peter Drucker, as in management concept and strategies; planning is done continuously in order to make a productive decision systematically while having prediction of its future, organizing the required effort and resources needed in carrying out these decisions and measuring the result of these decisions against the expectations. As Federal Benchmarking consortium (1997) states that integration of conceptual framework into the strategic plan of an organization is the second best practice in management, on the same note, Henderson (2003) emphasized that the organization

system must be set in line with core competencies of workers with a strong link to budget processes. Summarily, planning is very essential because of the scarce resources in any organization of which other priorities compete for the same resources. Therefore, it is a good practice that the management plan in advance to avoid risk of uncertainties and ensure coordinated effort within the organization in order to achieve its goals. At the same time, organizational changes, tends to be stressful for those who participate in the management process of change and therefore it requires a considerable planning and perception (Jackson, 1994).

Dewelt In Chandan (2009) looks at the importance of planning process as quite obvious unless the organization have a soundly chartered course of action, it will never quite know what actions are necessary to meet its objectives. It needs a map to identify the timing and scope of all intended actions. This map is provided through the planning process while Ames (2009:136) stresses that developing logical plans and then putting these plans into action is a critical part of management of any organization like Alebtong District Education department. The foregoing definitions and explanations criticized by being general to performance.

To further complement, Combs et al., (2006) describes high performance working as the sum of process, practices and policies put in place by employers to enable workers to perform to their full potential not forgetting Buchanan (1987) states that high performance work design depends basically on setting up a work group with clear laid down strategies on methods of productions and results expected from its introduction. He further explains that all these can be possible if a self managed teams are set and assigned with full responsibility for planning, controlling and monitoring the work process.



Finally, Cohen & Peterson in Common Wealth Secretariat (2006) argued that national level leadership is important not only in uniting reforms but also for laying strategies for other task – related roles such as financing and regulations however there is need to contextualized to pupils academic performance at National Assessment. Never the less, people are silent about school management system that tends to affect the conducting of planning process. In addition the definitions or explanations do not link planning, to academic performance ,and yet finding reveal that both planning and pupils academic performance has a positive relationship meaning an increase in planning improves academic performance.

### **2.3.2 Control and pupils' academic performance**

Management is a profession of control. The work of management is always to check if what is being done conforms to the set plan, given instructions and the principles established during the planning process (Fayol, 1949). To add, Fayol (1949) noted further that control involves checking errors and taking corrective actions so that deviation from standard are minimized and stated objectives are a achieved effectively. To supplement, Holmes & Alastainn (1988)said, performance is achieved through measurement of what is done as UNEB is doing in NAPE and PLE programme to all schools in Uganda. And this for the correction of performance errors or deviation from the drawn plans.

While Morklers in Chandan (2009) observed that control process begins with the establishment of standard of performance against which organizational activities can be compared and are levels established by management to evaluate performance. The study therefore established how UPE schools in Albetong District have been able to implement controls.

In addition, Brown (2005) argues that its management functions that includes building of effective work climate and creating opportunity for motivation, supervising, scheduling

and disciplining in respect of performance management while Lucy (2006) supported this view by saying that to effect control in any organization, there must be a plan put in place first to act as a guideline and as a point of reference. She concluded that effective control is impossible without planning and planning minus specific pairing system is fruitless. Never the less Koontz and Wehrich (2004) relates planning and control to a pair of scissor with a broken blade which cannot work unless it is repaired.

### **2.3.3 Parents participation (involvement) and pupils' academic performance**

According to the guidelines on policy by Ministry of Education and Sports (2008), parents/guidance contribution is crucial in the following areas: Basic child survival requirements example clothing, security to and fro school, basic child nurturing and support e.g. safe home environment and provision of mid-day meals for pupils at school and child behaviors, physical and material support e.g. Provision of exercise books pens, pencils and others. And lastly responsibilities to support child learning at school and home e.g. Monitoring child school attendance and performance.

Likewise UNICEF (2013) states that the family background for instance extended, single parents or child headed affects children differently and the effects extend to school, influencing their responses to learning demands in many ways. It further concludes that lack of parents interest in their children's education affects their attendance, participation and retention in school hence poor results of PLE, O & A Level examinations.

On the same note, Blanden (2006) stressed that interest of parents in children's education has strong negative influence in pupils' education while Goldman (2005) supports this by saying that, time fathers spend with children in home work is more important compare to money brought in and wasted evening in joins parties. He then

concluded that the need for basic needs provision and parents monitoring of pupils performance is an important aspects of academic success.

To further note, White Paper (1992) states that Parents Teachers Association (PTA) should keep functioning as a voluntary organization which is mainly concern with Teachers and pupils welfare. Financial support of parents does not only focus on fees but includes pupil's personal requirements such as books uniforms, pads, medication to mention but few. However good teachers are, such requirements that have to be put in place in order to promote pupils learning.

Finally, Richardson (2009) supported this and said good home school community relationship leads to academic success. Furthermore, research has shown that successful candidates always have strong academic support from parent's involvement (Sheldon, 2009). Never the less report from National USE/UPPLET Head Count Exercise (2014) recommended that a school feeding program designed together with parents given the poverty rates at hand might help to improve attendance at school, if run properly would help to avoid under nourishment, micro nutrient deficiencies and poor performances in class among students of poor family who are at school. Furthermore, government and school management committee working jointly with the parents / guidance alternative ways for the later to appreciate the government contribution and intern contribute in education of their children.

## **2.4 Summary of literature**

Generally, literature indicated that, numerous studies had been conducted on management and performance for instance management styles and performances of UPE Schools by MMS Students. But no evidence on management functions (planning and control respectively) Yet literature says when management is well conducted in terms of planning and control of the planned activities, It can result in to desired performance. However, the literature hasn't exhaustively observed how these management functions affect the academic

performance of pupils of Alebtong District at National Assessment. Therefore, the study investigated in to the phenomenon.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter shows how the research was carried out. It's where the researcher spelt out clearly procedures through which the study flows. And the arrangement included, research design, study population, sample size and selection, sampling techniques/ procedures, data collection methods, data collection instruments, reliability and validity of data collection, data analysis and measurement of variable.

#### **3.2 Research design**

A Research design is the plan used in carrying out a research project (Amin, 2005;210). The study adopted a case study design as it focused on a number of selected UPE schools in Alebtong District. Yin (2009) the founder of this design argues that case studies are a preferred strategy that can be used when how/why questions are asked. He adds that it in a situation where a researcher has less control over phenomenon within a real-life context that a case study is used. The study was quantitative in nature because the data was collected basing on frequency account of informants. The researcher made use of both qualitative and quantitative approaches of data collection. The design was chosen because its recommendable for large sample of population, sample and cost effective compared to longitudinal , New man ( 2003). The design is comparatively fast for a limited time study as recommended by Amin (2005). The method of triangulation was used to guard against biasness and ensure the study feasibility and assurance of valid research findings.

#### **3.3 Study population**

According to Babbie (2010),a study population is the unit from which the sample is selected. Alebtong District has a total of 75 Government Aided Primary Schools

excluding private and community schools respectively. These provided a population of 292 from which included (1) CAO, (1) DEO, (1) District Inspector, (1) District Education Secretary (4), CCTs (8), Director of Studies (75), Head Teachers (9), Sub County Chief (9), SMC (96), PTA (72), Parents (8), and Heads of Department (16) were identified. The choice for such a population was that they are key stakeholders of the UPE system. Finally, the schools were stratified under four coordinating centers of Awali CC, Akwangkel CC, Abako CC and Omarari CC within the District. The study therefore was carried out in a total of eight UPE schools within the district.

### 3.4 Sample size and selection

A sample is a subset of a population selected using a recommended procedure for measurement, observation or questioning to get required information (Oso & Onen, 2008: 74-75). The sample size was determined using a statistical table by Krejcie and Morgan stated in Amin (2005) and was selected purposively and simple random sampling. The sample size of 76 respondents was used as presented in Table 3 below.

**Table 3: Population, sample size and sampling techniques**

Study respondents	Accessible Population	Sample size	Sampling techniques
CAO	1	1	Purposive sampling
DEO	1	1	
District Inspector	1	1	
District Education Secretary	1	1	
CCTs	4	4	
Director of studies	8	8	
Head Teachers	8	8	
Sub County Chief	9	4	Simple random
SMC	96	10	Simple random
PTA	72	10	Simple random
Parents representatives	75	16	Simple random
Heads of Departments	16	12	Simple random
<b>Total</b>	<b>292</b>	<b>76</b>	

**Source: Alebtong District Education Department Records (2016) and determined using Krejcie and Morgan (1970)**

### **3.5 Sampling techniques and procedures**

The sampling technique for this study was probability (simple random sampling) and non probability (purposive).

#### **3.5.1 Simple random technique**

Simple random technique was used to select respondents where each respondent had an equal chance of being selected to form a sample size. These were selected basing on a traditional method or lottery where pieces of papers were marked with numbers (odd-even) and papers with odd numbers were chosen to represent the respondents that formed the sample. The technique was applied on Sub County Chief, SMC, PTA, parents representatives and Heads of Department.

#### **3.5.2 Purposive sampling**

This technique was used to purposively select persons that possessed similar characteristics that were persons with reliable information that could help to confirm the study findings (Mugenda & Mugenda, 2003). The respondents who were believed to posses such information included CAO, DEO, DIS, District Education Secretary, CCTs, Director of studies and Head Teachers.

### **3.6 Data collection methods**

Data was collected using questionnaire, interview and document review in respect to this study. These methods supported the researcher in obtaining data from possible sources. Data was got from primary or secondary source. Primary data are first hand information got from the respondents on the variable meanwhile secondary data are information got from already

existing source (Sekaran, 2003:219). Finally, the documentary review provided secondary data.

### **3.7 Data collection instruments**

Instruments are tools that the researcher uses to gather information from the respondents. The tools for this study included questionnaires, and interview guides. The design for these guide was structured, semi-structure, and/ unstructured respectively.

#### **3.7.1 Questionnaires**

Questionnaires are carefully design tools use for collecting data with the adherence to the specification of the research objectives, questions and hypothesis, Amin (2005). The researcher used a five item Likert scale (SA(5),A(4),UD(3),D(2),SD(1) to measure the level of agreement/disagreement of the respondents. This tool was used to get the data from those who were literate. The questionnaire tool was chosen because it is easy and quick to construct, reliable and treated as an interval scale.

#### **3.7.2 Interview guide**

These are oral questions the researcher used to gather information on a face to face interaction with the respondents. According to Punch (2005), this is the best instrument for Academic analysis. Unstructured interview was used. Interview method was applied on those who cannot read and write ,respondents with busy schedule such as CAO, DEO, DIS CCTs and politicians. This approach helped the researcher to have a deeper understanding of pupils academic performance in Government aided Primary schools in Alebtong District.

#### **3.7.3 Document review checklist**

According to Amin (2005:198) Document review is getting information through careful studying of written different documents such as text books journals, Newspaper, articles and others. In this study, a number of documents and reports were reviewed namely. UPE School Annual Reports (2010-2016), Minutes of UPE School Meetings (2015),

Alebtong Primary Leaving Examination Results from 2012-2015, NAPE Report on Literacy and Numeracy for Primary three and six (2015), UPE Policy of 1997, Inspection reports by District inspectors of schools and Alebtong School Development Plans for the period (2010-2016).

### 3.8 Validity and Reliability

Validity and Reliability in research refers to the data quality control of the instrument to be use in data collection. Quality is the total level of excellence a product or service has on its capacity to fulfill given needs by American Society for Quality Control (ASQC). Validity in brief refers to the appropriateness of the instruments while reliability means consistency of instrument in measuring what it's meant to measure (Amin, 2003:284).

#### 3.8.1 Validity

Enon (1998:29) defines validity as the quality of instruments used in the research in terms of accuracy, correctness, truth, meaningfulness and rightfulness. The validity of instrument used in this study was a certain through face validity content, established questionnaires that was given to two experts for criticism and piloted for pre-testing before the actual data collection. The content coefficient validity index formula was adapted using standard measure after the recommendation of consultants, draft report complied was given to key informants to read through and confirm or verify evidence of material given by them during data collection. See Table 4 below for results

**Table 4: Validity results**

Consultants	Rating	Final score
One	34 / 40	0.85
Two	36 / 40	0.9

**Source: Primary data**



Table 4 above presents validity results which indicate scores above 0.8 therefore the instrument was valid as supported by Amin (2005) who contends that for an instrument to be rendered valid, it should measure above 0.5.

### 3.8.2 Reliability

Reliability is the quality measurement indicating the degree to which the measure has consistent results even after repeated measurement (Gaston, 1990). An instrument is said to be reliable if it produces the same results after a repeated measure of concepts from the same respondents even by other researcher (Amin, 2003). Reliability of instruments for this study was ensured through calculating the Cronbach's Alpha for every individual items. This concepts state that the nearer it's to, the greater the reliability of the instruments.

**Table 5: Reliability scores**

Variable name	Rating	Final score
Planning	.818	7
Management Control	.886	8
Parental involvement	.761	9
Pupils' academic performance	.686	8

**Source: Primary data**

Table 5 above presents reliability results above 0.5 therefore the instrument was reliable as supported by Amin (2005) who considers the score above 0.5 as reliable

### 3.9 Procedures of data collection

Research has a systematic procedures of collecting data to make it authentic and according to its nature . After the approval of proposal by the supervisors and successfully defended before the research committee panel, areas for adjustments identified by the panel was rectified and presented to the supervisors. Letter of recommendation to begin the field work was received from the responsible department/authority. Pretesting

of questionnaires was done using Cronbachs alpha concept to check the validity and Reliability of the instruments. Thereafter possible adjustment was made as per the results. The researcher therefore got permission from the immediate supervisor i.e. at the researcher's place of work for a leave of some days before actual field work commenced.

### **3.10 Data analysis**

The data collected was compiled and analyzed both quantitatively and qualitatively.

#### **3.10 .1 Quantitative data analysis**

Questionnaires were sorted, entered and analyzed to obtain clear information. The data set was used to come up with descriptive statistics (mainly frequencies (counts), mean and percentages). Inferential statistics specifically Pearson correlation and regression was used. Pearson correlation and regression was used to test the hypotheses. The correlation coefficient ( $\rho$ ) was used to determine the strength of the relationship between the variables. The sign of the correlation coefficient (+ or -) was used to determine the nature of the relationship. The significance of the correlation coefficient ( $p$ ) was used to determine the strength and direction of the relations. The regression coefficient ( $R$ ) was used to compute the variance specifically the  $R$  squared.

#### **3.10.2 Qualitative data analysis**

Data analysis is the process of grouping the mass of information gathered accordingly (Mugenda and Mugenda, 1999). This involved content analysis which was used to edit qualitative data and reorganized it into meaningful shorter sentences. In addition, a thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. The emerging themes were presented in direct quote to complement on data from the questionnaires.

### **3.11 Measurement of variables**

The dimensions under the main study variable were measured using ordinal and numerical scales. The researcher used ordinal scale to represent relative position meanwhile numerical scale helped to minimize subjectivity and provided possibility for quantitative analysis (Mugenda & Mugenda, 2003). In addition, a five-Likert scale of strongly agree, Agree, Not sure, Disagree and Strongly disagree was applied to measure quantified data about management functions and pupils' academic performance. Finally, the nominal scale was used to measure bio-data of respondents.

### **3.12 Ethical consideration**

Ethic refers to rules or regulations put in place to regulate the practices of good or bad, right or wrong and to guide the behaviors of an individual or groups of people (Chandan (2009). Ethical decisions involve a fundamental moral principles of right and wrong and this can be influence by factors such as; peer influence, family influence, situational factors, personal values/ morals and life experience of an individual. According to the study headed by professor Mary Ann Von Glinow in 1981 in the area of research and publication, the task force isolated behaviors such as falsification or fabrication of data and plagiarism as unethical practice mean while using organizational records with approval and confidentiality was rated ethically good. This practice has been adapted in UMI. This study therefore, was carried out in respect of ethical principles in order to have authentic work and avoid disappointments.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This chapter consists of the presentation, analysis and interpretation of findings based on the specific objectives of the study. The arrangement started with the response rate, demographic data of respondents, descriptive and then inferential statistics which included hypothesis results.

#### 4.2 Response rate

The researcher issued 52 self-administered questionnaires and all were received back fully completed, making (100%). On the other hand (24) interview sessions were planned out of which (21) were conducted constituting (87.5%). Table 4.1 below illustrates the details.

**Table 6: Response rate**

<b>Data collection tool</b>	<b>Planned</b>	<b>Actual</b>	<b>Percentage (%)</b>
Interview	24	21	87.5
SAQ	52	52	100

<b>Total</b>	<b>76</b>	<b>73</b>	<b>96</b>
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**Source: Primary data**

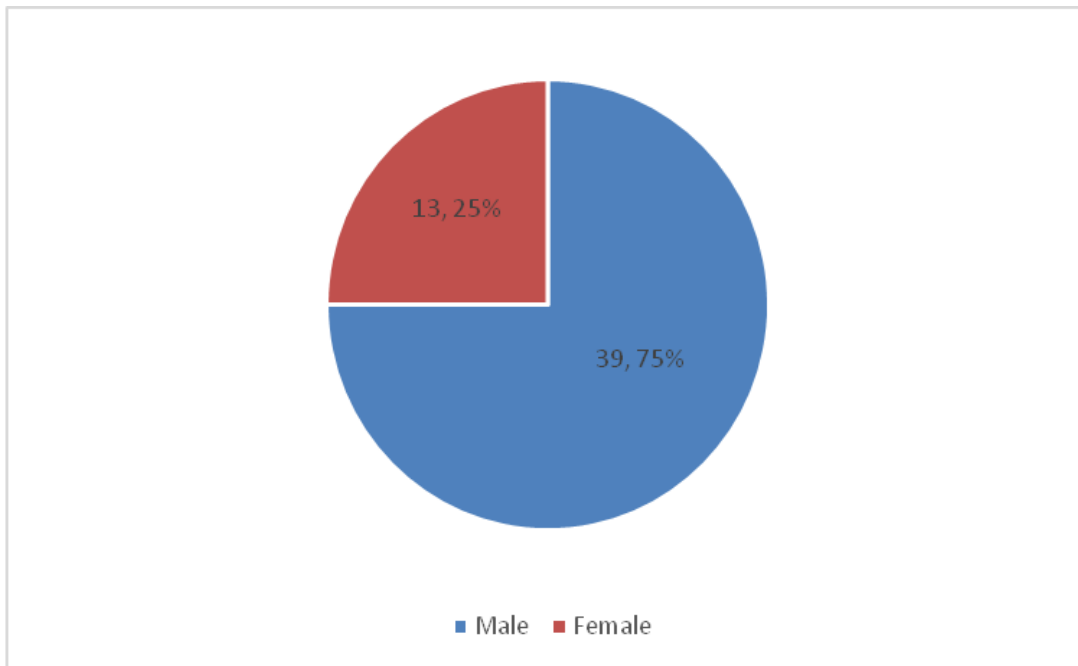
Table 6 above displays the number of questionnaires administered, the interviews conducted. Number of tools issued and received are clearly spelt out. From the findings obtained, It can be observed that the 76 respondents engaged in the study, but then only 73 responded positively giving an overall response rate of 96% ( $73/76 \times 100\%$ ). The results obtained can be supported with Amin (2005) statement which says, a response rate  $\geq 0.5$  (50%) is a good representation of a survey. Therefore the response rate realised for this study was 96% hence a good representation

### **4.3 Demographic data on the respondents**

In this study, the researcher made choice of various respondents with varying characteristics because the interest was on their gender, age, level of education and year of experience as detailed below.

#### **4.3.1 Gender of respondents**

The researcher planned to establish whether the gender of respondents are related to pupils academic performance of primary schools in Alebtong District through he representation below.



**Figure 3: Gender of the respondents**

**Source: Primary data**

Findings as per the above figure 2, revealed that more males participated in the study (n=39)75.% as compared to the female respondents (n=13), 25 %. According to the results obtained , it can be explained that majority of respondents were male compared to female who engaged in this study but were able to give available information that was required for the study.

#### **4.3.2 Age of respondents**

The researcher wished to establish whether age of the respondents had relationship with the academic performance of the pupils in Alebtong District , as reflected in the table below.

**Table 7: Age of the respondents**

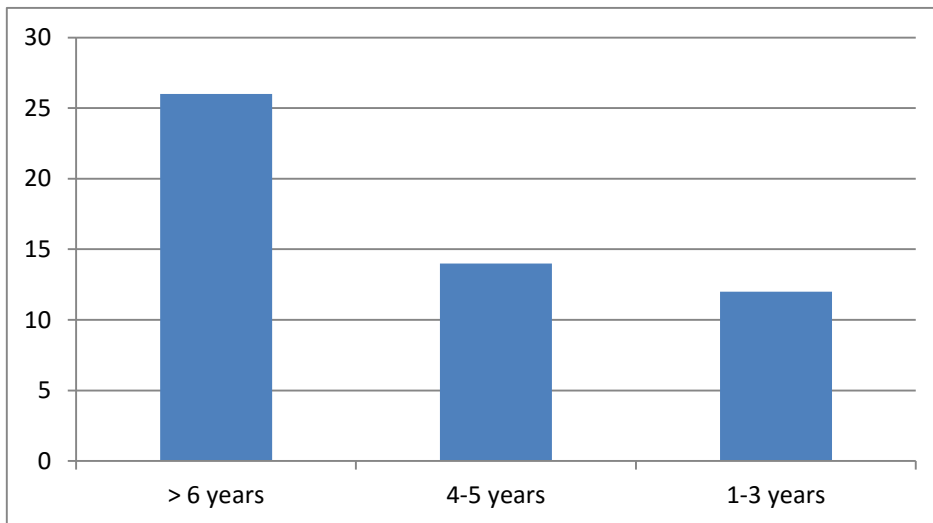
<b>Age of respondents</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
20-29 years	3	5.8
30-39 years	11	21.2
40-49 years	23	44.2
>50 years	15	28.8
<b>Total</b>	<b>52</b>	<b>100.0</b>

**Source: Primary data**

Table 7 above indicates the age group of the respondents, with the corresponding frequency and percentage scores. The findings obtained revealed that most respondents were aged between 40 - 49 years 44.2 %, respondents above 50 years were 28.8 % meanwhile 21.2% respondents fell between 30 – 39 years of age. Lastly, 5.8% fell between 20 -29 years of the respondents. This implies that the researcher ethically dealt with adults as required in research and they were well versed with information on Management functions and pupils' academic performance in Government aided primary schools in Alebtong District

#### **4.3.3 Length of service**

Another bio-data variable investigated was the information on length of service. Ideally it was done to determine whether respondents year of experience was a determinant to pupils' academic performance in Alebtong District as represented in the Figure 4.2 below.



**Source: Primary data**

**Figure 4: Length spent in Service**

Figure 3 constitutes the length of service the respondents had spent working with Alebtong District. The statistical findings reveal that majority respondents had experience of 6 years and above making 26 (50 %); 14 (27%) within 4 - 5 years of experience and then 12 (23%) of 1 - 3 years old. This can be characterized to the fact that most respondents had enough experience in the field of education management and were able to provide information in as far as management functions and pupils academic performance in Alebtong District was concerned.

#### **4.3.4 Education level of respondents**

The researcher used respondents of various education levels. The intention was to examine whether Academic qualification relates to pupils' performance in Alebtong District as seen from the Table 4.3 respectively.



**Table 8: Education level of respondents**

<b>Education level of respondents</b>	<b>Frequency (n)</b>	<b>Percent (%)</b>
Masters	3	5.8
PGD	2	3.8
Bachelors	8	15.4
Diploma	11	21.2
Certificate	23	44.2
None	5	9.6
<b>Total</b>	<b>52</b>	<b>100.0</b>

**Source: Primary data**

Table 8 above shows that several of the respondents 23(44.2%) were certificate holders, 11(21.2%) of respondents were Diploma holders, 8(15.4%) held Bachelor in Education while 5 (9.6%) belonged to none of the qualifications, then 3(5.8%) were respondents with masters and 2 (3.8%) of the respondents held PGD in relevant field. The results imply that over 90% of the respondents were educated and able to read and write. The availability of these literate group simplified the researcher's work since they were able to interpret the questions and provide reliable / relevant information on management functions and pupils academic performance of government aided primary schools in Alebtong District.

**Research Question Number one ;** Relationship between planning and pupils' academic performance in Government aided primary schools in Alebtong District.

#### **4.4 Planning and pupils' academic performance**

The study investigated the relationship between planning and pupils' academic performance in Alebtong District. The findings are presented in the Table below

**Table 9: Questions on planning and pupils academic performance**

<b>Statement on planning</b>	<b>5 (SA)</b>	<b>4 (A)</b>	<b>3 (NS)</b>	<b>2 (D)</b>	<b>1 (SD)</b>
Planning is done in line with pupils academics in the school	21% 11	54% 28	17% 9	6% 3	2% 2
The planning process covers budgeting as a key component.	19% 10	64% 33	6% 3	6% 3	6% 3
The school has work plans that are always drawn in line with the budgeting	28% 15	50% 26	14% 7	6% 3	2% 1
The school plans and sets performance standards	15% 8	39% 20	29% 15	15% 8	2% 1
There are UPE rules and regulations planned and formulated to better pupils academic performance	27% 14	40% 21	21% 11	15% 8	2% 1
Planning in this school entails drawing school time tables	39% 20	44% 23	10% 5	8% 4	0% 0
The time tables have been used to improve learning and overall pupils' academic performance	29% 15	39% 20	12% 6	19% 10	2% 1

Source: Primary data

Findings on budgeting reveal that 75% agreed that planning is done in line with pupils academics in their school compared to 17% who were not sure and 8% disagreed. Similarly 83% agreed that the planning process covers budgeting as a key component; 12% disagreed and 6% were not sure. In addition, results reveal that 78% agreed that their schools

work plans are always drawn in line with the budgeting however, 8% disagreed and 14% were undecided. These revelations are a clear indicator that it is during the planning process that school activities for instance purchase of instructional materials, repairs, construction among others are well aligned to key budget activities as a result of planning is seen to improve pupils' academic performance. To affirm the findings, the district inspector of schools said: *"Schools that are practicing team scheming/planning and staff meeting done during holidays are always prompt and effective right from day one of the term hence completion of syllabus coverage in time."*

To further support the findings in one of the documents reviewed it was highlighted that development planning was found to be challenging in all school (MoES Directorate of Education Standards: District Inspector of Schools Quarterly Report, 2015)

While UNEB Report ( 2014) recommended that Heads of Department and teachers should strive to have departmental scheming /planning to promote sharing of knowledge and supporting one another hence a school system that ensures availability and effective use of formal teaching and learning aids/materials in advance.

On the issue of setting performance standards and formulating rules and regulations, 54% agreed that their school planned and set UPE performance standards however 29% were not sure and 17% disagreed. Furthermore, 67% respondents agreed that there are UPE rules and regulations planned and formulated to better pupils' academic performance. The findings reveal that each primary school boasts of rules and regulations upon which the key beneficiaries adhere intended to better their academic excellence hence pupils' academic performance. To support the findings, an interviewee observed that: *"Individual school have subjected learners to certain number of assessment tests and Parents are made to sign for the*

*acknowledgement of results in case a child does not perform well at the end of the year”* said Mrs Katherine Elepu, H/tr Te-ongra P/S.

Finally, on the issue of drawing school time tables, it was found out that 83% respondents agreed that planning in their school entailed drawing school time tables and 68% agreed that time tables are used to improve learning and overall pupils’ academic performance which suggests that teachers were tasked with drawing a matrix of lesson plans upon which they would enlighten the learners with key subjects. The delivery was intended to prepare them for national assessment. To complement on the findings, CCT Awali commended that:

*“Much as these time table are drawn, they are not followed for instance only one lesson is conducted from 8.30am to break yet periods are more respectively. However schools like Apala, Aloi High, Ajonyi Iyama, Kakira and Alebtong Primary have designed Time Table for Remedial lesson from 7:00am to improve the gaps in curriculum implementation”*

#### **4.4.1 Correlation coefficient results for planning and pupils’ academic performance**

The correlation results were generated to establish whether planning was related to pupils’ academic performance in Alebtong District. The Pearson correlation coefficient which explains the relationship (strength of association and direction) between key study variables was generated and results are presented in the Table 10 below.

**Table 10: Correlation results for planning**

		Planning	Pupils academic performance
Planning	Pearson Correlation	1	.640**
	Sig. (2-tailed)		.000
	N	52	52
Academic performance	Pearson Correlation	.640**	1
	Sig. (2-tailed)	.000	
	N	52	52

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

**Source:** Primary Data

In Table 10 correlation coefficient results show  $r = .640^{**}$ ,  $\text{sig} = .000$  ( $p < 0.05$ ) and  $n = 52$  which suggests a significant positive relationship between planning and pupils' academic performance in Alebtong District which implied that engaging in timely budgeting, setting performance standards, formulating school rules and regulations as well as the timely drawing of school time tables would improve pupils' academic performance in Alebtong District.

#### 4.4.2 Regression results for planning and pupils' academic performance

The coefficient of determination (adjusted  $R^2$ ) a key output of regression analysis was used to measure the variance in a dependent variable (pupils' academic performance) as predictable by planning (independent variable) in Alebatong District.

**Table 11: Regression results for planning**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.640 <sup>a</sup>	.410	.398	.46031

a. Predictors: (Constant), planning

**Source:** Primary Data

Table 11 shows  $r = .640$ ,  $r^2 = 410$ , adjusted  $r^2 = 398$  and standard error of the estimate = .46031 using planning as a predictor. It can therefore be noted that planning had a 41% variance on pupils' academic performance in Alebtong District; the 59% could be explained by other factors. Therefore, hypothesis one was upheld and the null hypothesis rejected.

**Research Question Number Two;** Degree of relationship between management control and pupils' academic performance in Government aided primary school in Alebtong in District

#### 4.5 Management control and pupils' academic performance

For the second objective, the study assessed the degree of relationship between management controls and pupils' academic performance in Alebtong District. The findings are presented in the Table 12 below

**Table 12: Questions about management control and pupils' academic performance**

<b>Statements about Management Control</b>	<b>5 (SA)</b>	<b>4 (A)</b>	<b>3 (NS)</b>	<b>2 (D)</b>	<b>1 (SD)</b>
There are control system put by the school management to improve pupils academic performance	15% 8	46% 24	23% 12	14% 7	2% 1
Pupils performance activities are regularly controlled by school management	12% 6	46% 24	21% 11	21% 11	0% 0
Support supervision is done regularly to ensure quality delivery	21% 11	46% 24	12% 6	17% 9	4% 2
The issue of quality assurance is closely monitored by my school administration	12% 6	46% 24	16% 8	21% 11	6% 3
Monitoring and evaluation is always conducted to develop strategies to challenges	21% 11	42% 22	15% 8	19% 10	2% 1
My school considers control process critical to realizing better pupils' academic performance	12% 6	39% 20	33% 17	15% 8	2% 1

School time table is drawn and adhered to by teachers	39% 20	23% 12	15% 8	12% 6	12% 6
Teachers use approved schemes of work or lesson plan	40% 21	39% 20	6% 3	15% 8	0% 0

**Source: Primary data**

Management control was categorized into three indicators with results for quality control the first indicator revealing that 71% (31) agreed that there are a number of controls put by the school management to improve pupils' academic performance while findings reveal that 58% agreed that pupils performance activities are regularly controlled by school management and 67% agreed that support supervision is done regularly to ensure quality delivery. The findings suggest that schools have controls for instance attendance, timetabling and supervision that entail checking for administrative gaps and undertaking corrective actions so that deviation from standard are minimized and stated objectives are achieved effectively. This has improved pupils academic performance. To further explain, one of H/tr interviewed observed that: Regular school inspection is causing alertness in the teachers. While the Inspection Quarterly Report(2017) revealed that:

*“All the heads are being made to sign customized performance agreements with the CAO. And as a result, some weak Head teachers have been deployed by CAO as classroom teachers for supervision by other Head teachers who are performers, mean while active deputies have been given acting appointment as Head teachers as a result of their performance this year 2017”.*

About quality assurance, 58% (30) agreed that quality assurance is closely monitored by my school administration despite 27% (14) disagreeing and 12% (8) being neutral. In addition, 53% respondents agreed that monitoring and evaluation is always conducted to develop strategies to challenges. This findings gain support from a document reviewed which states ‘All the Ministries, Department and Local governments shall be inspected to monitor their

performance, provide support supervision and promote compliance with the Policies, standard, rules / regulations and procedures to facilitate improved service delivery. The Uganda Public Service Standing Order, ( 2010 )

Finally on control process, it was found out that 51% agreed that their schools considers control process critical to realizing better pupils’ academic performance, 33% respondents were not sure and 17% disagreed. Similarly, 61% respondents agreed that school time table is drawn and adhered to by teacher. Another fraction of respondents 79% agreed that teacher use approved scheme of work or lesson plan

#### 4.5.1 Correlation results for management control and pupils’ academic performance

The correlation results were generated to establish whether management control was related to pupils’ academic performance in Alebtong District. The Pearson correlation coefficient which explains the relationship (strength of association and direction) between key study variables was generated and results are presented in the Table 13 below.

**Table 13: Correlation results for management control and pupils’ academic performance**

	Management control	Pupils academic performance
Management control Pearson Correlation	1	.668**
Sig. (2-tailed)		.000
N	52	52
Academic performance Pearson Correlation	.668*	1
Sig. (2-tailed)	.000	
N	52	52

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

Source: Primary Data



In Table 13 correlation coefficient results show  $r = .668^{**}$ ,  $\text{sig} = .000$  ( $p < 0.05$ ) and  $n = 52$  which suggests a significant positive relationship between management control and pupils' academic performance in Alebtong District which implied that ensuring quality control, quality assurance and control process would improve pupils' academic performance in Alebtong District.

#### 4.5.2 Regression results for management control and pupils' academic performance

The coefficient of determination (adjusted  $R^2$ ) a key output of regression analysis was used to measure the variance in a dependent variable (pupils' academic performance) as predictable by management control (independent variable) in Alebatong District.

**Table 14: Regression results for management control**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.668 <sup>a</sup>	.446	.435	.44587

a. Predictors: (Constant), management control

**Source:** Primary Data

Table 14 shows  $r = .668$ ,  $r^2 = .446$ , adjusted  $r^2 = .435$  and standard error of the estimate = .44587 using management control as a predictor. It can therefore be noted that management control had a 44.6% variance on pupils' academic performance in Alebtong District; the 55.4% could be explained by other factors. Therefore, hypothesis two was upheld and the null hypothesis rejected.

**Research Question Number Three** ; Effects of Parents’ involvement on the relationship between Management Functions and pupils’ academic performance in Government Aided Primary schools in Alebtong District

#### 4.6 Parents’ involvement and pupils’ academic performance

This section is guided by objective three which was to examine the effect of parents’ involvement on the relationship between management function and pupils’ academic performance in Alebtong District. The findings are presented in the Table 15 below

**Table 15: Questions about parents’ involvement and pupils' academic performance**

Statement on parents involvement	5	4	3	2	1
Parents are actively involved in pupils academic performance	6% 3	29% 15	29% 15	31% 16	6% 3
Parents are communicated to or informed school activities	17% 9	43% 22	17% 9	17% 9	6% 3
Parents fully play their roles in support to school activities	4% 2	23% 12	33% 17	35% 18	6% 3
Parents supplement government budget to implement school work plan	2% 1	59% 31	12% 6	19% 10	8% 4
Parents exhibit good public relations with the school	4% 2	6% 3	40% 21	39% 20	12% 6
Parents provide mid-day meals to support pupils learning as per government programme	0% 0	6% 3	8% 4	35% 18	52% 27
Parents are always invited to discuss their children’s performance	17% 9	50% 26	15% 8	12% 6	6% 3
Parents are always involve in the disciplinary action of their children	6% 3	56% 29	23% 12	10% 5	6% 3
Parent’s contribution is significant to a child’s performance	42% 22	25% 13	15% 8	14% 7	4% 2

**Source: Primary data**

Majority respondents 37% disagreed that parents not actively involved in their pupils’ academic performance however, 35% agreed and 29% were not sure. Likewise 60% respondent agreed that Parents are always informed of school activities although 23%

disagreed and 17% were not sure. Further to note, results reveals that 41% respondents disagreed on parents roles in support to school activities meanwhile 33% were not sure and 27% agreed respectively. The results suggest that many parents were actively involved in their children school activities for instance preparing them to go to school, providing uniforms and purchase of scholastic materials (books, pens and pencils). In addition, parents were frequently communicated to using circulars, pupils themselves, sending short message (sms) and phone calls as forms of communication. The findings are supported by the H/tr. Ogengo P/S who observed that: *“The parents/relatives/guardians of the pupils are always requested to register their details in our records. This has made communication easier as we contact them using the phones, sms among other means. They have been able to respond respectively”*

Concerning the parents supplement to government budget on school work plan had 61% respondents who agreed, 27% disagreed and 12%, were not sure. The results are a reflection of the parents’ role as stipulated in the UPE policy where they are key actors in driving the children to attend school which has positively contributed to their final PLE academic performances. From the above findings, it can be drawn that parents have a great role to play in as far as pupils’ academic performance are concerned. To strengthen this, one of the directors of study testified during an interview that a parentless girl screamed with tears during the award of best pupils in PLE 2016 that, *“I would have got first grade if I had a parent to support me”*.

In addition, 51% respondents disagreed on exhibition of good public relation, however 40% were not sure and 10% agreed. On surprised note, 87% of the respondents disagreed on provision of mid-day meals to support pupils learning, 8% respondents were not sure and 6% agreed. The results suggest that some parents were hostile, unfriendly, argumentative and quarrelsome during certain instances which exhibited bad behaviors within the school communities. In addition, parents don’t provide mid-day meals for their children and

therefore pupils escape from afternoon classes. This portrays lack of academic concentration on the side of pupils and failed academic excellence in their final PLE results. To complement on this, findings from inspection report Quarter Four (2014/2015) states the community is not adequately informed about their roles in education. They are reluctant to play their roles in school development. The policy of Universal Primary Education has been misinterpreted by the community to mean free education which has resulted to negative attitude

Further to note, on parents teacher discussion about children's' performance, 68% agreed, 28% disagreed and 15% were not sure. Similarly 62% agreed that are involved in disciplinary action of their children although 23% were green and 16% disagree. First, it can be argued education weeks were organized in some schools and parents were encouraged to attend. The essence is to ensure that parents interact with their children and teachers as they check on their children's academic performance. Besides the above, disciplinary actions were also appreciated by most parents as their children misbehaved.

Finally majority of the respondents 67% agreed with the question that the significance of parents on parents' contributions to a child's performance however, 18% disagreed and 15% were not sure which suggests that the parents efforts and roles were appreciated by UPE schools and was a driving force for their children's completion of the UPE hence improved academic performance. To support the findings, guidelines on: Policy, Planning, Roles and Responsibilities of Stakeholders in the implementation of (UPE) by MoES (2008) state that parents' contribution is crucial. On the other hand Research carried out by Commissioner Basic Education (2017) indicates that the major categories of people in education that may allow the effectiveness of EGR shows, 75% (H/Tr.) involvement, 12% from instructional material, 10% from community & parents and 03% from management.

#### 4.6.1 Correlation results for parental involvement and pupils' academic performance

The correlation results were generated to establish whether parental involvement was related to pupils' academic performance in Alebtong District. The Pearson correlation coefficient which explains the relationship (strength of association and direction) between key study variables was generated and results are presented in the Table 16 below.

**Table 16: Correlation results for parental involvement**

	parental involvement	Pupils academic performance
Parental involvement Pearson Correlation	1	.654**
Sig. (2-tailed)		.000
N	52	52
Academic performance Pearson Correlation	.654**	1
Sig. (2-tailed)	.000	
N	52	52

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

In Table 16 correlation coefficient results show  $r = .654^{**}$ ,  $sig = .000$  ( $p < 0.05$ ) and  $n = 52$  which suggests a significant positive relationship between parental involvement and pupils' academic performance in Alebtong District which implied that parental involvement in helping their children in their academic would improve pupils' academic performance in Alebtong District.

#### 4.6.2 Regression results for parental involvement and pupils' academic performance

The coefficient of determination (adjusted  $R^2$ ) a key output of regression analysis was used to measure the variance in a dependent variable (pupils' academic performance) as predictable by parental involvement (independent variable) in Alebatong District.

**Table 17: Regression results for parental involvement**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
<b>1</b>	.654 <sup>a</sup>	.427	.416	.45337

a. Predictors: (Constant), parental involvement

Table 17 shows  $r = .654$ ,  $r^2 = .427$ , adjusted  $r^2 = .416$  and standard error of the estimate = .45337 using parental involvement as a predictor. It can therefore be noted that parental involvement had a 42.7% variance on pupils' academic performance in Alebtong District; the 47.3% could be explained by other factors. Therefore, hypothesis three was upheld and the null hypothesis rejected.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The previous chapter presents findings. Chapter five summarizes, discusses, concludes and recommends based on the objectives of the study. It further presents the limitations and areas for further study.

#### **5.1 Summary**

##### **5.1.1 Planning and pupils' academic performance**

The study set out to establish the relationship between planning and pupils' academic performance in Alebtong District which were found to be significantly positive (.640\*\*) therefore its summarized that planning was key to pupils' academics (75%), school work plans defined the direction of academics (78%), UPE rules and regulations are adhered to (67%) and the timely drawing of school time tables (68%) is key to improving pupils' academic excellence.

##### **5.1.2 Management control and pupils' academic performance**

Findings indicated a degree of relationship between management controls and pupils' academic performance (.668\*\*) in Alebtong District being positively significant therefore it can be summarized that it was important for school management to control pupils' performance activities (58%), regular supervision was important (67%), quality assurance was good (58%) and control processes were evident (51%).

### **5.1.3 Parental involvement and pupils' academic performance**

From the study findings, it was established that parents' involvement was positively related to management function and pupils' academic performance in Alebtong District reflected by .654\*\* therefore, it is summarized that parents active involvement is appreciated, communication is important (60%), parents contribution is appreciated (62%) and parental participative engagement is appreciated (67%).

## **5.2 Discussion of the findings**

### **5.2.1 Planning and Pupils' academic performance**

In this study, it was found out that planning and pupils' academic performance in Alebtong District are destined in the same direction. Administratively, planning is done continuously in order to make a productive decision systematically while having prediction of its future, organizing the required effort and resources needed in carrying out these decisions and measuring the result of these decisions against the expectations. To note, budgeting in this study was found to be a very important aspect or component that was required to realize better school management including the overall academic performance of pupils' in Alebtong District. The aspect of budgeting is supported by Henderson (2003) emphasized that the organization system must be set in line with core competencies of workers with a strong link to budget processes. Summarily, planning is very essential because of the scarce resources in any organization of which other priorities compete for the same resources. Therefore, it is a good practice that the management plan in advance to avoid risk of uncertainties and ensure coordinated effort within the organization in order to achieve its goals (Jackson, 1994). The scholarly writings are a true reflection of the planning process in management including primary schools however, agree or not in many times planning is discriminatively done where fewer than many actors are involved. The kind of planning in schools is based on a top down approach where views of the actors at the



root of problem are always ignored yet they are key actors in the successful implementation of such plans. This has continuously led to coming up with complex objectives and goals that have not materialized and only heaped blames on school administration. This findings gained support from the DEOs' remarks during stakeholders meeting on (10/9/2017) which says 'Education system has always the issue of the blame games through pointing hands to stakeholders instead of coming together and strengthen the system.' This gap needs quick fix.

Further to note, revealed that planning was done in line with pupils academics. This revelation concurs with Dewelt In Chandan (2009) looks at the importance of planning process as quite obvious unless the organization have a soundly chartered course of action, it will never quite know what actions are necessary to meet its objectives. It needs a map to identify the timing and scope of all intended actions. This map is provided through the planning process while Ames (2009) stresses that developing logical plans and then putting these plans into action is a critical part of management of any organization like Alebtong District Education department. The foregoing definitions and explanations criticized by being general to performance. These revelation suggest light at the end of the tunnel thus academic expectations are always high among parents/guardians as well as school administrators however to realize such expectation performance has to be anchored on better planning or else better results cannot be realized to that effect. To further argue, most schools have good plans which are theoretical in nature and have time and again failed to yield expected results therefore discrepancies in planning have taken trend. The developed plans seem not to be localized to the existing school parameters hence a problem.

### **5.2.2 Control and pupils' academic performance**

The study assessed the degree of relationship between management controls and pupils' academic performance in Alebtong District and found out that it was positive statistically

significant as we shall see below. Management is a profession of control. The work of management is always to check if what is being done conforms to the set plan, given instructions and the principles established during the planning process (Fayol, 1949). Fayol's statement coincides with findings that were obtained where it was established that support supervision was done regularly to ensure quality delivery. To add, Fayol (1949) noted further that control involves checking errors and taking corrective actions so that deviation from standard are minimized and stated objectives are achieved effectively. To supplement, Lucy (2006) supported this view by saying that to effect control in any organization, there must be a plan put in place first to act as a guideline and as a point of reference. She concluded that effective control is impossible without planning and planning minus specific pairing system is fruitless.

The issue of supervision in any school setting brings about accomplishment of school tasks within a specified duration. Teachers, pupils and other administrators are able to see out their assignments however, it can be noted that supervision comes with its own vices for instance issues of laxity are evident in school settings which makes school administrators lazy and delay in executing their roles. Besides, poor supervision have increased absenteeism of teachers and therefore no learning delivery to the pupils. The effect is massive on their education excellence as failure to finish the syllabus piles pressure on both teachers and pupils. They are not prepared enough to sit for their final examinations which is a problem

To affirm this, is the GPE Report by Prime Minister's Delivery Unit (PMDU) October (2017) talks of "Teacher Presence and Time on Task" the revelation shows 29% absenteeism and 59% waste time, hence Teacher attendance is the foundation in improving quality of education. Furthermore the chairperson LCV Alebtong in his remarks during the training on Teacher presence and time on task said: Head teachers who are non-performers shall still be demoted come 2018.

Finally, pupils' performance activities were found to be regularly controlled by school management. The findings are in line with Morklers in Chandan (2009) who observed that control process begins with the establishment of standard of performance against which organizational activities can be compared and are levels established by management to evaluate performance. In addition, Brown (2005) argues that its management functions that includes building of effective work climate and creating opportunity for motivation, supervising, scheduling and disciplining in respect of performance management. The regular control of pupil performance activities by school administrators explains the powers that have been vested in them to oversee such key activities. The ability of administrators to impose control of most school activities defines how school employees adhere to the prevailing rules and regulations while executing their school duties and responsibilities however, in any school setting it is important that segregation of duties is well addressed. Leaders need to strategically handle their roles while the rest are expected to manage operational activities. In many cases it is worth noting that school leaders have reached an extent of molding themselves in all roles including operational in a school setting. This has caused conflict of interest as well as doubt of other administrators or employees that their presence is valued hence a problem that needs addressing.

### **5.2.3 Parents participation (involvement) and pupils' academic performance**

From the study, it was found out that a significant positive relationship existed between parental involvement and pupils' academic performance in Alebtong District which implied that the parental involvement of bringing up and helping their children would prepare them for education and be able to guide them towards academic excellence.

To explain further, results obtained revealed that parents fully play their roles in support to school activities. The findings concur with the findings as presented in the second chapter were based on the guidelines on policy by Ministry of Education and Sports (2008)

which highlights for the increased role of the parents/guidance in contributing to basic child survival requirements example clothing, security to and fro school, basic child nurturing and support for instance safe home environment and provision of mid-day meals for pupils at school and child behaviors, physical and material support e.g. provision of exercise books pens, pencils and others. Lastly responsibilities to support child learning at school and home e.g. monitoring child school attendance and performance.

The parents increased role has been much appreciated within the education system. Parents have offered basic school requirements for the children exercise books pens, pencils and others, offered transport to school, among others which have continuously supported the child in learning. This has been the positive, however some parents have not been able to support their children negatively affected by a number of factors some of which are beyond their reach for instance poverty where they cannot support the families, negligence where some under value education as a whole, parents are themselves illiterate among other factors. This combination of factors has halted the academic progress of these children and a cause for concern.

Lastly, parents are actively involved in their pupils' academic performance was found to be true. The statement is in line with UNICEF (2013) which states that the family background for instance extended, single parents or child headed affects children differently and the effects extend to school, influencing their responses to learning demands in many ways. Similarly, Richardson (2009) supported this and said good home school community relationship leads to academic success. Furthermore, research has shown that successful candidates always have strong academic support from parent's involvement (Sheldon, 2009). The close participation of parents in ensuring quality education for their children is instrumental to their successful career path and overall future progress. To further add, it can be argued that lack of parents interest in their children's education affects their school attendance and class participation may manifest in poor results of PLE, O &

A Level examinations nevertheless, fewer than many parents are involved in pupils affairs both at home and school which explains interactive gaps. Some of such gaps are linked to demand by parents that their children first execute domestic tasks for instance digging, fetching water, chasing birds from crops and cooking before going to school hence affecting their school programmes, some of the children home environment is not conducive for learning purposes for instance they lack energy for instance light that children can use for reading and doing home work among others. This has affected their overall performance at the end.

### **5.3 Conclusions from the study**

#### **5.3.1 Planning and pupils' academic performance**

The first objective of the study investigated showed the relationship between planning and pupils' academic performance in Alebtong District therefore, it can be concluded that a significant positive relationship (.640\*\*) exists between planning and pupils' academic performance in Alebtong District.

#### **5.3.2 Management control and pupils' academic performance**

The study, assessed the degree of relationship between management controls and pupils' academic performance in Alebtong District therefore it can be concluded that a significant positive relationship (.668\*\*) existed between management control and pupils' academic performance in Alebtong District.

#### **5.3.3 Parental involvement and pupils' academic performance**

From the earlier discussions about parental involvement and pupils' academic performance, it can be concluded that parental involvement has a significant positive relationship with pupils' academic performance in Alebtong District

## **5.4 Recommendations of the study**

The following are recommendations that were made to mitigate gaps identified in the discussion that was held about the study. They are aligned to the objectives of the study

### **5.4.1 Planning and pupils' academic performance**

Based on the issues identified in a discussion that was held between planning and pupils' academic performance, it is recommended that:

- 1) School administrators in UPE schools in Alebtong District adopt a hybrid planning process that combines the top-bottom and bottom up approaches. This will ensure that all planning details are well elicited and used for formulating plans within the schools.
- 2) UPE school administration in Alebtong District formulate school task forces to benchmark specifically in other high performing private schools within the district or outside to establish how they conduct their planning process. This will enable to learn how best such schools have used their planning practices to realize better PLE results and probably such cases would be adopted. This will see out a number of gaps in the planning process within the UPE schools

### **5.4.2 Management control and pupils' academic performance**

The following statements are measures or recommendations made to close the gaps identified in a discussion held between management control and pupils' academic performance namely:

- 1) On the issue of laxity of supervisors, it is recommended that school administrator practice participatory decision making, good governance and formally communicate to the supervisors clearly stipulating their expected roles in line with prevailing school regulations. This will close all possible supervision gaps and bring academic excellence to pupils.

- 2) The study recommends that school administrators appreciate the issue of segregation of duties and where necessary, delegation will prevail. It is important that they remain strategically focused to their duties. This will improve other administrators' sense of belonging and work towards better academic excellence.

#### **5.4.3 Parental involvement and pupils' academic performance**

Gaps were identified between parental involvement and pupils' academic performance and a couple of recommendations made namely:

- 1) The study recommends that school administrators plan for social responsibilities and ensure good public relation and finally make use of effective mode of communication to sensitize the parents or use technology (mobile phones) and create parents contact databases. The technology will be used for communication of routine texts (local-English language messages) as reminders and appreciation to parents for their continuous role in supporting their children. The messages will trigger more parental support thus academically benefiting the children.
- 2) The researcher recommends that school administrators liaise with local authorities to support in eliciting information through social gatherings about challenges that parents face while supporting their children within their communities. Based on the availability of such information, administrative decisions on how best to help future PLE candidate pupils would be undertaken for the better of their education.

#### **5.5 Limitations of the study**

The following statements below reflect some of the limitations of the study

While in the field, it was expected that a 100% response rate would be realized in terms of questionnaires administered and interviews held however, 96% was obtained with a 4% deficit therefore with such a percentage deficit, the study findings could not be generalized

that results were representative of the entire population much as the response rate of 96% is accepted and representative of the survey population.

Another limitation was that this study was centered on management functions namely planning, control management and parental control with many more dimensions not studied for instance staffing, leading, organizing among others. It would therefore not be wise to generalize the study.

The study was conducted in Alebtong District; Government aided primary schools with other districts used as a point of reference. The circumstances that cause poor UPE performance in such a District may differ from the ones that affect other district like, Mbale, Kampala or even Mukono District elsewhere therefore generalizing the findings would not be fair.

#### **5.6 Area for further study**

The following areas were marked for further study namely:

From the study, it was found out that absenteeism was the biggest problem to the learners therefore there is need to conduct a research on teacher absenteeism and academic performance of pupils in Government Primary Schools in Uganda.

An observation was that parents are reluctant in sending pupils to school during the first two weeks and yet the last two weeks are for examination. There is therefore the need to conduct a study on parents' commitment (responsibility) and the performance of pupils in UPE schools

Another study would be conducted on school syllabus management and pupils' academic performance in UPE schools in Uganda



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## APPENDICES

### Appendix I: Questionnaire

#### Section A: Background information (Please tick the appropriate correspondence)

1. Gender  Male  Female

2. Age group  20-29  30-39  40-49 | 50 and above

3. Education level

Masters  post graduate | bachelor degree  diploma  certificate | none |

4. Year of Experience

Less than 1 year  1-3 years | 4-5 years  6 years and above |

## SECTION B

### QUESTIONS ON MANAGEMENT FUNCTIONS

In this sections are provided and alternatives are given as displayed below. Strongly agree =5, agree =4, Not sure 3, Disagree =2, strongly Disagree =1. Please tick the one which is appropriate to the questions.

#### **a. Planning**

No	Question/statement	5	4	3	2	1
1	There is planning done in line with pupils academics in my school					
2	The planning process covers budgeting as a key component.					
3	My school has school work plans are always drawn in line with the budgeting					
5	My school plans and sets performance standards					
6	There are UPE rules and regulations planned and formulated to better pupils academic performance					
7	Planning in this school entails drawing school					

	time tables					
8	The time tables have been used to improve learning and overall pupils' academic performance					

### **b. Controlling**

No	Question/statement	5	4	3	2	1
1	There are control systems put by the school management to improve pupils academic performance					
2	Pupils performance activities are regularly controlled by school management					
3	Quality control is one of the means used to set to improve pupils' academic performance					
4	The issue of quality assurance is closely monitored by my school administration					
5	Quality assurance has positively contributed to improved pupils' academic performance					
6	My school considers control process critical to realizing better pupils' academic performance					

**c. Parents involvement**

No	Question/statement	5	4	3	2	1
1	Parents are actively involved in their pupils' academic performance					
2	The parents are communicated to or informed school activities					
3	The parents fully play their roles in support to school activities					
4	Parents have supplemented to the government budget to implement school work plan					
5	Parents exhibit good public relation with the school					
6	Parents provide mid-day meals to support pupils learning as per government programme					
7	parents are always invited to discuss their children's performance					
8	Parents are always involve in the disciplinary action of their children					
9	Parent's contribution is significant to a child's					



performance					
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**d. Academic performance**

No	Question/statement	5	4	3	2	1
1	The PLE results of our schools is always good					
2	Majority of our candidates pass in good grades					
3	Pupils attend school/class regularly					
4	Attendance has influence on pupils assessment results					
5	The National Assessment report on learning achievement is positive					
6	Alebtong District is always recognized the pupils performance					
7	The management acknowledge the pupils performance					
8	Result oriented management is the practice at school					

*I appreciate you for giving me your time.*

## Appendix II: Interview Guide

### 1. Pupils academic performance

a). How do the pupils from UPE schools in Alebtong District perform in PLE?

.....  
.....

b). Of what percentage are successful candidates compared to failure?

.....  
.....

c). What factors are contributing to the performance of pupils in Alebtong District.

.....  
.....

d) Does the PLE results of Alebtong District fully support performance Agreement contract?

### 2. Planning

a). Does the school operate with their budgets as drawn in the school development work plan?

.....  
.....

b) Which group of people are involve in drawing the school work plan?

.....  
.....

c). What are the sources of revenue use to operate the budget of these planned.

.....  
.....

d). Is the school budget drawn basing on school development plan.

.....  
.....

**3. Controlling**

a) What measures are put in place to check and balance school activities?

b). Which Evaluation methods are used by school to assess learning achievements.

c). Does the school have performance improvement plan?

d) . What performance indicators are put in place to assess performance standard.

**4. Parent's involvement**

a). In what way does parents involvement affect pupils performance

b). Are parents aware of their roles and responsibilities to wards school activities.

c). Do parents visit schools regularity at their will

d). Do parents involve in disciplinary action of their children

e). Do parents supplement government support.

### Appendix III: Document review checklist

Document review checklist					
No.	Document Title	Type	Y	N	Comment
1	UPE School Annual Reports (2010-2016)	Report	✓		Relevant Information
	Minutes of UPE School Meetings (2015)	Report	✓		Relevant Information
2	Alebtong Primary Leaving Examination Results from 2012-2015	Report	✓		Relevant Information
3	NAPE Report on Literacy and Numeracy for Primary three and six (2015)	Report	✓		Relevant Information
4	UPE Policy of 1997	Report			Relevant Information
5	Inspection reports by District inspectors of schools.	Report	✓		Relevant Information
6	Alebtong School Development Plans for the period (2010-2016)	Report	✓		

## Appendix IV

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

*Note: N is Population Size; S is Sample Size* *Source: Krejcie & Morgan, 1970*