



**MANAGEMENT PRACTICES AND ACADEMIC PERFORMANCE  
IN GOVERNMENT AIDED SECONDARY SCHOOLS  
IN YUMBE DISTRICT**

**BY**

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### **DECLARATION**

I Rashid Anguzu declare that this Research work is original and has not been submitted for any award of degree, diploma or any certificate in any institution. Where somebody's work has been referred to, due acknowledgement has been made.

Sign: ..... Date: .....

## **APPROVAL**

This dissertation on the topic Management Practices and Academic Performance in Government aided Secondary Schools in Yumbe District was under our supervision and has been submitted to Uganda Management Institute for examination with our approval as supervisors.

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## **DEDICATION**

My mother Jennah Ombiya and my uncle John Onaah did quite a lot in nurturing me and making me the person I am today. My wife Hawa Sebbi, my relatives and friends supported me and gave me a lot of encouragement as I went through tough times of balancing between my work place duties and production of this research work. My wife and my daughters Amaniyo Latifah Aidah, Orodri Fadhilah, Ayikoru Hidayah and Munguleni Hannat endured difficult moments as much of my time, attention and the family resources were channeled towards the production of this research work. This research work is therefore dedicated to all the individuals named above for their support, encouragement and tolerance.

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## **ABSTRACT**

The study set out to examine the effect of management practices on academic performance in government aided secondary schools in Yumbe district. It was prompted by the academic performance in these schools showing a steady decline in the recent past. The objectives of the study were: to assess the effect of planning on academic performance, to determine the effect of organizing on academic performance and to establish the relationship between control as a management practice and Academic performance in Government aided secondary Schools in Yumbe District. The study was grounded on the Systems Theory by Bertalanffy et al (1960). A co relational cross sectional survey design with qualitative and quantitative approaches was used. The target population was 408 and the sample size was 202 comprising 01 District Education Officer (DEO), 01 District Inspector of Schools (DIS), 04 head teachers, 56 teachers, 116 student leaders and 24 members of boards of governors, randomly and purposively sampled. The data collection methods included: questionnaire survey, Focus Group Discussion and documentary review. Descriptive and inferential statistical analyses were done and the data presented using frequency tables, correlation and regression analyses. The study discovered that planning was an important managerial function and most schools had annual work plans and budgets. Most schools had organized management structures although they were not functioning as expected. Most schools had established standards of performance for example examination grading, Rules and Regulations but did not have strong internal policies on Academics (Teaching & learning), Finance, welfare, asset management, Safety and security, and there was inadequate monitoring and supervision. The schools had limited risk awareness programmes and measures for management of risky behaviours were inadequate. It was concluded that there is significant positive relationships between planning, organizing, controlling and academic performance, meaning that these management practices are

crucial for good academic performance. The researcher made the following recommendations: need for more stakeholder involvement, devoting more resources to activities that improve academic performance, need to generate internal policies for easy management and need to step up internal supervision. Finally, further studies on the factors influencing academic performance in Yumbe district could be explored

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

Education is a major factor that influences the economic and social development of a country. The quality of education in a country has a bearing on the quality of its human resource (Iqbal, 2012). Education is meant for making a difference both locally and on international stage.

Farooq, Chaudhry, Shafiq & Berhamu (2011), in their study noticed that the major interest of instructors is to explore the variables that contribute effectively on the learner's quality of performance. Today, unlike before, schools are caught up in the challenge of wanting to work more efficiently and improve their performance. In this context, the role of school management is considered to be very important as the educational outcomes in schools are greatly influenced by the specific organizational characteristics of each school leadership, school climate, and the school development plan which reflect the process of school management (Argyriou and Iordanidis, 2014).

Yumbe District government aided secondary schools have for long registered poor academic performance especially in national examinations yet reports reveal that these schools enjoy a lot of Government support in form of Capitation grant, recruitment and deployment of staff, payment of staff salaries, construction of school facilities and provision of scholastic materials such as text books, science apparatus and laboratory chemicals (Yumbe District Education Department Report, 2015). Since no mention is made of the management practices and their

effectiveness in these schools, one wonders whether this is not the factor greatly contributing to the poor Academic performance.

This chapter gives the background to the study, statement to the problem, study purpose, research objectives and questions, hypotheses, the conceptualization of the frame-work, relevance of the research including its justification, research area and operational explanations of key concepts.

## **1.1 Background to the Study**

One of the distinct characteristics of this era, with lots of knowledge around us, high degree of competition at individual or institutional level for quality production and services, is no longer just achieving institutional objectives but achieving highly to survive competition (Alobiedat, 2011). This is the ultimate goal which every education institution aims at today.

### **1.1.1 The Historical Background**

Globally, expenditure on education is considered as an investment in the human resource enrichment (Iqbal, 2012). Schleicher (2007) reported that almost every country in the Organization for Economic Cooperation and Development (OECD) substantially increased public expenditure on education and launched multiple improvement initiatives in their education systems between 1980 and 2005, yet very few of the school systems in the OECD achieved significant improvements in performance and in other school systems performance never changed or even deteriorated, making the situation more perplexing.

In his study, Kajunju (2015) noticed that over time, African states have gradually increased public expenditure on both primary and secondary education so as to address the concern of quality education in secondary schools. For example, “Africa region devotes 5.0 percent of total GDP of about \$1.5 trillion to public education expenditure, which is the second highest percentage after North America with a total \$32 trillion GDP per capita and Europe at 5 percent with a total \$24 trillion GDP per capita” (Kajunju, 2015). Further comparison reveals that, “African countries have allocated the largest share of government expenditure to education at 18.4 percent, followed by East Asia and the Pacific at 17.5 percent; and South and West Asia allocated only 12.6 percent” (Kajunju, 2015). In fact, some students in school are not much better off than those who missed school. Consequently, the quality of education in Africa is in a perilous state (Kajunju, 2015). Since no mention is made of the management practices employed in the schools in Africa, one wonders whether this deep learning crisis is not attributed to the management practices in place and their effectiveness on academic performance.

It’s noteworthy that in countries like Nigeria public debates are often rotating around improving education procedures. The discontentment of the general public has always been envisaged in the yearly release of what is termed as the “West African Senior School Certificate Examination results”. Akinsolu, (2010) argued that the pupils results from exams does not necessarily reflect the government’s investments.

Olorundare (2011) regrettably observed that academic excellence had since departed from Nigeria. Every year, the nation is grieved by the below performance of the students in national examinations, where only 20 percent of the candidates



pass at acceptable credit level. Olorundare (2011) then wondered if such poor performances are not a reflection of the institutional, instructional or structural qualities in the schools.

On the other hand, a research study conducted by Spaul (2013), on the state of South Africa's education system revealed that of all middle-income countries of the world, South Africa has the vilest education system. Of 100 learners that start school, only 50 will make it to Grade 12, 40 will pass, and only 12 will qualify for university. Spaul (2013) further noticed in his study that this quality of education is not only perceived as unproductive but also grossly severely underperforming. Whereas there are pockets of good Management practices in South African schools, the overall impression is that majority of the school managers are not capable, or lack motivation to improve the quality of training and learning effectively as being noticed by, Bush, Joubert, Kiggundu and Rooyen, (2009).

Similarly reports on Kenyan education of (2012a, 2012b) revealed that since independence, Kenya has had the commitment to provide quality secondary school education by establishing the quality assurance department, provision of skilled human resources and financial resources (Nzoka&Orodho, 2014). Amidst these interventions, the performance of the "Free Day Secondary schools in Embu North District, Embu County has been an average of D+ from 2007 to 2011". Kenya National Examinations Council according to Nzoka&Orodho (2014) noted that this performance is not good enough due to the fact that former graduates of this grade "don't qualify for further education and training" in most careers casting doubt on the effectiveness of the management strategies used in these schools.

In Uganda, one of the main objectives of the Education sector is to increase and improve equitable access to quality education (Government White Paper, 1992). The Government of Uganda has in the years heavily invested in the secondary education sector for example, the 150 million U.S dollars acquired from the World Bank for undertaking developments in the Government Aided Secondary Schools (World Bank Report on APL, 2015). Despite these efforts, the general performance of public schools in the country has not been impressive more especially the up country secondary schools (UNEB Report, 2015). Since 2008, UNEB has implemented a programme known as National Assessment of Progress in Education (NAPE) for secondary education. The objective of this programme is to monitor the effectiveness of the education process in the country. Notably, no improvement was seen in the results for biology, English and Mathematics in the years from 2008 to 2010. Better results were seen in non-Universal Secondary Education schools like Namagunga Girls Secondary School rather than USE schools like Arua Secondary School (JICA Report, 2012), leaving many to wonder what the causes of such poor performances are.

### **1.1.2 The Theoretical Background**

This study was driven by the Systems Theory. The theory was first postulated by Bertalanffy in 1960 and later developed by other theorists like Henderson, Scott, Katz, Kahn, Buckley and Thompson (Chand, 2015). According to the theory an organization is an entity comprising sub-systems integrated into an orderly unity or a system comprising related and dependent elements that form a unitary whole when in interaction.

In this study, management is therefore seen as a system with components which are interrelated, inter-dependent and must work together supporting each other for

efficiency and effectiveness of an institution. This theory is important because it helps to understand the relationship between the different components of an organization for better management. Since a secondary school is seen as a system composed of subsystems which present complex interdependence of relationships between people, tasks or responsibilities and its environment, its success may not come as easily as the theory tends to suggest. Its success will depend on the better understanding and development of each individual subsystem, the general environment and the coordination between the different subsystems so that each can make a contribution to the entire whole.

This therefore implies that the collective contribution of management practices namely planning, organizing and controlling in Yumbe District government aided Secondary Schools contributes to good academic performance if each sub variable is well developed and all work together. None of them works alone. Failure in one results in failure of the school system and hence poor academic performance.

### **1.1.3 The Conceptual Background**

This study was based on the relationship between Management practices and Academic performance. Ogunbameru (2004) defined Management as the process of attaining the goals of an organisation by effectively leading and controlling the informational, financial, human and physical resources of an organization. Management practices according to Makuto (2014) refer to the administrative activities. Nzoka & Orodho (2014) noted that Educational Management, “is the application of management principles in designing, developing and effecting resources towards achievement of educational goals”, seen in the extent to which schools realize their stakeholders’ expectations.

The various definitions of management above do not run contrary to one another. All of them are suggesting that Management involves determining objectives, plans, policies and programmes, mobilize resources that is; men, material and machinery into operations, supervising and controlling their performance. This study therefore adopted the definitions above but was limited to only three management practices namely planning, organizing and controlling of education processes.

Santos, Rivera and Bourne (2014) defined performance as a task or operation seen in terms of how successfully it is undertaken. Individuals are seen to have performed when they have realized the objectives set by management and Organisations are thought to have performed when they have satisfied the so called “requirements of their stakeholders and are more effective and efficient than their competitors” (Santos, Rivera and Bourne, 2014). Organisational performance can be “assessed in terms of the results that an organization achieves in relation to its objectives” (Therkildsen and Tidemand, 2007). In principle, the scholars contend that organizational performance can be “measured at the output, outcome or impact levels, and, less rigorously, as the organisation’s compliance to rules”. Much as the definitions advanced by the two sets of authors do not run contrary to one another, Therkildsen and Tidemand (2007) definition appears to bring out a clearer concept of performance and in this study, Academic performance refers to the extent to which a school’s academic objectives are achieved and passing rates measure up to standards.

#### **1.1.4 The Contextual Background**

Yumbe district is located in the West Nile Sub region in North Western part of Uganda and was carved out of Arua District in the year 2000 (Yumbe District Local Government

Population Report, 2015). The District Local Government Council comprising of 26 members including the Chairperson (LC V) is the highest political authority in the district with legislative and executive powers, having an executive committee of 5 members (Yumbe District Local Government Population Report, 2015).

The District also has a technical team constituted by eight (8) Directorates and Departments among which is the Directorate of Education which is in charge of all the schools in the District and is headed by the District Education Officer (Yumbe District Local Government Population Report, 2015). The District has 18 secondary schools, 6 of which are government aided and twelve are privately owned schools (Yumbe District Local Government Five Year Development Plan, 2012).

Some of the major challenges faced in these schools among others include; Inadequate number of teachers especially the science teachers, inadequate basic school facilities such as classrooms, limited community and parental participation, including overreliance of schools on meager universal secondary education grants to run all school activities , irregular school inspections due to manpower shortage in District Education Department and lack of capacity building trainings for the teachers (Yumbe education department report, 2015). From the 6 government Aided Secondary Schools in the District, only four of the Schools were considered in this study because the other two are yet newly established schools.

Performance of these Schools in Academics is poor as shown by the records of results of these schools in the National Examinations (Yumbe District Education Department Report, 2015). In the Uganda Certificate of Education (UCE) Examinations for the last five years (2010 to 2014), the highest number of candidates from all the four government aided schools who passed in Division one in a single examination is 9 meaning that the failure

rates are high (UNEB Results 2010 to 2014), and school completion rates are low as compared to the numbers enrolled in senior one as demonstrated in Table 1.1 below:

**Table 1 Combined UCE results for the 4 Secondary Schools under study (2010 to 2014)**

YEAR	DIV. 1	DIV.2	DIV.3	DIV.4	DIV.7	DIV.9	TOTAL	NO. OF FAILURES	% FAILURE
<b>2010</b>	09	81	180	276	04	17	567	297	52
<b>2011</b>	07	73	164	230	01	19	494	250	51
<b>2012</b>	05	60	121	175	01	11	373	187	50
<b>2013</b>	09	58	131	206	01	26	431	233	54
<b>2014</b>	08	54	126	206	00	18	412	224	54

**(Compiled from UNEB results for the U C E Examinations from 2010 to 2014)**

The table above gives combined results in Uganda Certificate of Education (UCE) Examinations of candidates in all the four schools in which the study was conducted. The study looked at the results for the 5 years running from 2010 to 2014. For example in 2010 where the total number of candidates from the four schools who sat UCE examinations was 567, the total number of candidates that passed in Division one was 9, Division two was 81, Division three -180, Division four-276, Division seven- 4, Division nine -17. A total of 297 candidates constituting 52% (Div.4, Div.7 and Div.9) were considered to have failed,

## **1.2 Problem Statement**

The Government of the Republic of Uganda in its efforts to ensure quality secondary education in the country, has had interventions to improve teaching and learning in Public Secondary Schools by providing capitation grants, undertaking infrastructural development, recruitment and deployment of substantive Head teachers and school staff, supply of scholastic materials. Besides, efforts have been put in place by the schools' stakeholders to ensure academic performance in these schools improve for example by establishing academic committees of both Board of Governors and staff, stepping up

monitoring and supervision of academic programmes, continuous assessment of students' performance, among others (Yumbe District Education Department Report, 2015).

Despite these interventions, academic performance of Public secondary schools in Yumbe District is still very poor compared to performance of schools in other districts. This is evident in the UNEB Examination results for the last five years (UNEB Results, Table 1 above) where, the highest number of candidates from all the four public secondary schools in the District who passed in Division one in a single examination is 9 compared to the performance of some schools in Arua District, that produced 14 and 13 candidates respectively in Division One in 2014 Exams (Arua District Secondary Schools Head Teachers' Association Report, 2015). From the table above, annual failure rates are extremely high (50% to 54%) and school completion rates are low as seen from the declining trend of number of the candidates over the 5 years. (Schools annual intake records and UNEB results, 2010-2014). Since nothing is said about the management practices employed, one wonders whether this alarming situation is not as a result of gaps in the management of these schools.

If this situation continues and no intervention is made to establish the root causes for correction, very few students from the District will access higher institutions of learning for academics and professional courses, the dropout rates will rise because many students will consider their time in school as a waste, escalating future situations of unemployment and dangers associated with it. The Public will lose trust in these schools and the District Education department. Consequently, these schools with all the facilities in place will close down.

### 1.3 Purpose of the Study

The purpose of this study was to examine the effect of management practices on the academic performance of Government aided Secondary Schools in Yumbe District.

### 1.4 Objectives of the Study

This study aimed at achieving the following objectives:

1. To assess the effect of planning on academic performance in Government aided secondary Schools in Yumbe District.
2. To determine the effect of organizing as a management practice on academic performance in Government aided secondary schools in Yumbe District.
3. To establish the relationship between control as a management practice and academic performance in Government aided secondary Schools in Yumbe District.

### 1.5 Research Questions

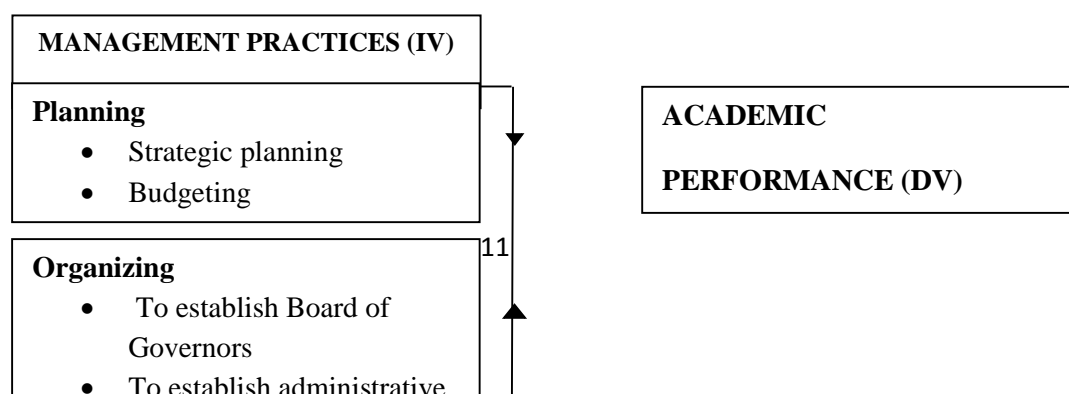
The study addressed the following questions:

1. What is the effect of planning on academic performance in Government aided secondary Schools in Yumbe District?
2. What is the effect of organizing as a management practice on academic performance in Government aided secondary Schools in Yumbe District?
3. What is the relationship between control as a management practice and academic performance in Government aided secondary Schools in Yumbe District?

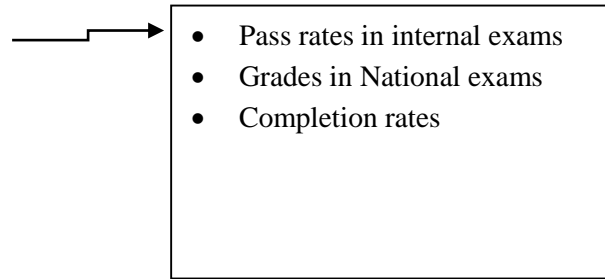
### 1.7 Conceptual Framework

The concepts that constitute a conceptual framework support one another (Jabareen, 2009).

**Figure 1.1:** A Conceptual Framework







**Source:** Adopted from Jabareen (2009), modified to suit the study.

The Co *Figure 1: Conceptual Framework Showing Relationship between Management practices and Academic performance.*

Academic performance in Government Aided Secondary Schools. In this Conceptual Framework, Management practices has three (3) dimensions, namely Planning, Organizing and controlling and Academic Performance also has three dimensions namely grades in National Examinations, pass rates in internal examinations and school completion rates.

From the conceptual framework, it was assumed that Management practices have influence on Academic performance. The key constructs of management practices namely planning, organizing and controlling are hypothesized to have combined effect on Academic performance. It was further assumed that the elements of academic performance namely examination grades, pass rates in internal exams and school completion rates vary with changes in the dimensions of management practices. The assumption here was that when schools implement good management practices as planning, organizing and controlling, they will have good academic performance evidenced by students obtaining high examination grades implying low failure rates, good pass rates in internal exams and high school completion rates. The assumed reverse is that when the above management practices are poorly implemented, schools will have poor Academic performance evidenced by poor examination grades, low pass rates and many dropouts.

## **1.8 Significance of the Study**

This study is expected to be of importance to Researchers, Educationists and policy makers nationally and locally. It may provide scholarly work and add to the wealth of knowledge for future researchers in the area of study and other related areas. The research findings can be used by stakeholders such as government and Educationists to inform policy and provide implementation guidelines to improve the performance of Schools in the District and elsewhere. Finally, the study is part of academic requirement in fulfillment of the award of Master's Degree in Management Studies (Public Administration and Management) of Uganda Management Institute.

## **1.9 Justification of the Study**

Over the years, the Government aided Secondary Schools in Yumbe District have performed poorly in academics. For example, in the UCE Examination results of the last five years (table1), the highest number of candidates from all the four public schools who passed in Division one in a single examination has been 9. Failure rates are high and student's school completion rates are low. The implication is that very few students from the District will access higher institutions of learning for further education and training, dropout rates will escalate the situation of unemployment and other anti-social practices associated with it. This placed an urgent need to undertake the study to establish the root causes and design strategies for immediate action.

## **1.10 Scope of the Study**

### **1.10.1 Geographical Scope**

Yumbe District is located in the West Nile Sub Region of Uganda. It is bordered by Koboko District in the West, Arua District in the South, Moyo in the East and South Sudan in the north, with its headquarters situated about 637 Km from Kampala City (Yumbe

District Local Government Population Report, 2015). This study was carried out in the Government aided secondary schools of this District because of their poor academic performance compared to the performance of the secondary schools in other Districts of Uganda.

### **1.10.2 Content Scope**

This study examined the effect of Management practices on Academic performance of Government Aided Secondary Schools in Yumbe District. It focused on management practices namely; planning, organizing and control and how they impact on academic performance of Government aided secondary schools in Yumbe District.

### **1.10.3 Time Scope**

The study focused on the period from 2010 to 2014 because in this period the performance of these schools declined most despite the massive Government investments in the sector.

## **1.11 Operational Definitions of Key Concept**

**Management:** In this study, management refers to the practices of planning, organizing and controlling educational activities towards achievement of the school goals.

**Organizing:** refers to gathering and assembling of the Board of Governors (BOG) and the School administrative structure into working units and relationships as well as developing an enabling school culture such that the agreed plans may be successfully implemented.

**Performance:** refers to the extent to which measurable Academic outcomes such as Examination grades, failure rates, syllabus coverage and school completion rates relate to the predetermined targets or standards.

### REVIEW OF LITERATURE

#### 2.0 Introduction

Amin (2005) states that Literature Review not only involves location, reading and evaluating reports of research, observations, discussions, opinions related to an individual, but involves a systematic identification and analysis of information related to the research problem.

In this chapter, the researcher presents the theory that guided the study and also discusses the relevant literature on the relationship between management practices and academic performance of educational institutions which other researchers have written about. The review has been done objective by objective, under the following subheadings: Planning and Academic Performance, Organizing as a management practice and Academic performance and Control as a management practice and Academic performance. Finally, the chapter presents a summary of the review highlighting gaps.

#### 2.1 Theoretical Review

This study was guided by the Systems Theory, developed by Bertalanffy, Henderson, Scott, Katz, Kahn, Buckley and Thompson (1960). According to Chand (2015), the authors of this theory viewed an organization as an entity comprising of sub- systems integrated into an orderly unity or a system comprising of related and dependent elements when in interaction, that form a unitary whole.

Later Wengrzyn (2015) explained that a “system as a collection of parts brought together to accomplish some end, goal or objective”. This literary means that failure of one part affects the other thus it’s interrelated to support each other. Chand (2015) noted that the theory helps in studying the functions of complex organizations, bringing out the relationships between different functions like planning, organizing and controlling within

the organization. According Chand (2015), an institution or a department of an Institution like a school is seen as a system which is composed of subsystems which present complex interdependence of relationships between departments, people, tasks or responsibilities and the environment. In this study, the Management of a school is therefore seen as a system with its variables namely planning, organizing and controlling seen as subsystems, which are interrelated and inter-dependent and good coordination between them contributes to good management of the school resulting into good academic performance.

The theory helps to understand the relationships between the different components of an organization for better management hence the reason it has been chosen for the study because it is very much close to reality.

However, the success of the Institution may not come so easily as long as the subsystems exist as the theory tends to suggest, but depending on better understanding and development of each individual subsystem and the general environment so that each can contribute to the entire whole. This implies that delayed or poor development or poor relationships between the subsystems affects the performance of the entire organization.

Therefore, the collective contribution of management practices namely planning, organizing and controlling contributes to good academic performance in the government aided Secondary Schools in Yumbe District, if each sub variable is well developed and all work together supporting each other. None of them works alone. Failure in one results in failure of the school system and hence poor academic performance.

## **2.2 Planning and Academic Performance of Schools**

Ouya and Mweseli (2010) defined Planning as a management process, actions, to achieve institutional objectives. The study looks at strategic planning and Budgeting as dimensions of planning.

### **2.2.1 Strategic planning and academic performance of Schools**

Adopting Gates (2010) definition of strategic planning “is that process of defining an organization’s plans with high-level approaches for achieving its mission”. This takes into a full account the atmosphere of the organization including the intents.

Kahavizakiriza, Walela and Wanyonyikukubo (2015) noted that good planning provides a good start to financial management in public secondary schools. Yau and Cheng (2011) earlier noted that Teachers’ participation in financial planning in their subjects is very important for principals to make accurate decisions. Damary (2013) found that strategic planning is positively correlated to each performance indicator, making it a significant tool in creating competitive advantage.

However, Damary (2013) also noted that strategic planning is not the sole contributor to performance. For instance, it was established that strategic planning can only explain 25.4% of academic performance, 49.4% of discipline and school culture, and 62.1% of stakeholder satisfaction among others. Ndegwah (2014) also noted that Strategic planning leads to significantly better performance than unplanned and opportunistic approach. Ahmad (2012) indicated that there is significant association between strategic planning and allocation of resources for a better institutional performance, similarly Ajao and Grace (2012) also established relationship between strategic planning and corporate works.

Whereas the above literature emphasize that strategic planning enhances performance of institutions, none of the above studies was conducted in any of the Secondary Schools in Yumbe District. Therefore, it is not possible to ascertain the relationship between the poor performance in these schools with strategic planning, hence the reason for the study. This study also sought to establish whether the strategic plans of these government aided

secondary schools in Yumbe District are translated into annual work plans, termly plans, weekly and daily school programmes.

### **2.2.2 Budgeting and Academic Performance of Schools**

A budget in relation to a school is an annual plan of the schools' income from fees, government grants and other revenue sources and it also indicates how such total revenue will be spent in relation to the objectives, needs and priorities of the school. A budget is the monetary quantification of schools plans. It is therefore derived from all the plans of the school. Budgets are therefore sub-components of the planning process which deal with the turning of qualitative and quantitative plans in monetary terms (The Local Governments Financial and Accounting Manual, 2007). The Legal Framework for government institutions budgets is based on the Constitution of the Republic of Uganda, Acts of Parliament and regulations (The Local Governments Financial and Accounting Manual, 2007).

In Uganda, the Budget process in secondary schools starts in around October with Consultations between user departments and the school administration. All user departments must prepare their budget estimates and submit to the school Bursar for compilation and to be presented to the staff finance committee in November for their input and onward presentation. The document is then presented to the Finance committee of the schools Board of Governors for their technical input and later presented to the parents the main funders of the school budget in a PTA general meeting, for their input and finally, presented to the Board of Governors for their approval in December and subsequent forwarding to the Minister of Education and sports for its authorization (Ministry of Education and Sports circular, 2010).

In their study, Basheka and Nabwire (2013) discovered that there is, “a direct relationship between budget planning and the quality of educational services delivered at Kyambogo University”. Similarly, Onduso (2013) found that budgets were effective and that most of the participants interviewed strongly agreed that budgets were used in decision making and are management tools for improving financial performance of institutions. Yang Qi (2010) earlier established that there is positive relationship between budgeting and the performance of small and medium-sized enterprises in China. Tunji (2013) also established that budgeting is a prerequisite for a performing company. Burckbuchler (2009) earlier revealed that performance based budgeting in schools has a positive correlation to student achievement and therefore, exploring how resources are allocated is critical for ensuring a high quality education for all students.

Cobb-Clark and Jhay (2013) on the other hand established that per pupil expenditure has only a modest relationship with improvement in students` standardized test scores. However, they noted that budget allocations across spending categories matter for students` achievements particularly extra teaching attention seems especially important in primary and middle school years. GonLee and Polachek (2014) later seemed to agree with Cobb-Clark and Jhay (2013) but also uniquely observed that much as changes in school spending per student reduces school dropout rates, they do not appear to improve the academic performance of high school students. GonLee and Polachek (2014) further noted that much as the study showed some positive effect of school spending on educational outcomes, the specific expenditures that matter are not pinpointed. Budget lines vary from school to school. In some schools, the major categories include but not limited to Central Administration, classroom instructions, instructional Salaries and Fringe Benefits, Operations and Maintenance, Transportation and Debt Servicing.



Generally, the literature from the works of different researchers above does suggest that, there is a positive relationship between budgeting and academic performance. However, Cobb-Clark & Jhay (2013) and GonLee&Polachek (2014) observed that much as there is a positive relationship between the two variables, it is just a modest relationship. Cobb-Clark & Jhay (2013) and GonLee&Polachek (2014) further observed that it is not just increased budget that matters in improvement of students learning achievements but the specific areas in which the expenditure is increased for instance, increased spending on extra teaching attention provided for the learners. This study therefore sought to establish not only the effect of budgeting on academic performance of the government aided secondary schools in Yumbe District but also the expenditure areas emphasized in these schools.

### **2.3 Organizing as a Management Practice and Academic Performance of Schools**

Neal and McClure (2003) observed that, “organizational structures show roles of different players, relationships, and systems through which goals and priorities are set, decisions are made, resources are allocated, power is wielded and plans are implemented”. The study was limited to Board of Governors, School Administration and School Culture as sub variables of Organizing.

#### **2.3.1 Board of Governors and Academic Performance of Schools**

The Policy Document on Education clearly spells out that there shall be constituted by the Minister of Education or District education officer, by notice published in the gazette, a Board of Governors or a school management committee for any education institution declared by the Minister or district education officer to govern such an education institution. For secondary schools, the Minister appoints a twelve-member Board of governors for each secondary school to manage for three years.

Kindiki (2009) noted that Board of Governors closely monitor the students and report any cases of indiscipline to the teachers and head teachers. Ibrahim and Orodho (2014) also

noted that when the BOG is satisfactorily functioning, the school will be supervised well and will also perform well. Kindiki (2009) further noted that the BOG members were found to be useful in managing their workers discipline. Kindiki (2009) also found that BOG members in Kenya provided teachers with incentives or awards that improved teachers overall outputs consequently helping the school in the curriculum implementation and general operation of Schools, leading to good School performance.

Onderi and Makori (2012) on the other hand noted that the challenges faced by school Boards such as improving the quality of teaching and learning and the desire for public accountability in schools have raised expectations on school managers.

Contrary to the above view, Rambo (2010) established that the Board of Governors discipline teachers and students, undertake development projects and that their influence on Kenya Certificate of Secondary Education performance was good, on the other hand Rambo (2010) noted that participation of Board of Governors in making decisions in schools never yielded the desired results and the findings also revealed that the Board of Governors never included teachers and non teaching staff in making decisions and implementations thus causing conflicts. Perry (2011) established that School managers play a very important role in improving schools, thus helping to provide strategic direction to principals. However, Perry (2011) noted that many school boards find it difficult to carry out their challenging functions but rather prefer to accept proposals from the principals other than taking lead roles in shaping decisions.

Much as the above literature sheds light on the contribution of school Boards in the management of secondary schools, not all the studies above reveal positive contributions of the Boards. Some of the studies above have contrary findings resulting into dissatisfactions and conflicts in the schools such Boards serve. None of these studies was

conducted in the Government aided secondary schools in Yumbe District hence the reason for which this study was undertaken in Yumbe District.

### **2.3.2 School Administration and Academic Performance of Schools**

Ndimande (2005) earlier established that lack of communication between School Management Teams and the rest of the staff members compromises potential enhancement of Learner academic performance and that Learner academic performance is also adversely affected in schools where learners are not part of the decision making process and where they are not given immediate feedback after their assessment activities. Ndimande (2005) further established that Some School Management Teams do not involve the parents in the formulation or implementation of programmes that help to enhance Learner Academic Performance, hence affecting the academic Performance of the Learner.

Mohiemang (2008) on the other hand asserted that successful leaders develop and count on the contributions of others in the organisation. Mohiemang (2008) further observed that when principals combine servant leadership behaviour with an open school climate, the impact on students' learning is strongest (Norviewu-Mortty, 2012). Malambo (2012) also noted that bad leadership in educational organizations results in poor academic performance. Wanyama (2013) later observed that many of the head teachers who have been very permissive and using detached administration style in school administration negatively affect students' academic performance. In a similar study Nyagosia, Waweru and Njuguna (2013) revealed that top performing schools were putting much more emphasis on instructional leadership. Nyagosia, Waweru and Njuguna (2013) also alluded to Malambo's (2012) position and noted that poor performance in secondary schools examinations is a function of poor administration and leadership practices. Nadeem and Mudasir (2012) also noted that effective leaders who are caring, participative and inclusive in their working style create shared vision and lead the organisation towards it.

All the Researchers mentioned in the literature above seem to agree that school leadership today is no longer a one man`s show but shared practice for all the stakeholders and that poor school leadership practices like detached leadership style of some Head teachers results into poor academic performance of the learners of such schools. Many of the studies were undertaken in other parts of Africa but not in Yumbe District. This study therefore sought to establish the effect of school administration on academic performance of the government aided secondary schools in Yumbe District which is a rural setting also to establish whether the leadership practices in these schools bring on board the views of other stakeholders in decision making.

#### **2.4. Control as a Management Practice and Academic Performance of Schools**

Domnisoru, Gherghinescu and Ogarca (2010) defined control as, “a systematic effort made by management to compare performance to predetermined standards and to undertake if necessary corrective actions to see that human and other corporate resources are being used in the most effective and efficient way”. This study looked at three elements of control namely Medium of control, Risk control and Supervision.

##### **2.4.1 Control measures (medium of Control) and the Academic Performance of Schools**

Control measures (medium of control) refer to guidelines used as a basis for implementation and execution of internal controls in an organization (Vanstapel, 2004). The medium of control is the major pillar of internal control system, that is, it protects, constrains and determines the other components of control (Domnisoru, Gherghinescu and Ogarca, 2010). Medium of control includes policies, procedures, rules and regulations that give the management a reasonable assurance that the organization achieves its predetermined goals (Domnisoru, Gherghinescu and Ogarca, 2010). These policies and procedures in a school setting include School management manual, Teaching and learning

policy, financial management policy, Human resource management policy, Asset management policy, Safety and Security policy, Teachers code of conduct, School Rules & Regulations, Board of Governors Regulations to mention a few.

Foondun (2009) noted that the policies and procedures help school administrators have knowledge on how to get on with business at work place, hone their skills and, above all, create conducive atmosphere for teaching and learning process. European Network for Quality Assurance Report (2009) also noted that educational institutions develop set of standards, procedures and guidelines for quality assurance. Bell and Stevenson (2006) noted earlier that education policies enhance development whereby effectiveness and efficiency of schools will be improved. Henard and Roseveare (2012) established later that the guide on Institutional management of Higher Education assists education institutions, leaders and practitioners in fostering quality teaching. The World Health Organization (2016) report also noted that Staff Regulations embody the fundamental conditions of service, the basic rights, duties and obligations of the staff of an organization.

Much as the above studies are in agreement with the position that medium of control provides basis for execution of internal controls in an organization and create the environment that enhances academic performance of schools, none of them was conducted in any of the secondary schools in Yumbe District. This study therefore sought to establish the internal control tools and mechanisms used in these schools and their effect on academic performance.

#### **2.4.2 Risk Control and the Academic Performance of Schools**

On risk control, all organizations or Institutions are subjected to various risks, could be from within or out of the organization or institution and which must be managed (Domnisoru, Gherghinescu and Ogarcă, 2010). In this study, risks to schools include Drug

abuse by both Teachers and Learners, theft and burglary, accidents, fire outbreaks, other forms of disaster, dropouts and other forms of indiscipline which affect teaching and learning. Individuals, organisations and societies have no choice but to organise in the face of uncertainty (Power, (2004).

One major role of a school is to ensure the safety of property, staff, learners and visitors and also to ensure that the learners become risk aware but not risk averse (Mullarkey, 2012). Management should always be vigilant and ready to take precautions to eliminate these risks (Domnisoru, Gherghinescu and Ogarca, 2010). A planned approach to managing risk be seen as an enabler and schools should develop the culture of sensible risk management which is related to the curriculum where young people are taught to develop their capability to assess and manage risks (Mullarkey, 2012).

On drug abuse and anti-social behavior, Ajayi and Ekundayo (2010) observed that drug abuse is a problem affecting teaching and learning processes in the Nigerian educational system. Abdu-Raheem (2013) also noted that drug abuse is a very serious concern to all stakeholders which indeed needs an urgent attention due to the alarming rate of youth involvement in it. Abdu-Raheem (2013) further observed that this vice negatively affects student's academic performance due to the fact that it influences majority into early marital sexual behaviors, a concern that is still persisting the secondary school system for quite long.

On dropouts, failure to successfully go through the school system or acquire equivalent education and training qualifications has negative consequences for the young people especially in the labour market and it is seen as a greater insecurity in building careers and therefore is a risk (Lamb and Rice, 2008). Lamb and Rice (2008, pp. 10-11) observed that developing a supportive school culture that strengthens connections with students, parents

and the community, with emphasis on a school climate of high expectations enhances student engagement. Croninger and Lee (2001) cited in Lamb and Rice, (2008) reported that the extent to which teachers care and interact with the students has a significant impact on dropout rates, Kennelly and Monrad (2007) again cited in Lamb and Rice, (2008) also noted that schools that are successful in dealing with drop-outs address issues related to the overall school climate in order to facilitate student engagement.

The Researchers mentioned in the literature above seem to agree that all institutions are faced with risks and uncertainties which may be of internal or external origin and that, schools must have workable procedures to mitigate the effects of such risks in order not to affect academic performance. Since little is known about the secondary schools in Yumbe District in relation to risks and uncertainties, this study sought to establish whether these schools had control measures in place and their effects on academic performance of the learners.

### **2.4.3 Supervision and Academic Performance of Schools**

On supervision, Adewale, Adeleke, Toyin and Rotimi (2014) defined supervision as the various activities engaged in by individuals, groups for the purpose of achievement of goals and objectives of groups or organizations and that supervision is meant to provide guidance, support and continuous assessment to teachers to enable them develop professionally and also to improve the teaching and learning processes.

Habib (2015) established that supervision of schools has a very strong impact on teacher attendance in relation to other school inputs. Earlier Timilehin (2010) noted that effective instructional delivery and maintenance of standards in schools is enhanced through regular supervision. Okendu (2012) also established that regular instructional supervision has a significant impact on students` performance. Similarly, Mohammed (2014) also agreed

that educational supervision improves quality of education and that supervisors should provide assistance to teachers, guide and counsel and give feedback to teachers on supervision.

Educationists do totally agree with the findings in the above review but the dilemma was whether the Government aided secondary schools in Yumbe District were subjected to this kind of supervision and if so, whether the same findings hold for Yumbe District schools.

## **2.5 Summary**

In summary, the above literatures suggest that management practices influence academic performance. Whereas the literature agrees with the three hypotheses of this study; Planning has a significant influence on academic Performance of Schools, Organizing as a management practice has influence on academic Performance of Schools, and Control as a management practice has influence on Academic Performance of Schools, none of them is related to the Government Aided secondary schools in Yumbe District, hence the reason for undertaking this study and Cross sectional survey design approach was used to undertake this study.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology (Rajasekar, Philominathan and Chinnathambi, 2013). Scholars such as Kothari (2004) described the research methodology as a way or process of systematically solving the research phenomenon.

Therefore, research methodology can be understood as a step-by-step social process of conducting a field research study on a given phenomenon in a particular area scientifically. This section presents a systematic approach to the study with subsections as “research design, study population, sample size and selection, sampling procedure and techniques, methods of data collection, instruments of collecting data, data quality control and assurance procedures”. It also presents data analysis methods and approach for measurement of variables.

#### **3.1 Research Design**

Earlier studies of Bhattacharjee (2012), have described a research design as, “a comprehensive plan for data collection in an empirical research project”. The scholar noticed that this is a, “blueprint for empirical research aimed at answering specific research questions or testing specific hypotheses, and must specify at least three processes: the data collection process, the instrument development process and the sampling process”. This study adopted a Cross-Sectional Survey design which according to Creswell (2011)

involves data generation from the population at a particular time. The adoption of this study design was based on the fact that it is comparatively quicker to conduct given the limited time for this study. The design employed both qualitative and quantitative approaches, whereby adequate narrative data was collected. The Headteachers and the student leaders while numerical data was collected the Board members and the teachers. This facilitated better understanding of the problem.

### **3.2 Study Population**

According to Yin (2011), “a population is the aggregate or totality of objects or individuals, having one or more characteristics in common that are of interest to the researcher and where inferences are to be made”. Study population is the population to which the researcher ultimately wants to generalize the results (Amin, 2005). Yumbe District Education department comprises 7 Technical staff at the District Education office, Head teachers and Teachers, members of both Board of Governors and the students. The District Education Officer, the District Inspector of Schools, the 48 Board members, 4 Head teachers, 117 teachers and the 237 student leaders of the four secondary schools provided ground for this study making a total of 408 respondents.

### **3.3 Sample Size and Selection**

Sample according to Amin (2005) refers to a collection of some elements of a population or a subset of a population. Degu and Yigzaw (2006) described Sample as a selected number of study units from a defined study population which is representative of the population. From an accessible population of 408, the study established a sample size of 202 using Yamane (1967) formula cited in Israel (2013) as;  $n = \frac{N}{1+N(e^2)}$  where  $n$  is

he sample size,  $N$  is the population size and  $e$  is the level of precision ( $e= 5\%$  or  $0.05$ ). The sample sizes for Teachers, members of the Board of Governors and student leaders were computed from the formula;

**Sample size of each category of respondents (X) = (target population of X/408) x 202**, giving the following sample sizes; 56 Teachers (14 per school), 116 students' leaders (29 per school) and 24 members of School Boards (6 per school). This presents a total accessible population of 202 including the D.E.O, the D.I.S and the 4 Head teachers which represents 49.5% of the target population.

**Table 2 Sample Size and Sampling Techniques**

Category	Target population	Sample size	Sampling Techniques
DEO and the DIS	2	2	Purposive sampling
Head teachers	4	4	Purposive sampling
Teachers	117	56	Simple Random sampling
Members of BOG	48	24	Simple Random sampling
Students leaders	237	116	Stratified Random Sampling
<b>Total</b>	<b>408</b>	<b>202</b>	

**Source:** Yumbe District Education department Report and Schools Status Report, 2015.

### **3.4 Sampling Techniques and Procedure**

The research process employed “probability sampling techniques (simple random sampling and Stratified random sampling) and non-probability sampling technique that is, purposive sampling, to select the respondents from the various categories identified”.

### **3.4.1 Stratified Sampling**

Schutt (2008) defines Stratified random sampling as, “a method of sampling where elements are selected separately from population strata (different groups of the population) that are identified in advance”. Schutt (2008) believes that, “this method requires possibilities to categorize each element in one and only one stratum and the size of a stratum in the population must be known thus making the method more efficient than drawing a simple random sample because it ensures appropriate representation of elements across strata” (Schutt, 2008). In the study the student’s leaders in each school were grouped in terms of gender that is, male and female then twentynine (29) students leaders per school (15 females and 14 males) were selected using simple random sampling technique.

### **3.4.2 Simple Random Sampling**

Simple random sampling technique was also used to select fourteen (14) Teachers per school and six (6) members of school Boards per school. Gupta (2011) defines simple random sampling technique as, “a technique used for drawing a sample in such a way that each unit of the population has an equal and independent chance of being included in the sample, making it the least biased technique in selection process”. Two sets of small pieces of paper of the same size were prepared for all the teachers and all Board members for each school. 14 small pieces of the papers for the teachers carried the writing Yes and the rest carried the writing No. All were placed in a container and each teacher was asked to take only one piece of paper from the container. If the writing on the paper read yes, the teacher participated in answering the questionnaires. The same approach was also employed for the Board members where six papers carried the writing Yes and the other six carried the

writing No and a representative of each Board member was asked to pick only one from the container to determine his/her chance of participating in the study.

### **3.4.3 Purposive Sampling**

Purposive sampling technique was also used in the study. Tongco (2007) defined purposive sampling technique as, “the deliberate choice of an informant due to the qualities the informant possesses”. According to Tongco (2007), this non-random sampling technique does not need underlying theories or a set number of informants, giving a researcher an opportunity to decide on what needs to be known and sets out to find people who can and are willing to provide the information by virtue of their knowledge or experience.

However, the disadvantages with the technique are that it never produces a sample that represents some large population (Schutt, 2008), the key informants identified may not be willing to provide the required information and identification of the key informant may also be a challenge (Schutt, 2008). This technique was used to select the District Education Officer, the District Inspector of Schools and the Head teachers of the four secondary schools because they were believed to have reliable information that would help to inform the study.

### **3.5 Data Collection Methods**

Both qualitative and quantitative methods of data collection were employed in this study so as to achieve the study objectives. These included:

### **3.5.1 Questionnaire Survey Method**

Questionnaires were used in this study to collect quantitative and qualitative data. Kothari (2004, p.100) explains that, “a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms”. It involves low costs even when wide area of the sample is selected.

In the study, closed ended questionnaires were administered to the teachers and members of school Boards. Open ended questionnaires were conducted to generate information from the District Education Officer, the District Inspector of Schools and the Head teachers of the four schools under study. Non response rate in the study was managed by having a close follow up on the respondents by the researcher and the research assistant, and explaining to the respondents the importance of this research to Educationists and all education stakeholders in the District.

### **3.5.2 Interviews**

The study also applied interviews in form of focus group discussions for data collection. According to Chaleunvong (2009), an interview is a data collection technique that involves oral questioning of respondents either individually or as a group and answers to the questions can be recorded by writing them down either during or immediately after the interview or by tape-recording the responses, or by a combination of both. In this case, Focus group discussions were conducted to generate information from the students' leaders. This method was employed so as to get complete and detailed understanding of the issues from the respondents through follow-ups or probing questions and clarifications (Degu & Yigzaw, 2006). Besides, the interviewer can make observations at the time of the

interview that is, not only noting down what the respondent says but also how he or she says it (Degu & Yigzaw, 2006).

### **3.5.3 Documentary Review**

The study also employed documentary review method of data collection. Performance reports from the District Education office and the schools were viewed. UNEB examination results, End of term results, Minutes of academic committee meetings of staff and Board of Governors are the documents from which information was generated to inform the study. According to Ritchie and Lewis (2003), Documentary analysis is particularly useful where the history of events or experiences have relevance in the studies and when situations or events cannot be investigated by direct observation or questioning.

## **3.6 Instruments of Data Collection**

According to Annum (2015) Instruments of Data Collection are fact finding strategies. They are tools for data collection. In this study, the instruments included:

### **3.6.1 Questionnaires**

According to Bhattacharjee (2012), a questionnaire is a research instrument consisting of a set of questions (items) intended to capture responses from respondents in a standardized manner. In the study, closed-ended questionnaires were used to generate information from 56 teachers, 14 teachers from each school and 24 members of school Boards, 6 from each school while the “open ended questionnaires were used to” generate responses from the Head teachers of the four schools under study. This instrument was selected for the study because, the respondents read the questions and fill in the answers by themselves or sometimes in the presence of an interviewer to give assistance where necessary. It is simple

and cheap, and can be administered to many persons simultaneously (Degu & Yigzaw, 2006). The closed ended questionnaires used were developed on a Likert scale, basically to rate respondent's perception on the study variables. The scale of measure that is, strongly agree, undecided, disagree and strongly disagree was used. The respondents then selected responses that best described their perceptions of the statements. The response categories were weighed from scale 1 to 5.

### **3.6.2 Focus Group Discussion Guide**

Focus group discussions provide the “possibility to cross check an individual's opinion with other opinions gathered and the group interaction can enrich the quality and quantity of the information gathered” (Abawi, 2013). Focus group discussions was conducted to generate information from 116 students' leaders from the four schools, 29 from each school.

### **3.6.3 Documentary Review Guide**

Documents were reviewed in this study to deepen understanding on the subject under study. A checklist comprising academic performance reports (2010 to 2014) from the District Education office and the schools, Past UNEB examination results, End of term results, Minutes of academic committee meetings of staff, Board of Governors, policy documents and Inspection reports was used to guide the researcher in the study.

## **3.7 Data Quality Control**

Enhancing the quality of the data collected was ascertained by testing “validity and reliability of the research instruments used”. The content “validity index (CVI)” and reliability coefficient obtained by using a correlation were used for these tests. For the



instrument to be accepted as valid, the average CVI should be 0.7 or above and, a high reliability coefficient of the instrument indicates high reliability that is, for a perfectly reliable instrument the coefficient is 1.00 and 0.00 indicates no reliability in the instrument used (Amin, 2005). Detailed explanations follow below.

### 3.7.1 Validity

To ensure validity the instruments were given to some experts to evaluate the relevance of each item in the instruments to the objectives and rate each item to the scale of relevant and not relevant. Validity was then determined using content validity index (C.V.I) which represents all questions rated relevant by the experts divided by the total number of questions. This can be symbolized as;  $C.V.I = \frac{n}{N}$

Where **n** represents number of items declared valid and **N** represents the Total of items (Amin, 2005). Content validity of the items in the questionnaire and the interview guide was also ensured through consultations with peers and supervisors from the Uganda Management Institute.

Validity of the instruments was ensured through expert judgment by two experts using the following formulae:  $\frac{\text{number of items rated correct}}{\text{total number of items}} \times 100$

For the questionnaire: Judge A= 37/40=0.93 Judge B =38/40= 0.96

Therefore: (0.93+0.96)/2 =0. 94

For the interview guide and Focus group discussion guide: Judge A=11/11=1.00

Judge B=10/11 = 0.91

The instruments were therefore found to be valid, since the CVI of 0.94 (for questionnaire) and 0.91 (for interview guide) is much greater than 0.7 as recommended by Amin (2005), that for the instrument to be valid, the C.V.I should be at least 0.7.

### **3.7.2 Reliability**

Amin (2005) defined reliability as the degree to which an instrument consistently measures whatever it is measuring. Hopkins (2007) defines Reliability as the degree to which a measurement technique can be depended upon to secure consistent results upon repeated application. To ensure reliability, the instruments were pre-tested in two schools in the District which were not among the sampled schools, with the Head teachers, Teachers and some student leaders. This was done before the data collection period. The coefficient alpha was applied to determine the internal consistence of the instruments and hence their reliability. The formula is as follows;

$$\text{Cronbach's coefficient alpha} = \frac{nr}{1+(n-1)r}$$

“Where n = the number of items in the test or survey (e.g. questionnaire) and r = the average of all the inter-item correlations” (Cohen, Manion and Morrison, 2007. p. 506). Cronbach's coefficient alpha was chosen because the items were not scored dichotomously but multiple response items were used. An alpha of above 0.7 was considered relevant for this study. While Sekaran (2005) contends that, “it is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the goodness of a measure”.

Below are the “alpha Cronbach's coefficients computed using SPSS”

**Table 3 Reliability Analysis Table**

<i>Variable</i>	<i>Alpha Cronbach's coefficient</i>	<i>No. items retained</i>
Planning	0.726	10
Organizing	0.814	9
Controlling	0.818	10
Academic performance	0.806	8
Entire data collection tool	0.916	37

*Source: Primary Data*

Table 3 depicts a “Cronbach alpha of 0.726” for Planning with 10 items, 0.814 for Organizing with 9 items, 0.818 for Controlling with 10 items, 0.806for Academic performance with 8 items and 0.916 for the variables.

### **3.8 Procedure of research**

In a space of eight months, the research proposal was developed under the supervisors' guidance. When the proposal was ready and approved, permission was sought from the head of school of Civil Service, Public Administration and Governance to proceed with the study. Upon getting the permission, data collection exercise begun. Primary and secondary data was collected from 202 respondents from target population of 408 people during the period of August and September 2016 using questionnaires, interviews, and document review. The data was collected by the researcher and one other research assistant. The need for the research assistant was to meet the large number of participants. The information generated was analyzed through qualitative and quantitative techniques and presented in form of tables and figures.

### **3.9 Data Analysis**

Kothari (2004) defined data analysis as the computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups. Kompo and Tromp (2006), defined data analysis as a method of “examining what has been collected in a survey or experiment and making deductions and inferences”. “It involves uncovering underlining structures, extracting important variables, detecting any anomalies and testing any underlining assumptions”. In this study, data was analyzed using both qualitative and quantitative methods.

#### **3.9.1 Qualitative Data Analysis**

In qualitative data analysis, analysis begins with the coding process to generate descriptions of settings or people as well as categories of themes for analysis and make interpretations of the meanings of the data (Amin, 2005). In this study, the data collected through interviews, focus group discussions and documentary review were categorized under the main themes of planning, organizing and controlling and then content analysis was done. The data was coded, analyzed and interpreted according to the respective themes.

#### **3.9.2 Quantitative Data Analysis**

Quantitative data analysis involves using numbers or common statistics to discover and describe patterns in data, so as to make sense of the raw data gathered in research (Chambliss & Schutt, 2010).

In the study, both descriptive and inferential statistics were used to analyze the data from the questionnaires. Descriptive statistics describes and presents data in terms of summary of frequencies namely mean and standard deviation and skewness (Cohen, Manion and

Morrison, 2007, p.502). The data from the questionnaires was sorted, coded, categorized, entered in to the computer and analyzed using the Statistical Packages for Social Scientists (SPSS) program. Specifically, the study employed some of the social techniques mentioned in descriptive statistics above to aid in the data analysis. Inferential statistics, by contrast, strive to make predictions based on the data gathered. These included hypothesis testing using correlation and regression analyses (Cohen, Manion and Morrison, 2007). In correlative indices, the Pearson's Correlation Coefficient was used to establish the correlation between two ordinal scale variables.

### **3.10 Measurement of Variables**

In the study, three levels of quantitative measurements were used. The categories are mutually exclusive and have no numerical meaning. Nominal data are frequently termed categorical data (Cohen, Manion and Morrison (2007. p.501-502). Nominal data included items such as sex, age group, subject taught and type of school. The frequencies in each category were then indicated. Meanwhile, the ordinal scale not only classifies but also introduces an order into the data and is frequently used in asking for opinions and attitudes (Cohen, Manion and Morrison (2007. p.501-502). In this case, responses ranked in a Likert scale were sought and measured using this scale. The interval scale was used to compute the mean and the standard deviations of the responses.

### **3.11 Ethical Considerations**

Resnik (2015) defined ethics as norms for conduct that distinguish between acceptable and unacceptable behavior and, he noted that adherence to ethical norms in research not only promotes the aims of research such as knowledge, truth and avoidance of error but also

promotes the values that are essential to collaborative work such as trust, accountability, mutual respect and fairness.

According to The University of Sheffield's Ethics Policy Governing Research Involving Human Participants, Personal Data and Human Tissue (Version 6), a researcher is under obligation to ensure that the research study is conducted with honesty and integrity.

Before undertaking the study, permission was obtained from the relevant stakeholders, that is, from Uganda Management Institute, the authorities of Yumbe District Local Government and the school authorities. In the process of the study, efforts were made to avoid research misconduct such as fabrication, falsification of information and plagiarism. Maximum respect was accorded to the participants by first seeking their consent to participate in the research process with full disclosure of the nature of the study, its benefits and risks, personal information was not disclosed without the participants' consent, data collected was kept secure and anonymous and, efforts were made to safe guard participants from risks.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS**

#### **4.0 Introduction**

In this chapter the researcher presents the findings, analysis and interpretation of the study findings from data collected from the respondents using open ended questionnaires, closed ended questionnaires, focus group discussions and document reviews. To assess the effect of planning on academic performance of government aided secondary Schools in Yumbe District, to determine the effect of organizing as a management practice on academic performance of Government aided secondary Schools in Yumbe District and to establish the relationship between control as a management practice and academic performance in Government aided secondary Schools in Yumbe District.

The main objective of the study was to examine the effect of management practices on the academic performance in Government grant aided Secondary Schools in Yumbe District.

#### **4.1 Response Rate**

The DEO, DIS and 4 head teachers were planned for interviews and both the DEO and DIS and 3 head teachers were interviewed, while 56 teachers and 24 members of BOG were issued questionnaires and 53 questionnaires were fully filled by the teachers and 22 were fully filled by the members of BOG, while 116 student leaders were planned for FGDs and only 102 participated. Two focus group discussions groups were formed for each school and the discussions were held one after another during the afternoon hours after the last examination papers (End of second term examinations) on each day of the interviews. Many student leaders especially those who were to appear in the second discussion groups

never showed up for the discussions that is 6 students from the first school, 4 from the second school and 2 each from the third and fourth schools respectively, hence reducing their number to 102. Details are given in the table below.

**Table 4 Response Rate**

Category	Sample size	Actual number of respondents	Response rate
DEO and DIS	2	2	100.0%
Head teachers	4	3	75.0%
Teachers	56	53	94.6%
Members of BOG	24	22	91.7%
Students leaders	116	102	87.9%
<b>Total</b>	<b>202</b>	<b>182</b>	<b>90.1%</b>

**Source:** Primary data

Form the table 4.1 above, both the D.E.O. and the D.I.S. participated in answering the open ended questionnaires as planned (100%), 3 out of 4 Head teachers participated (75%), 53 out 56 teachers participated (94.6%), 22 out of 24 Board members participated (91.7%) and 102 out of 116 student leaders participated in the FGDs (87.9%). A total of 182 respondents participated in the study out of the planned sample size of 202, giving an overall response rate of 90.1%  $[182/202*100]$ .

#### **4.2 Demographic Characteristics of the Respondents**

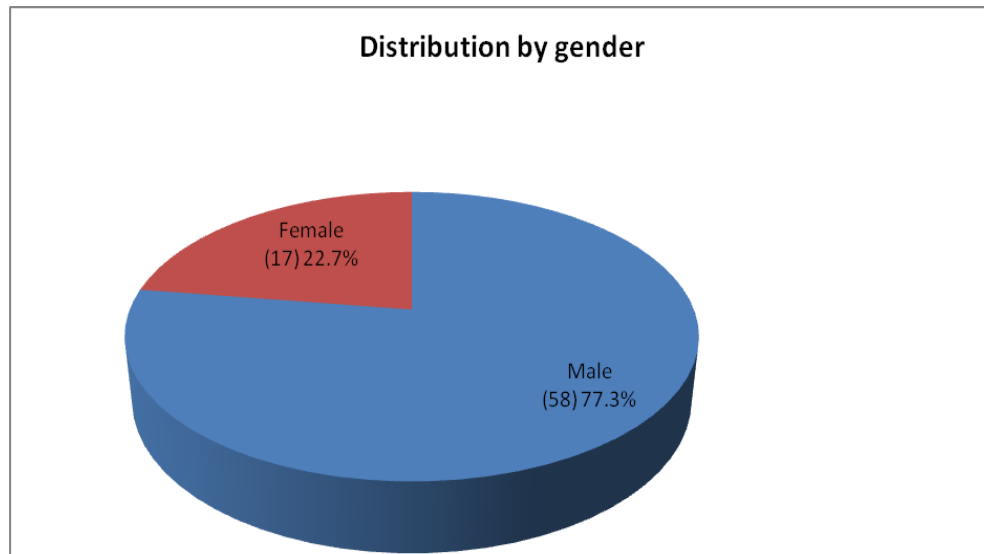
In order to justify that data was collected from authentic population information was gathered on the demographic characteristics of the respondents on gender, age groups, level of education and length of service. This information is presented for only 75 respondents that filled only the questionnaires.



#### 4.2.1 Respondents according to Gender

The study sought to establish the distribution of the respondents by their gender to assess participation in the study for each sex and the findings are shown in the pie chart below.

**Figure 2 Pie chart showing respondents by gender**



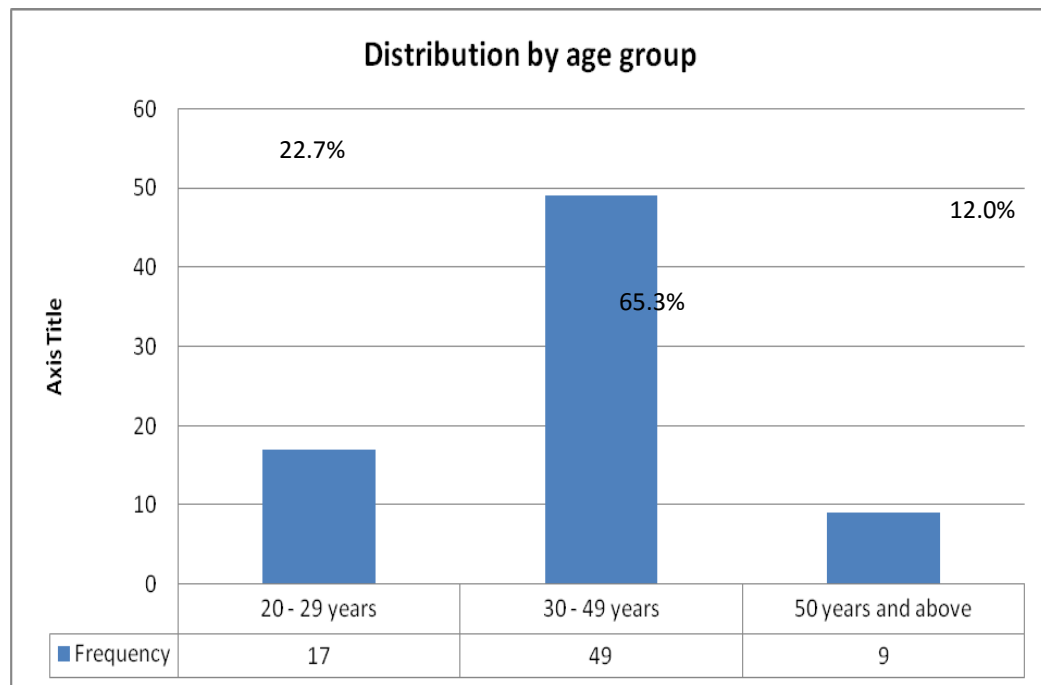
**Source:** Primary data

Figure 4:1 shows that the majority of the respondents 58 in number, constituting 77.3% were males compared to the 17 constituting 22.7% who were females. The above analysis suggests that there are more male teachers and members of the Board of Governors in Yumbe district government aided secondary schools than the female counterparts. This therefore reveals that there are gender concerns among the Board members and the teachers, possibly implying that critical some issues that require the attention of female board members and female teachers are not adequately addressed due to this numerical disadvantage and thus particularly affecting the academic performance of the girl child.

#### 4.2.2 Respondents by age groups

The study sought to establish the distribution of the respondents by their age groups to assess participation in the study for each age group and the findings are shown in the bar graph below.

Figure 3 Bar graph showing respondents by age groups



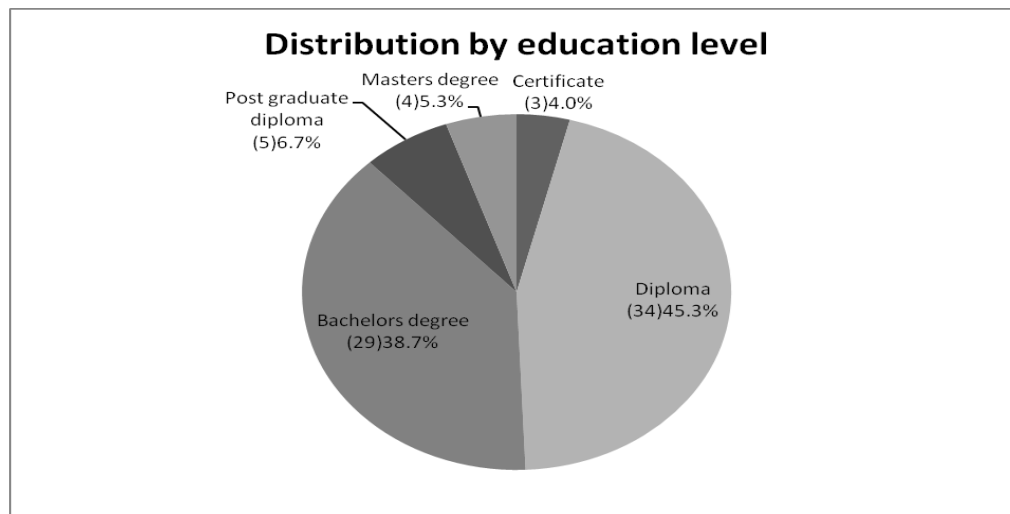
**Source:** Primary Data

The study found out that the majority of the respondents, (49) 65.3% belonged to the age category of 30-39 as opposed to (17)22.7% that belonged to the age category 20-29 and (9)12.0% belonged to the age category 50 years and above. It can be observed from the above that most teachers and members of the BOG of Yumbe district Government aided secondary schools are above 30 years by age, old enough to understand the challenges facing Government aided secondary schools in the District. With their experience, they were able to give realistic information on the subject matter for generating reliable data.

#### 4.2.3 Level of education of the respondents

Data on the education level of the respondents was also collected to gauge their ability to answer the questions raised during the study and the findings are shown in the pie chart below.

Figure 4 Pie chart showing respondents by level of education



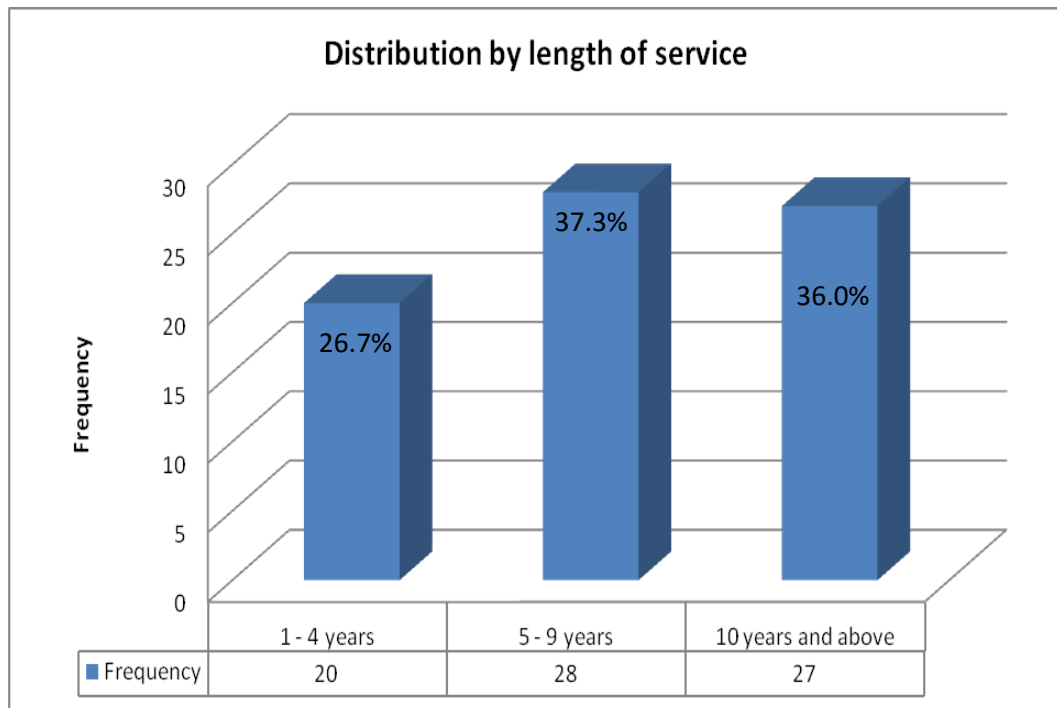
**Source:** Primary data

The figure 4.3 above reveals that there were more respondents with Diploma qualification (34) 45.3% and Bachelors (29) 38.7% levels respectively compared to (5) 6.7% with Post graduate diplomas, (4) 5.3% with Masters' degree and (3) 4.0% with Certificates. It can be drawn from the above that most teachers and BOG members of Yumbe district government aided secondary schools met the basic qualifications to work in their schools and had sufficient knowledge to understand and gave credible information to enrich the research subject.

#### 4.2.4 Length of service of the respondents

The respondents were further asked to specify their length of service to assess their understanding of the effect of management practices on the academic performance of Government grant aided Secondary Schools in Yumbe District and the findings are shown in the bar graph below.

**Figure 5 Bar graph showing number of respondents by length of service**



**Source:**Primary Data

The bar graph above reveals that there were more 28(37.3%) respondents who have served for a length of between 5- 9 years, as compared to 27 (36.0%) that have served for 10 years and above and 20 (26.7%) that have served for 1- 4 years. There were no respondents that have served for less than 1 year. The above information suggests that most teachers and BOG members in Yumbe district government aided secondary schools have some reliable working experience in their position and were therefore knowledgeable about Schools in

Yumbe District. Their experience therefore enabled them to give reliable information on the subject under study.

#### **4.3 The effect of management practices on the academic performance of Government aided Secondary Schools in Yumbe District;**

Both quantitative and qualitative methods were used to collect data on this main objective. Closed ended Questionnaires were administered to the Board members and Teachers to get their views on the effects of management practices on academic performance in the Government aided secondary schools in Yumbe District. Whereas open-ended questionnaires were used to collect data on the same objective from the D.E.O, D.I.S and the Head teachers and focus group discussions were used to collect data on the same from the student leaders.

The findings from the closed ended questionnaires were subjected to quantitative analyses regression analysis to establish degree and direction of relationship between management practices and academic performance and establish whether management practices affect academic performance.

##### **4.3.1 Academic performance;**

Academic performance was measured on the closed ended questionnaires using eight statements to which the respondents were required to indicate their level of agreement or disagreement and the findings are presented in table below.

**Table 5 Academic Performance**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
My school has a good record of academic performance.	32.0	40.0	10.7	14.7	2.7
The pass rates are high in this school	6.7	41.3	20.0	22.7	9.3
The pass rates improve yearly in this school	8.0	46.7	17.3	18.7	9.3
Examination grades obtained by students are very good	8.0	37.3	17.3	28.0	9.3

The Students perform to the expectations of the school admin.	5.3	22.7	20.0	37.3	14.7
The school has a deliberate policy on academic performance	22.7	53.3	13.3	6.7	4.0
All stakeholders are concerned about the school's academic performance	40.0	45.3	2.7	6.7	5.3
Examination grades in external examinations are always a perfect reflection of examination grades in the internal examinations	21.3	41.3	17.3	13.3	6.7
<b>Key: SA-Strongly Agree, A-Agree, U-Uncecided, D-Disagree, SD-Strongly Disagree</b>					
Summary for academic performance: <b>SA-</b> 18, <b>A-</b> 41, <b>U-</b> 14.8, <b>D-</b> 18.5, <b>SD-</b> 7.7					

**Source:** Primary Data

Table 4.2 above shows that 32.0% strongly agreed that the schools had good records of academic performance, while 40.0% agreed and fairly small number were either undecided or disagreed. This implies that the majority, 72.9% were of the view the schools had good records of academic performance. This is an indication that most government aided secondary schools in Yumbe district have a good record of academic performance.

On whether the pass rates were high in the schools, 6.7% of the respondents strongly agreed, while 41.3% agreed and substantial numbers were either undecided (20.0%) or disagreed (22.7%). This implies that only 48.0% of the respondents agreed that the pass rates were high in the schools but the majority 52.0% were either undecided or disagreed. The above depicts that the pass rates in most government aided secondary schools is relatively low.

On the question whether the pass rates improved yearly in the schools, 8.0% of the respondents strongly agreed, while 46.7% agreed and fairly small numbers were either undecided or disagreed. This implies that the majority, 54.7% agreed that the pass rates improved yearly in the schools. This is an indication that a number of schools' pass rated improved yearly.

When asked whether the examination grades obtained by the students were very good, there were mixed reactions, with 45.3% in agreement, 17.3% were undecided and 37.3% in disagreement. This is an indication that while some schools' examination grades are good, a number of schools in Yumbe district are recording poor grades.

On whether the students performed to the expectations of the school administration, 14.7% strongly disagreed, while 37.3% agreed and substantial numbers were either undecided (20.0%) or disagreed (28.0%). This implies that the majority, 62.7% disagreed that students performed to the expectations of the school administration. The above therefore implies that the students do not perform to the expectation of the school administration.

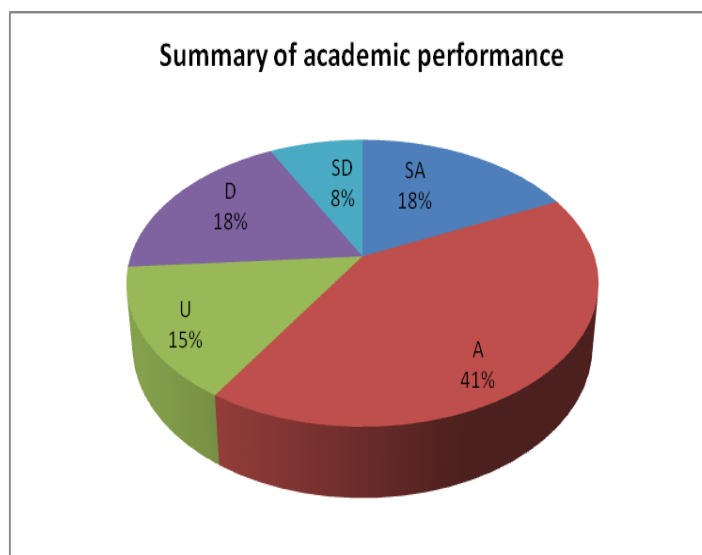
On whether the schools had deliberate policy on academic performance, 22.7% of the respondents strongly agreed, while 53.3% agreed and fairly small number were either undecided (13.3%) or disagreed (10.7%). This implies that the majority, 76.0% were of the view that the schools had deliberate policy on academic performance.

When asked whether all stakeholders were concerned about the school's academic performance, 40.0% strongly agreed, while 45.3% agreed and small number were either undecided (2.7%) or disagreed (12.0%). This implies that the majority, 85.3% were of the view that most stakeholders in government aided secondary schools in Yumbe district are concerned about their school's academic performance and want better performance in these schools.

And finally when the respondents were asked whether examination grades in the external examinations are always a perfect reflection of examination grades in the

internal examinations, 21.3% strongly agreed, while 41.3% agreed and fairly small numbers were either undecided (17.3%) or disagreed (20.0%). This implies that the majority, 62.6% were of the view that examination grades in the external examinations are always a perfect reflection of examination grades in the internal examinations. This is an indication that the standards of internal examinations are at par with the external examinations.

**Figure 6 Summary of academic performance**



**Source:** Primary data

The pie chart above shows that on average 18.0% of the respondents were in strong agreement with the statements used to measure academic performance, while 41% were in agreement, 15% were undecided, while 18% were in disagreement and 8% were in strong disagreement. This implies that the majority, 59% were in agreement to the statements, while 15.0% were undecided and 26% were in disagreement. This is an indication that there are a number of issues that need to be addressed to ensure good academic performance of the government aided secondary schools in Yumbe district.



More information on academic performance was obtained from the responses on the open ended questionnaires filled by 3 Head teachers. The District Inspector of Schools revealed that: *“there were fairly good pass rates in divisions one to four but the quality of performance in division one and two are generally low”*. He attributed this to inadequate teaching and learning leading to low curriculum coverage, inadequate internal supervision of the teaching and learning process by the school administration, low parental or community support for the students. The above finding was corroborated by the District Education Officer by noting that generally there is low level of performance which he attributed to low level of teacher commitment to teach due to low pay, high level of students’ indiscipline, poor attitude of parents towards education and inadequate infrastructure.

One Head teacher noted that the academic performance in the school is not good. There is either no or one or two candidates passing in division one. Few pass in division two and three, while many pass in division four and the number of students in grade 9 is abit high. He attributed this to low students and teacher’s attendance, absenteeism, low students concentration, poor fees payment, high level of indiscipline among students and low parental support to the students thus affecting academic performance in the school. On the contrary one of the Head teachers noted that the level of academic performance is fair but also noted that inadequate teaching staff on government payroll and insufficient facilities like text books, classrooms, laboratory.

The researcher was able to conduct Focus Group Discussions with the students' leaders from the 4 schools to get more information to enrich the study. The findings from the focus group discussions revealed that generally the academic performance in these schools was not satisfactory and that the students do not perform to the expectation of the stakeholders. Majority of the participants attributed the performance to a number of factors. A participant in one focus group discussion said: *"the academic performance of my school is not all that good for the reason that lesson coverage is low. Much of the syllabus is covered in the third term, giving students a lot of pressure, thus making the students to neglect some of the topics to read. As a result, in the exams they will not do questions on them"*.

Another participant observed that *"for me the performance of my school is poor because we who are in Senior three are lacking teacher for Biology making us not to cover the syllabus well and when we reach senior four, there will be no time to cover the syllabus which will lead to our failure"*. Furthermore, another participant in one other FGD observed that *the performance of my school is not that interesting for the reason that the time table the way it is organized has a lot of free spaces for the candidates and the semi candidates. Lessons begin at 8:00am and yet in other schools, lessons begin at 6:00am and here lessons begin at 8:00am and end at 4:00pm. Students have a lot of free time to relax making them not to concentrate on their book leading to failure.*

Still commenting on the factors leading to poor performance in academics, a participant in another FGD noted: *"actually our performance is not okay. We are lacking commitment from the teachers. Right now we are candidates; we actually do not have enough notes. Most teachers are lazy, they are not committed to us. Because of that, we lack enough notes, this makes us perform poorly in our school"*. A participant in one Focus group

discussions said: *“The school administration always has high expectations for each group that sits the final examinations, but in most the cases they have been disappointed by their poor results”*.

In an effort to confirm the findings from the questionnaires and the focus group discussions, Document review was also undertaken. In the document review carried, it was established that the schools under study had poor academic performance records contrary to what was revealed by most of the respondents in the closed ended questionnaires. The documents reviewed included; past UNEB results, End of term results and Inspection reports from the District Education Office.

From the combined UCE examinations results for the four schools under study in the years 2010 to 2014, the number of failures per year was consistently more than half the number of candidates who sat in each of the years. For instance in 2010, the number of failures was 297 out of 567 candidates who sat for UCE, indicating 52% failure rate, in 2011 the number of failures was 250 out of 494 candidates who sat for UCE, indicating 51% failure rate, in 2012 the number of failures was 187 out of 373 candidates who sat for UCE, indicating 50% failure rate in 2013 the number of failures was 233 out of 431 candidates who sat for UCE, indicating 54% failure rate and in 2014, the number of failures was 224 out of 412 candidates who sat for UCE, indicating 54% failure rate. Furthermore, a school inspection report got from the District Inspector of schools revealed that in the end of year 2013 promotional examinations, learners' achievement for senior three students in one of the schools in Mathematics was very low where 99 students scored marks between 0 to 25%.

The findings from the various respondents and the document review reveal that the academic performance in the four schools under study was generally poor and this poor performance is attributed to quite a number of factors related to gaps in planning, institutional organization and control measures instituted in these schools.

#### **4.4 Empirical Findings:(Planning and Academic Performance)**

Objective one of the study was to determine the effect of planning on academic performance in government aided secondary schools in Yumbe district. Yau and Cheng (2011) noted that Teachers' participation in financial planning in their subjects is very important for principals to make accurate decisions. The same view was also upheld by Ndegwah (2014) who noted that Strategic planning provides significantly better performance than unplanned, opportunistic approach. Ajao and Grace (2012) also established that there is a positive relationship between strategic planning and corporate performance.

Both quantitative and qualitative methods were used to collect data on this objective. Closed ended Questionnaires were administered to the Board members and Teachers to get their views on whether planning influences academic performance in the Government aided secondary schools in Yumbe District. Whereas open-ended questionnaires were used to collect data on the same objective from the D.E.O, D.I.S and the Head teachers and focus group discussions were undertaken to collect data on the same from the student leaders. Ten statements to which the respondents were required to indicate their level of agreement or disagreement and the findings are presented in table below.

**Table 6 Planning**

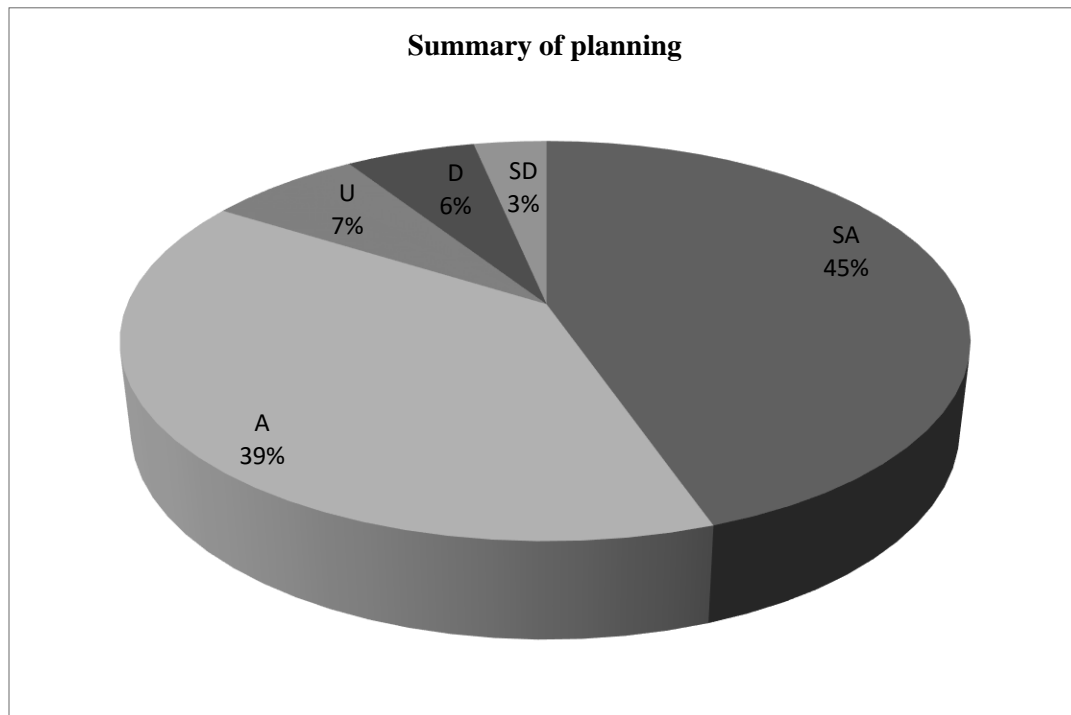
Statements	SA	A	U	D	SD
1. Planning is an important managerial function	88.0	10.7	-	1.3	-
2. Planning is done to ensure proper utilization of resources	32.0	40.0	10.7	14.7	2.7
3. The school undertakes strategic planning	40.0	44.0	10.7	1.3	4.0
4. There are plans for contingencies/eventualities in the school	22.7	52.0	14.7	8.0	2.7
5. All the stakeholders in the school are always involved in the planning process	29.3	38.7	9.3	14.7	8.0
6. The school has annual work plans	56.0	33.3	2.7	5.3	2.7
7. The school has annual budgets for all activities	56.0	34.7	-	2.7	6.7
8. The school has both short term and long term plans	42.7	41.3	9.3	4.0	2.7
9. The Head teacher considers internal and external factors while planning	29.3	53.3	8.0	5.3	3.5
10. The school's planning processes contribute to academic performance improvement	50.7	44.0	4.0	1.3	-
<b>Summary of planning</b>	<b>44.7</b>	<b>39.2</b>	<b>6.9</b>	<b>5.9</b>	<b>3.3</b>
<b>Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree</b>					

**Source:** Primary data

From Table 4.4.1, item 1 shows that the Board members and Teachers agreed that planning is an important managerial function. Evidence in the responses from the questionnaires showed that 88.0% strongly agreed, while 10.7% agreed and 1.3% only disagreed. This implies the majority, 98.7% were of the view that planning is an important managerial function. Being an important managerial function the respondents' views were that it contributes to academic performance improvement. Evidences in the questionnaires supporting this view indicate that 50.7% strongly agreed, while 44.0% agreed and small numbers were either undecided (4.0%) or disagreed (1.3%)(See item 10 in table X). This

implies that the majority, 94.7% were of the view that the schools' planning processes contributed to academic performance improvement. Summary of responses on planning and academic performance, obtained by getting the average of each scale of measure (SA-44.7, A-39.2, U-6.9, D-5.9 and SD-3.3) is presented in the pie-chart below.

**Figure 7 Summary of planning and academic performance**



**Source:** Primary data

The findings above show that on average 45% of the respondents were in strong agreement on the statements used to measure planning, while 39% were in agreement, 7% were undecided, while 6% were in disagreement and 3% were in strong disagreement. This implies that the majority, 84% were in agreement to the statements, while 7% were undecided and 9% were in disagreement. This is an indication that there are a few issues regarding planning that need to be addressed to ensure good academic performance of schools in Yumbe district.

For quantitative analysis, hypothesis 1 was tested. Hypothesis 1 states that: There is significant relationship between Planning and Academic Performance of Government Grant Aided Secondary Schools. Null hypothesis generated states: there is no relationship between planning and academic performance of government grant aided secondary schools.

**Table 7 Correlation coefficients between planning and academic performance**

Variables		Planning	Academic performance
Planning	Pearson Correlation	1	.345*
	Sig. (2-tailed)		.002
	N	75	75
Academic performance	Pearson Correlation	.345*	1
	Sig. (2-tailed)	.002	
	N	75	75

\*. Correlation is significant at the 0.51 level (2-tailed).

**Source:** Primary data

The correlation coefficient 0.345 implies that there is a significant positive relationship between planning and academic performance, given that Sig (P-value) is less than 0.050 (=0.002). The null hypothesis which stated that: There is no relationship between Planning and Academic performance of Government Grant Aided Secondary Schools was therefore rejected and alternative which states that: There is significant relationship between Planning and Academic Performance of Government Grant Aided Secondary Schools was adopted. It means therefore that improved planning process is related to improved

academic performance of students in government aided secondary schools in Yumbe district and vice versa.

**Table 4.4.3: Regression analysis (planning affects academic performance)**

**Table Model Summary**

Model	R	R Square	Adjusted R Square
1	.345 <sup>a</sup>	.119	.107

a. Predictors: (Constant), Planning

**Source:** Primary data

Table 4.4.3 above shows that the coefficient of determination (Adjusted R Square) is 0.107. This implies that planning accounts for 10.7% of the variance in academic performance. Therefore, there are other factors other than planning that contribute to the greater percentage of academic performance.

To assess the overall significance of the model, Analysis of Variance (ANOVA) was generated and the results are presented in the table below.

**Table 8 Analysis of Variables (ANOVA)**

Model	df	F	Sig.
Regression	1	9.872	.002 <sup>b</sup>

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Planning

Table above is less than 0.05, the regression model was found to be statistically significant ( $F=9.872$ , degree of freedom ( $df$ ) = 1,  $p<0.05$  ( $=0.002$ )). This means that planning has a significant effect on academic performance of students in Government aided secondary schools in Yumbe District. The above findings led the researcher to accept the hypothesis



that planning has a significant effect on academic performance in government aided secondary schools in Yumbe district.

More detailed responses on planning and academic performance were also obtained from the open ended questionnaires filled by the D.E.O, the D.I.s, and 3 Head teachers. The responses indicated that planning influences academic performance positively.

The study findings showed that the D.E.O, D.I.S, and the head teachers held the view that planning can positively influence academic performance of students. The D.I.S. said that: *“there is lot of talk or concern about performance but little positive action is undertaken to reverse the trend of low performance”*. He noted that more planning in the schools under study is directed towards infrastructural development other than improving academic performance. He further noted that there is low commitment in implementing the planned activities.

On the contrary, the D.E.O said that: *“the plans are being implemented effectively though funds are insufficient to achieve better results”*. One head teacher noted that annual work plans and budgets are made in his school, which is followed during implementation of the activities. He further noted that Heads of departments of discipline, staff finance and others all plan for the activities in their departments. He said: *“To a greater extent, the plans undertaken are effective because they sit for meetings and the meeting resolutions are implemented”*. In one of the schools, the head teacher noted that Planning activities undertaken in the school include budgeting; Plans to expand the school boundaries, improving relations with the community through meetings and that Budget is used as guide

in controlling expenditure. Another Head teacher noted that allocating resources to the priority areas like facilitation of additional teaching, you reap good results. He said: *“Most government aided secondary schools in Yumbe district undertake strategic planning so as to align their organization’s vision with the goals”*.

The above depicts that during planning strategies for academic performance improvement are laid down so that the various stakeholders know their roles in ensuring that better performance is achieved.

The researcher was also able to obtain responses from student leaders on the objective Planning and Academic Performance through Focus group discussions (FDG).

In the FGDs, one student said: *“according to me, the term planning means that you set your goals that you would like to achieve in future and like for this school of mine, what they talked of this year they want at least like 20 first graders”*. Another student also said: *“our planning is just to ensure that we have excellent academic performance that is through discussion groups. Actually from S1 up to S6, we are having discussion groups in this school”*. In another discussion group, a student said: *“we discuss the work plans that we are struggling to have, like in second term we plan the things that we will carry in the third term. So after that, we plan the amount given normally by the Head teacher or the administration”*. In yet another discussion group, a student also said: *“We have objectives for certain periods. So when we are performing these activities in order to achieve the objectives, we normally budget. We budget for the activities after drawing the work plan. We draw the action plan after drawing that then we come up with the budget estimates for*

*the whole objectives then as a result we feed the school with them then they also go and re-edit it then they send to us”.*

The implication of the above statements is that planning is a core function of management which helps in achieving the organizational goals and vision. The above findings seem to depict that most stakeholders of the government aided secondary schools in Yumbe district are involved in the planning process.

Further search for information through document review revealed that all the 4 schools under study had School strategic plans and annual school budgets and were able to present these documents for viewing.

The study findings from the questionnaires, focus group discussions and the documents reviewed indicate that planning has positive effect on academic performance. This was affirmed in the statistical analyses above that there is a significant positive relationship between planning and academic performance. The above findings therefore were able to answer the research question: *What is the effect of planning on the academic performance of students in Government aided secondary schools in Yumbe District?*

#### **4.5 Empirical Findings: (Organizing and Academic Performance)**

Objective two of the study was to determine the effect of organizing on academic performance in government aided secondary schools in Yumbe district. Neal and McClure (2003) observed that organizational structures define relationships, roles and the systems through which goals and priorities are established, decisions are made, resources are allocated, power is wielded and plans are accomplished.

Both quantitative and qualitative methods were used in collecting data on this objective. Closed ended questionnaires were administered to members of school Boards and teachers to get their views on organizing and academic performance using following statements:

Table 9 Summary of responses on Organizing and academic performance

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1. The school has an organized management structure.	62.7	30.7	2.7	2.7	1.3
2. The Head teacher organizes the staff to do their work	45.3	46.7	5.3	2.7	-
3. Duties are assigned to the relevant stakeholders	37.3	50.7	6.7	2.7	2.7
4. There exists delegation of authority in the school	44.0	45.3	6.7	1.3	2.7
5. The stakeholders of the school hold regular meetings	30.7	58.7	4.0	5.3	1.3
6. Resolutions/Recommendations of the stakeholders are implemented	18.7	53.3	12.0	8.0	8.0
7. The school has clearly spelt out responsibility relationships	21.3	52.0	12.0	5.3	9.3
8. The school avails necessary resources to staff and students to do their work	34.7	45.3	9.3	2.7	8.0
9. The schools organization contributes to improvement in academic performance	40.0	53.3	5.3	1.3	-
<b>Average of responses on organizing</b>	<b>37.2</b>	<b>48.4</b>	<b>7.1</b>	<b>3.6</b>	<b>3.7</b>
<b>Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree</b>					

**Source:** Primary Data.

Average of responses on organizing and academic performance, obtained by dividing the sum of figures in each column (each scale of measure) that is, SA, A, U, D and SD by 9, thus giving SA-37.2, A-48.4, U-7.1, D-3.6 and SD-3.7.

Table 4.5.1 shows that when the respondents were asked whether the schools had organized management structures, 62.7% strongly agreed, while 30.7% agreed and negligible number were either undecided (2.7%) or disagreed (4.0%). This implies that the majority, 93.4% were of the view that the schools had organized management structures.

On whether the head teachers organized the staff to do their work, 45.3% strongly agreed, while 46.7% agreed and negligible numbers were either undecided (5.35) of disagreed

(2.7%). This implies that the majority, 92.0% were of the view that the head teachers organized the staff to do their work.

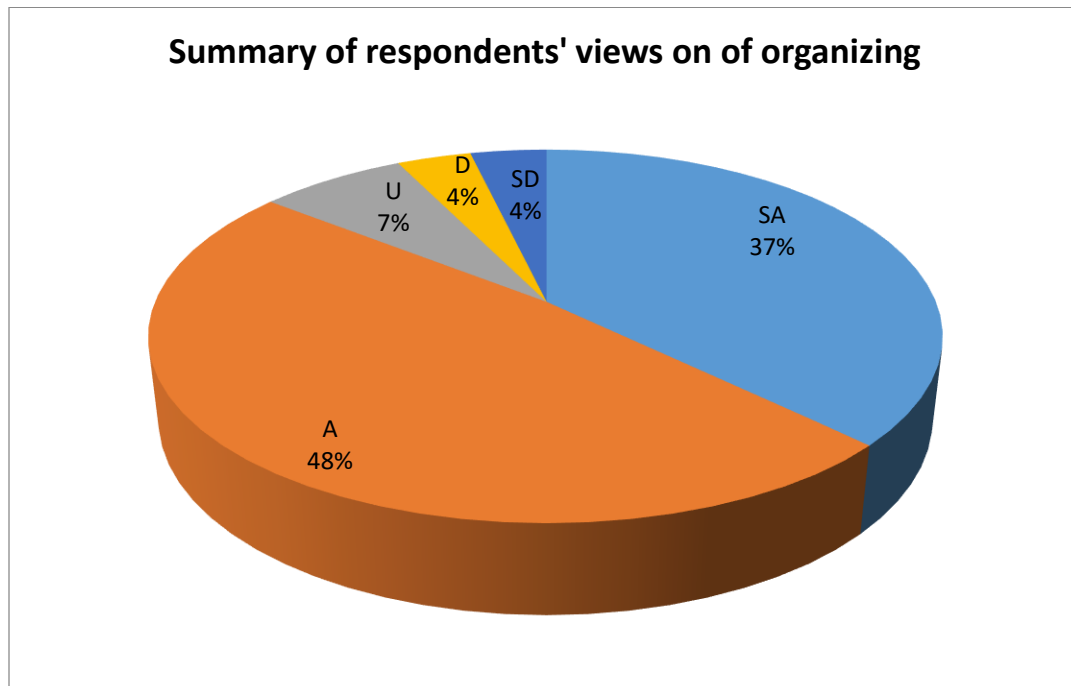
When asked whether duties were assigned to the relevant stakeholders, 37.3% strongly agreed, while 50.7% agreed and negligible number were either undecided (6.7%) or disagreed (5.4%). This implies that the majority, 88.0% were of the view that duties were assigned to the relevant stakeholders. Regarding the existence of delegation of authority in the schools, 44.0% strongly agreed, while 45.3% agreed and negligible number was either undecided (6.7%) or disagreed (4.0). This implies that the majority, 89.3% were of the view that there exists delegation of authority in the schools. It therefore suggests that the practice of delegating authority to subordinates is existent among head teachers in government aided secondary schools in Yumbe District. However, some teachers observed that although there was delegation of authority, it was incomplete, as they are not given full authority to execute the delegated roles.

On whether the stakeholders of the school hold regular meetings, 30.7% strongly agreed, while 58.7% agreed and negligible numbers were either undecided (4.0%) or disagreed (6.6%). This implies that the majority, 89.4% were of the view that stakeholders of the school hold regular meetings. On whether resolutions/recommendations of the stakeholders were implemented, 18.7% strongly agreed, while 53.3% agreed and fairly small numbers were either undecided (12.0%) or disagreed (16.0%). This implies that the majority, 72.0% were of the view that resolutions/recommendations of the stakeholders were implemented.

When the respondents were also asked whether the schools had clearly spelt responsibility relationships, 21.3% strongly agreed, while 52.0% agreed and fairly small numbers were either undecided (12.0%) or disagreed (14.6%). This implies that the majority, 73.3% were of the view that schools had clearly spelt responsibility relationships. This is an indication that most head teachers of government aided secondary schools ensure that responsibilities are clearly spelt to the various stakeholders in the school. On whether the schools availed the necessary resources for staff and students to do their work, 34.7% strongly agreed, while 45.3% agreed and fairly small number were undecided (9.3%) and those who disagreed were (10.7%). This implies that the majority, 80.0% were of the view that schools availed the necessary resources for staff and students to do their work.

On the view whether the school's organization contributed to improvement in academic performance, 40.0% strongly agreed, while 53.3% agreed and negligible number were either undecided (5.3%) or disagreed (1.3%). This implies that the majority, 93.3% were of the view that the school's organization contributed to improvement in academic performance. This means that organizing as a management function is an important management component which helps in achieving the goals of an organization.

**Figure 8 Summary of respondents' views on organizing**



**Source:** Primary data

The pie chart above shows that on average 37% strongly agreed, 7% were undecided, while 4% were in disagreement and 4% were in strong disagreement. This implies that the majority, 85% were in agreement with the statements, while 7% were undecided and 8% were in disagreement. This is an indication that there are a few issues regarding organizing that need to be addressed to ensure good academic performance of schools in Yumbe district.

For quantitative analysis, hypothesis 2 was tested. Hypothesis 2 states that: There is significant relationship between Organizing as a management practice and Academic Performance of Government Grant Aided Secondary Schools. Null hypothesis generated states: there is no positive relationship between organizing and academic performance of government grant aided secondary schools.

**Table 10 Correlation matrix for organizing and academic performance**

Variables		Organizing	Academic performance
Organizing	Pearson Correlation	1	.337*
	Sig. (2-tailed)		.003
	N	75	75
Academic performance	Pearson Correlation	.337*	1
	Sig. (2-tailed)	.003	
	N	75	75

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

**Source:** Primary data

The correlation coefficient 0.337 implies that there is a significant positive relationship between organizing and academic performance, given that Sig. (P-value) is less than 0.050 (=0.003). It means therefore that improved organizing process will be related to improved academic performance of students in government aided secondary schools in Yumbe district and vice versa.

**Table 11 Model Summary**

Model	R	R Square	Adjusted R Square
1	.337 <sup>a</sup>	.114	.102

a. Predictors: (Constant), Organizing

**Source:** Primary data

Table show that the coefficient of determination (Adjusted R Square) is 0.102. This implies that organizing accounts for 10.2% of the variance in academic performance. There are therefore other factors other than organizing that contribute to the greater percentage of academic performance.



To assess the overall significance of the model, Analysis of Variance (ANOVA) was generated and the results are presented in the table below.

**Table 12 Analysis of Variables (ANOVA)**

Model	Df	F	Sig.
Regression	1	9.369	.003 <sup>b</sup>

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Organizing

Less than 0.05, the regression model was found to be statistically significant ( $F=9.369$ , degree of freedom ( $df$ ) = 1,  $p<0.05$  ( $=0.003$ )). This means that organizing has a significant effect on academic performance of students in Government aided secondary schools in Yumbe District.

The above findings led the researcher to accept the hypothesis that organizing has a significant effect on academic performance in government aided secondary schools in Yumbe district.

Research findings from correlation analysis established that organizing has a weak positive statistically significant relationship. Findings from regression analysis further affirmed that organizing has a significant positive effect on academic performance of students in Government aided secondary schools in Yumbe District. On the management or administrative structures in the schools under study, the District Inspector of schools said; *“most schools in the district have well constituted BOG, PTA. However, they are less functional in overseeing implementation of the measures for performance improvement. Most teachers do not embark on reflective practice to improve teaching and learning processes. Most teachers do not willingly accept to try new interventions to improve teaching and learning”*.

The District Education Officer (DEO) also noted that: *“most schools have moderately good and accepted structures that are appropriate to administer schools well”*. On the organizational level of the school, one Head teacher said the school is highly organized with all management structures in place and they are functional. He said: *“the organization structure is effective in which each stakeholder or groups plan and organize their activities and later implement the planned activities”*. In one of the schools, the head teacher noted that the school is well organized. It has Board of governors which is functional, PTA executive, staff committees of Discipline, finance, construction and welfare. He said: *“the use of the organization structure has helped to involve all the community and stakeholders in the management of the school”*.

The above finding suggests that majority of the government aided secondary schools in Yumbe district have organized management structures, although there is need to improve on those that are less functional. This is an indication that most head teachers of government aided secondary schools in Yumbe district organize their staff to ensure that teaching and learning takes place.

The researcher was able to obtain responses from student leaders on the objective Organizing and Academic Performance through FGDs.

In one of the FGDs, a student said: *“the major problem here is time management because some students, their turn up for lessons is always very late and the other thing here is some students hate some teachers here. That creates a gap between the students and the teachers”*. Another student leader in one of the schools observed that: *“Actually the commitment of the students towards academics is medium in a way that they are normally forced to go and read. Few are committed but the majority are not committed in a way that*

*they just say even if how much you read you will still fail because much of the syllabus is not covered”.*

In another FGD, one student’s leader noted that: *“On many occasions the school administrators try to provide us with all the required resources to help us do our work, but there are some instances when they are unable because of the limited resources within the school”.*

The implication of the above is that most head teachers of government aided secondary schools in Yumbe district provide the necessary resources to the staff and students to do their work as planned though some resources were not availed because of some limitations. The researcher was able look at school documents related to the objective. The related documents seen included; School organization charts, List of approved BOG members, BOG committees (Finance & welfare, Academics and co-curricular activities and Disciplinary) and List of prefects and UNSA officials.

The study findings from the questionnaires, focus group discussions and documents reviewed indicate that organizing as a management function, has a significant positive effect on academic performance of students in Government aided secondary schools in Yumbe District. This was affirmed in the statistical analyses that there is a significant positive relationship between organizing and academic performance. The above findings therefore were able to answer the research question: *What is the effect of organizing on the academic performance of students in Government aided secondary schools in Yumbe District?*

#### **4.6 Empirical Findings: (Controlling and Academic Performance)**

Objective three of the study was to determine the effect of controlling as a management practice on academic performance in government aided secondary schools in Yumbe district. Both quantitative and qualitative methods were used in collecting data on this objective. Closed ended questionnaires were used to collect data from members of school boards and teachers whereas open ended questionnaires were used to collect data from the D.E.O, D.I.S and the Head teachers, focus group discussions were used to collect information from the students' leaders and documents were reviewed to obtain information.

Closed ended questionnaires using ten statements were administered to members of school Boards and teachers to get their views on controlling as a management practice and academic performance, having statements to which the respondents were required to indicate their level of agreement or disagreement and the findings are presented in table below.

**Table 13 Summary of responses on the effects of Controlling on academic performance**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
The school has established standards of performance	33.3	44.0	10.7	9.3	2.7
The Head teacher checks results against set goals	25.3	60.0	8.0	4.0	2.7
Stakeholders of the school monitor academic performance	18.7	58.7	12.0	8.0	2.7
There is routine supervision of teaching and learning activities	32.0	57.3	2.7	5.3	2.7
The Head teacher provides feedback on performance	33.3	47.3	4.0	4.0	1.3
The Head teacher identifies areas of improvement	32.0	60.0	5.3	1.3	1.3
Management takes corrective actions where necessary	21.3	69.3	4.0	5.3	-

The Head teacher ensures that tasks are completed ahead of time	24.0	50.7	14.7	8.0	2.7
Management has put risk awareness programs	12.0	30.7	32.0	18.7	6.7
Measures for management of risks and risky behaviors are put in place	12.0	49.3	25.3	8.0	5.3
<b>Average of controlling</b>	<b>24.4</b>	<b>52.7</b>	<b>11.9</b>	<b>7.2</b>	<b>2.8</b>
<b>Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree</b>					

**Source:** Primary Data

Table 4.6.1 above shows that when respondents were asked whether the schools had established standards of performance, 33.3% strongly agreed, while 44.0% agreed and fairly small numbers were either undecided (10.7%) or disagreed (12.0%). This implies that the majority, 77.3% were of the view that the schools had established standards of performance. On the question whether the head teachers check results against set goals, 35.3% strongly agreed, while 60.0% agreed and fairly small numbers were either undecided (8.0%) or disagreed (6.7%). This implies that the majority, 85.3% were of the view that the head teachers check results against set goals. The above findings suggest that most head teachers in government aided secondary schools in Yumbe district have set goals against which they gauge the academic performance of their schools.

On whether the stakeholders of the schools monitor the academic performance, 18.7% strongly agreed, while 58.7% agreed and fairly small number were either undecided (12.0%) or disagreed (10.7%). This implies that the majority, 77.4% were of the view that the stakeholders of the schools monitor the academic performance.

When the respondents were asked whether there was routine supervision of teaching and learning activities, 32.0% strongly agreed, while 57.3% agreed and negligible numbers were either undecided (2.7%) or disagreed (8.0%). This implies that the majority, 89.3% were of the view that there was routine supervision of teaching and learning activities.

On whether the head teachers provided feedback on performance, 33.3% strongly agreed, while 47.3% agreed and negligible numbers were either undecided (4.0%) or disagreed (5.3%). This implies that the majority, 80.6% were of the view that head teachers provided feedback on performance.

As to whether the head teacher identified areas of improvement, 32.0% strongly agreed, while 60.0% agreed and negligible number were either undecided (5.3%) or disagreed (2.6%). This implies that the majority, 92.0% were of the view that head teachers identified areas of improvement. The above portrays that as the head teachers provide feedback on performance, they highlight areas of improvement as well as areas that require improvement.

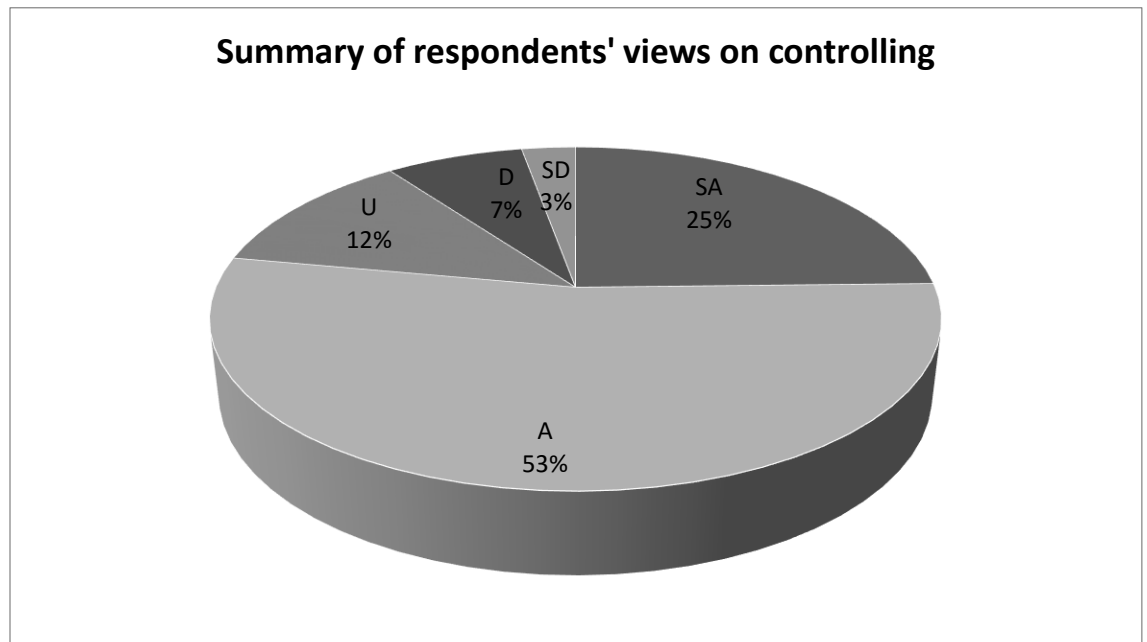
When the respondents were asked whether management takes corrective actions where necessary, 21.3% strongly agreed, while 69.3% agreed and negligible numbers were either undecided (4.0%) or disagreed (5.3%). This implies that the majority, 90.6% were of the view management takes corrective actions where necessary. When asked whether the head teachers ensured that tasks were completed ahead of time, 24.0% strongly agreed, while 50.7% agreed and fairly small number were either undecided (14.7%) or disagreed (10.7%). This implies that the majority, 74.7% were of the view that the head teachers ensured that tasks were completed ahead of time *although they are sometimes too busy to follow up every task*".

On the question whether the management had risk awareness programs in place, 12.0% strongly agreed, while 30.7% agreed, 32.% were undecided, while 18.7% disagreed and 6.7% strongly disagreed. This implies that the highest number of respondents 42.7% were of the view that management had risk awareness programs in place, although a substantial

number of 32.0% were undecided and 25.4% disagreed. This is an indication that risk awareness programs are not clearly understood by both teachers and BOG members.

When the respondents were further asked whether measures for management of risks and risky behaviours were put in place, 12.0% strongly agreed, while 49.3% agreed, 25.3% were undecided and 13.3% disagreed. This implies that the majority, 61.3% were of the view that measures for management of risks and risky behaviours were put in place, although a substantial number of 25.3% were undecided on the matter. The implication is that measures for management of risks and risky behaviours are still inadequate in most government aided secondary schools in Yumbe district.

**Figure 9 Summary of respondents' views on controlling**



**Source:** Primary data

The pie chart above shows that on average 25% of the respondents were in strong agreement on the statements used to measure controlling, while 53% were in agreement, 12% were undecided, while 7% were in disagreement and 3% were in strong disagreement.

This implies that the majority, 88% were in agreement to the statements, while 12% were undecided and 10% were in disagreement. This is an indication that there are a few issues regarding internal controls in these schools that need to be addressed to ensure good academic performance of schools in Yumbe district.

For quantitative analysis, hypothesis 3 was tested. Hypothesis 3 states that: There is significant relationship between Controlling as a management practice and Academic Performance of Government grant Aided Secondary Schools. Null hypothesis generated states: there is no relationship between Control as a management practice and academic performance of government grant aided secondary schools in Yumbe District.

**Figure 10 Correlation coefficients between controlling and academic performance**

Variables		Controlling	Academic performance
Controlling	Pearson Correlation	1	.600*
	Sig. (2-tailed)		.000
	N	75	75
Academic performance	Pearson Correlation	.600*	1
	Sig. (2-tailed)	.000	
	N	75	75

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

**Source:** Primary data

The correlation coefficient 0.600 implies that there is a significant positive relationship between controlling and academic performance, given that Sig(P-value) is less than 0.050 (=0.000). It means therefore that improved controlling will be related to improved academic performance of students in government aided secondary schools in Yumbe district and vice versa.



The above findings led the researcher to accept the hypothesis that controlling has a significant effect on academic performance in government aided secondary schools in Yumbe district.

**Table 14 Model Summary**

Model	R	R Square	Adjusted R Square
1	.600 <sup>a</sup>	.360	.351

a. Predictors: (Constant), Controlling

**Source:** Primary data

Table above shows that the coefficient of determination (Adjusted R Square) is 0.351. This implies that controlling account for 35.1% of the variance in academic performance. Therefore, there are other factors other than controlling that contribute to the greater percentage of academic performance.

**Table 15 Analysis of Variables (ANOVA)**

Model	df	F	Sig.
Regression	1	41.100	.000 <sup>b</sup>

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Controlling

In determining whether a regression model is significant, the decision rule is that the calculated p-value (level of significance) must be less than or equal to 0.05. Since the calculated p-value of 0.000 in table above is less than 0.05, the regression model was found to be statistically significant ( $F=41.100$ , degree of freedom ( $df$ ) = 1,  $p<0.05$  ( $=0.000$ )). This

means that controlling has a significant effect academic performance of students in Government aided secondary schools in Yumbe District.

Research findings from correlation analysis established that controlling has a moderate positive statistically significant relationship with academic performance of students in Government aided secondary schools in Yumbe District. Findings from regression analysis further affirmed that controlling has a significant positive effect on academic performance of students in Government aided secondary schools in Yumbe District. The above findings therefore were able to answer the research question: *What is the effect of controlling on the academic performance of students in Government aided secondary schools in Yumbe District?*

In the open ended questionnaires, the head teachers observed that the school administration sets standards for staff and students to achieve. Regular supervision of Teaching and learning is conducted and reports are given to the top management in top management meetings. This is an indication that most government aided secondary schools in Yumbe district have established standards of performance so as to make the various stakeholders strive towards achieving the established performance. They however noted that much as the control measures are effective because attendance has improved especially on the teachers' side, implementation requires commitment and vigilance. The District Education Officer also noted that all the schools under study have rules and regulations that control the students and further noted that much as they are effective, they need regular reviews. The District inspector of schools on the contrary revealed that there was inadequate internal supervision by the school administration. He further noted that the control measures

employed in the schools under study are not effective because of low enforcement and commitment to enforcing them as a result these schools continue to reveal poor performance. He revealed that personal interests sometimes override institutional objectives related to performance. This is an indication that there is no close monitoring of academic performance by stakeholders in government aided secondary schools in Yumbe District. This implies that management and authorities of government aided secondary schools in Yumbe district undertake limited routine supervision of teaching and learning activities in these schools.

Findings in the FGDs with the students' leaders revealed mixed responses. Whereas some students said there was adequate monitoring and supervision as measure of control to improve academic performance in these schools some students had divergent responses. For instance, in one discussion a student leader said: *"In our school here, there is effective supervision of academic activities especially when you take teaching and learning process. Always there is strict supervision of lessons especially by the Director of studies and sometimes by the class prefects also. They always make sure that teachers conduct their lessons and the students also attend"*.

One other student leader in another discussion group said that: *"supervision here in our school is very effective. There is a book which is given for us to fill in lessons taught and not taught. The bad thing is when a teacher fails to teach his or her lesson, there is no action taken immediately. This affects us. In case if it continues like that and actions are taken on such teachers, it will help us a lot"*. In another discussion group, one student said: *"Actually supervision is done in our school in a way that the Director of studies does*

*supervise lessons conducted in the week so as to identify which teacher is not teaching. When such a teacher is got, he or she will be called and counseled before the Head teacher”.*

Contrary to the above views, some student leaders in other discussion groups made the following statements. *“For me supervision here is not all that effectively done. I am saying this one in relation to preps. Preps are not really supervised by the teachers here”.* Another student also said: *“when these students are for their discussions, there is no support given by the teachers to go and supervise them. So that one needs special support from teachers like some question papers could be given to those students”.* One other student also said: *“me I normally see teachers are just supervising people who have done wrong things. When someone has actually done something wrong, he or she is taken to slash and that is where they can supervise but during prep hours I don’t see any teacher supervising here”.*

The researcher was able to look into documents related to the objective. Some of documents seen included; School rules and regulations, documents on set academic standards (acceptable grades for promotion to the next class), The Education Act and circulars.

No internal school policies were seen in areas of teaching and learning, finance, welfare, safety and security.

The study findings from the questionnaires, focus group discussions and documents reviewed indicate that control as a management practice has a significant positive effect on academic performance of students in Government aided secondary schools in Yumbe District. This was affirmed in the statistical analyses that there is a significant positive

relationship between controlling has a significant positive effect on academic performance.

The above findings therefore were able to answer the research question: *What is the relationship between control as a management practice and Academic performance of Government aided secondary Schools in Yumbe District?*

In summary, the research study was based on three objectives. to assess the effect of planning on Academic performance, to determine the effect of organizing as a management practice on Academic performance, and to establish the relationship between control as a management practice and Academic performance of Government aided secondary Schools in Yumbe District.

Both quantitative and qualitative methods indicated that; planning has positive effect on academic performance, there is a significant positive relationship between organizing and academic performance and controlling as a management practice has a significant positive effect on academic performance of students in Government aided secondary schools in Yumbe District.

## **CHAPTER FIVE**

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

## **5.0 Introduction**

This chapter presents summary of findings about the study, discussion, conclusions, recommendations arising from the findings and areas identified for further research.

### **5.1 Summary of findings**

The study examined the effect of management practices on the academic performance in government aided secondary schools in Yumbe district. This section presents the summary of the major findings handled objective by objective.

#### **5.1.2. Organizing and academic performance of schools**

Objective two of the study was to establish the effect of organizing as a management function on academic performance in government aided secondary schools in Yumbe district. The major findings are that; most schools had organized management structures as the head teachers organized the staff to do their work. Duties were assigned to the relevant stakeholders. Much as delegation of authority exists in the schools, it wasn't fully done as the delegates are not given full authority. The schools under study have well constituted BOG and PTA committees. However, they are less functional in overseeing implementation of academic programmes. Most schools had regular stakeholder meetings. Though contested, resolutions of most stakeholders were implemented. Most schools had clearly spelt responsibility relationships. Many students turn up for lessons late, some students hate some teachers and the commitment of some students to studies is low as many of them are forced to study. Most schools availed the necessary resources for staff and students to do their work although many respondents did not agree with this and, most

respondents were of the view that the schools' organization contributed to improvement in academic performance. Furthermore, it was established that organizing significantly contributed to academic performance improvement in government aided schools.

### **5.1.3. Controlling and academic performance of schools**

Objective three of the study was to examine the effect of controlling as a management practice on academic performance of government aided secondary schools in Yumbe district. The findings were that; most schools had established standards of performance like Examination grades, Rules and Regulations but did not have strong internal policies on Academics (Teaching & learning), Finance, welfare, asset management, Safety and security. Though there was inadequate monitoring and supervision of teaching and learning activities as noted by the DEO and the DIS, the head teachers checked results against set goals. Most head teachers provided feedback on performance as they identified areas of improvement and took corrective actions where necessary. Not all the head teachers ensured that tasks are completed. Most school administrations had no risk awareness programs in place and measures for management of risks and risky behaviors were not in place. Furthermore, it was established that controlling significantly contributed to academic performance improvement in government aided schools.

## **5.2. Discussions**

The discussion was guided by the study objectives, the conceptual framework and the findings of the study. The information obtained from literature review provided the ground for comparison of the research findings.

### **5.2.1. Planning and academic performance of schools**

Objective one of the study was to determine the effect of planning on academic performance in government aided secondary schools in Yumbe district. The study found out that planning is an important managerial function as 1.3% disagreed. The same view was echoed during focus group discussion with the students. The implication of the above is that planning is a core function of management which helps in allocating organizational resources, hence, achieving the organizational goals and vision. This finding is in conformity with the study finding by Ouya and Mweseli (2010) who observed that planning is a management process that precedes actions.

The study found out that the schools undertook strategic planning as shown by the 84% agreement rate as opposed to 5.3% who disagreed and 10.7% who were not sure. The same .....was confirmed in the document review. However, the District Inspector of Schools was able to confirm this but noted that there was low commitment on the part of the school administrations to implement the activities as planned. The above therefore suggests that most government aided secondary schools in Yumbe district undertake strategic planning so as to align their organization's vision with the goals. Having a strategic plan is one thing but implementing it to be able to achieve the strategic intentions for which it was drawn is another. As good plans are drawn, there is need to come up with implementation strategies backed by full commitment on side of the implementers. Otherwise it will remain paper work.

The study further found out that there were plans for contingencies or eventualities in the schools as shown by the 74.7% positive response rate, though 10.6% disagreed and 14.7%



were not sure. The same view was established during documentary review by the researcher. It can be deduced from the above that most government aided secondary schools in Yumbe district have alternative courses of action to take in case the basic plans fail to materialize. However, 10.6% of respondents who disagreed and 14.7% not being sure is an indication of a concern. School managers and staff need to do thorough scanning of the environment especially at the time of planning to be able to make provisions for or minimize negative effects of eventualities that may disrupt activities in schools thus affecting teaching and learning processes. Damary (2013) in his studies on schools' performance found that strategic planning is positively correlated to performance in public secondary schools and that schools needed to plan for eventualities.

The study found out that most stakeholders of the school were always involved in the planning, as revealed by the 68% response rate, although 22.7% were on the contrary. Interview with some student leaders confirmed the same view although some also confirmed that not all were involved. The above suggests that most stakeholders of the government aided secondary schools in Yumbe district are involved in the planning process much as quite a good number (22.7%) indicated that not all are involved. From the closed ended questionnaires, 22.7% of the respondents were in disagreement with the statement and some of the students' leaders even confirmed that not all stakeholders were involved in the planning processes in these schools. This means that some stakeholders are not involved in planning processes in these schools. In a situation where planning doesn't involve all the stakeholders and particularly, the teachers and learners, it adversely affects academic performance of such schools. For instance, the greatest beneficiaries to the

planning process in schools are the learner whose views should be taken into consideration if the planning process is to be effective. Yau and Cheng (2011) earlier noted that teachers' participation in financial planning in their subjects was very important for principals to make accurate decisions.

The study also found out that most government aided secondary schools in Yumbe district had annual work plans and budgets. The researcher was able to confirm the above during documentary review in the schools. The implication of the above is that most government aided secondary schools in Yumbe district have annual budgets for all activities. This helps them to manage the scarce resources of the schools. On the contrary, the study findings revealed that most of the plans in the schools under study are geared towards infrastructural development such as Dormitories, classroom blocks, thus neglecting activities that enhance teaching and learning in these schools. In relation to this finding, infrastructure and school facilities in themselves do not directly translate to good academic performance but improving teaching and learning practices and professionalism in administration improve academic performance. Burckbuchler (2009) revealed that performance based budgeting in schools had a positive correlation to student achievement and therefore, exploring how resources were allocated is critical for ensuring a high quality education for all students. The above view is in agreement with the research finding by Tunji (2013) who established that budgeting was a prerequisite for a performing company. During planning process, issues of academic performance improvement are laid down so that the various stakeholders know their roles in ensuring better academic performance. Ndegwah (2014) noted that Strategic planning provided significantly better performance than unplanned, opportunistic approach.

#### **5.1.1. Planning and academic performance of schools**

Objective one of the study was to determine the effect of planning on academic performance in government aided secondary schools in Yumbe district. The major findings are that; planning is an important managerial function as it is done to ensure proper utilization of resources in secondary schools in Yumbe district. Most schools undertook strategic planning and made plans for contingencies as well. Not all the stakeholders of the schools were always involved in the planning process. Most schools had annual work plans and annual budgets for all activities. Most schools had both short term and long term plans as the head teachers considered internal and external factors while planning. Furthermore, it was established that planning significantly contributed to academic performance improvement in government aided schools.

#### **5.2.2. Organizing and academic performance of schools**

The study found out that most schools had organized management structures as revealed by 93.4% of the respondents who were in agreement, 4% disagreed and 2.7% undecided. The District Inspector of Schools confirmed that most schools had well constituted management structures, however they were less functional. The above suggests that majority of the government aided secondary schools in Yumbe district have organized management structure despite being less functional. As an education institution, it is not enough to only have in place BOG and PTA committees, but to have these bodies constituted out of people who are educated and informed about their roles and responsibilities otherwise if these bodies are formed as a necessary requirement or as a matter of formality, they will end up having no impact on the academic performance of

schools. It's likely that the members of these bodies are less informed about their roles. This would call for a serious induction for them. Neal and McClure (2003) noted that organizational structures were very important as they defined relationships.

The study found out that most head teachers organized the staff to do their work and duties were assigned to the relevant stakeholders. This implies that most head teachers of government aided secondary schools in Yumbe district organize the staff to ensure that teaching and learning takes place and assign duties to the relevant stakeholders and it is the role of each stakeholder to accomplish the tasks assigned to them. Good management does not only require assignment of duties to individuals but move a little deeper to assign tasks, identify key outputs in the task, targets and the indicators to be seen at the end of the task. Much as duties have been assigned to the stakeholders in these schools, the individuals might not have been given clear picture of what is expected of them and thus making the committees less functional leading to poor academic performance in these schools.

The study established that there existed delegation of authority in the schools much as it was incomplete. It therefore suggests that the practice of delegating authority to subordinates is existent among head teachers in government aided secondary schools in Yumbe District although delegation at times is incomplete. Wanyama (2013) observed that many of the head teachers who had been very permissive and using detached administration style in school administration negatively affected students' academic performance. Management of public institutions need to be all inclusive where all the key stakeholders are involved right from the planning process to implementation stages but not to have

specific individuals all over in the system. This breeds transparency and instills the spirit of commitment in the individuals resulting into good service delivery.

The study findings revealed that the stakeholders of the schools held regular meetings which the researcher was able to ascertain through documentary review and focus group discussions with most student leaders implying that most government aided secondary schools in Yumbe district organize regular stakeholder meetings in order to communicate and address the school issues. Effective communication in institutions is paramount in that the staff is well informed of the aims, objectives, vision, mission and strategies of the organization. At the same time through communication, the management is able to get feedback from the lower cadres on trend of events for decision making. All these can be through meetings and correspondences. Ndimande (2005) established that lack of communication between School Management Teams and the rest of the staff members compromised potential enhancement of Learner Academic Performance and that Learner Academic Performance was also adversely affected in schools where learners were not part of the decision making process and where they were not given immediate feedback after their assessment activities.

The study further found out that most schools availed the necessary resources for staff and students to do their work as shown by the response rate (76.4%). However, the researcher confirmed through focus group discussion with student leaders that not all resources were availed to do their work. The implication of the above is that most head teachers of government aided secondary school in Yumbe district provide the necessary resources to the staff and students to do their work as planned though some resources were not availed.

In a similar study Nyagosia, Waweru and Njuguna (2013) revealed that top performing schools were putting much more emphasis on instructional resources. Nyagosia, Waweru and Njuguna (2013) also noted that the core role of the instructional leader is to ensure the achievement of the established mission through creating a good environment for the schools through availing necessary resources.

### **5.2.3 Controlling and academic performance of schools**

Objective three of the study was to find the effect of controlling as a management practice on academic performance in government aided secondary schools in Yumbe District. The study found out that most government aided secondary schools in Yumbe district have established standards of performance. In a school setting it is very important to establish Standards of performance and if the same standard can be maintained for some time, it turns out to be a performance culture of the school. This motivates the stakeholders in such a school to work extra hard to maintain or surpass it. Where there is no standard set and no culture of good performance, the school will always perform poorly.

From the closed ended questionnaires, the study found out that the stakeholders of the schools monitored the academic performance in these schools. However, this view was contrary to the observation of the District Inspector of schools who noted that there was inadequate internal supervision by the school administrators and that the control measures in these schools were ineffective thus leading to poor academic performance. The above statement is a clear indication that there is no close monitoring and supervision of school academic programmes by stakeholders in government aided secondary schools in Yumbe district.

Effective monitoring and supervision of academic programmes requires establishment of institutions like committees of the BOG, PTA, Staff and even student leaders who need to be empowered to perform supervision roles. Standards should then be set upon which performance is measured. Key outputs, targets and performance indicators be identified upon which performance is measured. Considerable resources and deliberate effort then be directed towards monitoring and supervision process to be able to achieve the required academic performance in schools. Kindiki (2009) also observed that Board of Governors closely monitor the students and report any cases of indiscipline to the teachers and head teachers and that the BOG members were found to be useful in managing their workers discipline for good performance in schools.

Furthermore, it was found out that the head teachers provided feedback on performance. The above observation by most of the stakeholders interviewed suggests that the various stakeholders of government aided secondary schools in Yumbe district receive feedback on academic performance from their head teachers. The above is in line with the position of Mohammed (2014) who agreed that educational supervision helped to improve quality of education and that the role of supervisors was providing assistance to teachers, guiding and counseling and giving feedback on performance.

The study also found out that the head teachers identified areas of improvement and that the management took corrective actions where necessary. It can be drawn from the above that most management of government aided secondary schools in Yumbe district take corrective actions after identifying areas of improvement. A study by Habib (2015) established that supervision of schools had one of the strongest impacts on teacher

attendance compared to other school inputs as areas of weakness were identified and corrective measures taken.

Furthermore, the study established that the managements of these schools had limited risk awareness programs in place and measures for management of risks and risky behaviours were inadequate implying there are limited risk awareness programmes and measures for management of risks and risky behaviours are still inadequate in most government aided secondary schools in Yumbe district.

### **5.3. Conclusions**

This section presents conclusions objective by objective, based on the findings in chapter four and discussions of the findings.

#### **5.3.1. Planning and academic performance**

Objective one of the study was to determine the effect of planning on academic performance in government aided secondary schools in Yumbe district. The study found out that there exists a significantly positive relationship between planning and academic performance of government aided secondary schools. It means that if the schools plan well and are able to show commitment in implementing the plans as they are, they will be able to improve their academic performance. The researcher therefore concludes that planning is an important managerial function and if well undertaken, helps to improve academic performance of government aided secondary schools in Yumbe district. This can be achieved through undertaking strategic planning, annual budgets, making annual work plans and activity plans.



### **5.3.2. Organizing and academic performance of schools**

Objective two of the study was to establish the effect of organizing on academic performance in government aided secondary schools in Yumbe district. The findings revealed that there is a positive relationship between organizing and academic performance. It means that if there is good organization of the school staff with well stipulated roles and responsibilities, other resources and activities, the academic performance of the students will improve. The researcher therefore, concludes that organizing is a major management function in ensuring that academic performance is improved in government aided secondary schools in Yumbe district.

### **5.3.3. Controlling and academic performance**

Objective three of the study was to examine the effect of controlling as a management practice on academic performance in government aided secondary schools in Yumbe district. The study found out that there exists significant positive relationship between controlling and academic performance. The researcher therefore concludes that good control measures are prerequisite for better academic performance of students and vice versa. This can be achieved through established standards of performance, monitoring and supervision, providing feedback to staff among others. Hence, if the government aided secondary schools in Yumbe District are to perform better, they must put in place better control measures which must be reviewed from time to time as advised by the District Education Officer.

## **5.4. Recommendations**

This section presents recommendations objective by objective, based on the findings and the conclusions drawn above.

#### **5.4.1. Planning and Academic Performance**

All stakeholders of government aided secondary schools in Yumbe district should be involved in the planning processes at all stages of planning. The meager resources available in the schools should be used to undertake activities that improve academic performance. All plans should come with their implementation strategies and full commitment to deliver them. All the Head teachers of government aided schools should consider internal and external factors while planning for all the school activities in order to minimize risks and uncertainties.

#### **5.4.2. Organizing and academic performance of schools**

Board of Governors and PTA committees should be constituted out of Individuals with sound education background so that they effectively perform their roles to improve academic performance of the learners.

New BOG members and PTA committees should always be given induction trainings so as to be well abreast with their roles and responsibilities.

The management of schools should devote and channel the necessary resources towards activities that improve academic performance as it was found that more resources were allocated towards infrastructural development.

School stakeholders should step up monitoring and supervision so as to identify areas of weakness so as to correct them in time to improve academic performance.

#### **5.4.3. Controlling and academic performance**

Schools should have clear administrative structures with the roles of each and every individual clearly spelt out.

Tasks, key outputs, targets and performance indicators for each and every individual be clearly spelt out for easy monitoring.

Considerable resources be identified and directed towards monitoring and supervision of academic programmes.

Schools need to establish internal policies in areas of teaching and learning, Finance management, Asset management, Staff and Students welfare, safety and security, risk management policy.

### **5.5. Suggestions for Further Research**

This study examined the effect of management practices on the Academic performance of Government grant aided Secondary Schools in Yumbe District. It specifically examined the effect of planning, organizing and controlling on academic performance, but these are not the only factors that affect academic performance, the following areas are therefore suggested for further research;

- i. Stakeholders' involvement and academic performance of students in secondary schools in Yumbe district. i.e. performance of students in secondary schools in Yumbe district.
- ii. Cultural practices and academic performance of students in secondary schools in Yumbe district.
- iii. Resources availability and academic performance of students in secondary schools in Yumbe district.

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## APPENDICES

### APENDIX I: INTRODUCTION LETTER

**Date:** ...../...../.....

To: .....

Dear Respondent,

**RE: *INTRODUCTION LETTER***

I'm called Anguzu Rashid, a student at Uganda Management Institute (UMI) pursuing a Masters Degree programme in Management Studies – MMS (Public Administration and Management). It is a requirement of UMI that participants pursuing the course produce a research work for the award of Masters Degree in Management studies. This interview guide or questionnaire has therefore been designed for the purpose of collecting data for the research work on **Management practices and Academic Performance of Government Aided Secondary Schools in Yumbe District.**

You have been chosen as one of the respondents because of your unique position in the community, expertise, knowledge and experience on how Management plays critical role on the academic performance of Government aided Secondary Schools in the District. I hope you will spare your valuable time to provide answers to the following questions by filling in or ticking the right alternatives as may be required so that I am able to produce the research work.

Please take note that the research will be conducted strictly for academic purpose and will be handled with strict confidentiality. Note, you need not to indicate your name.

Thank you,

Anguzu Rashid. (0772-924-024)

**APPENDIX II: QUESTIONNAIRE FOR MEMBERS OF BOARD OF  
GOVERNORS AND TEACHERS**

**SECTION A: DEMOGRAPHIC DATA**

Please tick or fill in the appropriate answer

**Gender**

Male	
Female	

**Age**

1. Below 20	
2. 20 – 29	
3. 30 – 39	
4. 40+	

**Level of Education**

1. Certificate	
2. Diploma	
3. Bachelors Degree	
4. Post Graduate Diploma	
5. Masters Degree	

6. Others (specify)

.....

**Length of Service**

1. Less than 1 year	
2. 1 – 4 years	
3. 5 – 9 years	
4. 10 years and above	

### Your Current Position

1. BOG Member	
2. Teacher	

Indicate the option you most agree with by ticking against the statements using the Likert scale indicated below, with;- Strongly Agree; Agree; Undecided, Disagree; Strongly Disagree;

SECTION B: PLANNING					
VARIABLES	RATINGS				
<b>5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (U), 2= Disagree (DA), 1= Strongly Disagree (SDA)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. planning is an important managerial function					
2. planning is done to ensure proper utilization of resources					
3.The school undertakes strategic planning					
4. There are plans for contingencies/eventualities in the school					
5. All the stakeholders of the school are always involved in the planning process					
6.The school has annual work plans					
7. The school has annual budgets for all activities					
8. The school has both short term and long term plans					

9. The Head teacher considers internal and external factors while planning					
10. The schools planning processes contribute to academic performance improvement					
<b>SECTION C: ORGANISING</b>					
<b>VARIABLES</b>					
<b>5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (U), 2= Disagree (DA), 1= Strongly Disagree (SDA)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The school has an organized management structure.					
2. The Head teacher organizes the staff to do their work					
3. Duties are assigned to the relevant stakeholders					
4. There exists delegation of authority in the school					
5. The stakeholders of the school hold regular meetings					
6. Resolutions/Recommendations of the stakeholders are implemented					
7. The school has clearly spelt responsibility relationships					
8. The school avails necessary resources for staff and students to do their work					
9. The schools organization contributes to improvement in academic performance					
<b>SECTION D: CONTROL</b>					
<b>VARIABLES</b>					
<b>5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (U), 2= Disagree (DA), 1= Strongly Disagree (SDA)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The school has established standards of performance					

2. The Head teacher checks results against set goals					
3. The stakeholders of the school monitor academic performance					
4. There is routine supervision of teaching and learning activities					
5. The Head teacher provides feedback on performance					
6. The Head teacher identifies areas of improvement					
7. The management takes corrective actions where necessary					
8. The Head teacher ensures that tasks are completed ahead of time					
9. The management has risk awareness programs in place					
10. Measures for management of risks and risky behaviours are put in place					
<b>SECTION E: ACADEMIC PERFORMANCE</b>					
<b>VARIABLES</b>					
<b>5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (U), 2= Disagree (DA), 1= Strongly Disagree (SDA)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The school has a good record of academic performance.					
2. Pass rates are high in the school					
3. Pass rates improve yearly in the school					
4. Pass rates vary from subject to subject in the school					
5. The students obtain high examination grades in the school.					
6. the examination grades vary class to class in the school					
7. The school has a deliberate policy on performance					

8. The Students perform to the expectations of the school administration					
9. All stakeholders are concerned about the school's academic performance					
10. Dropout rates are high in the school					

### ADDITIONAL INFORMATION

Please kindly give us any other relevant information that can help to enrich this research;

.....

.....

.....

.....

.....

**Thank you for sparing time to fill this Questionnaire.**

Any queries and concerns can be sent to the researcher on the email:

**[anguzuark2013@gmail.com](mailto:anguzuark2013@gmail.com) or Tel: 0772 924 024 or 0752 924 024.**

**APPENDIX III: OPEN-ENDED QUESTIONNAIRE**  
**FOR THE D.E.O, THE D.I.S ANDTHE HEAD TEACHERS OF THE SELECTED**  
**SCHOOLS IN YUMBE DISTRICT**

- 1.Title of Respondent.....
2. Working experience.....
3. Comment on the level of academic performance of the  
school(s).....  
.....
4. What are factors affecting academic performance in the  
school(s)?.....  
.....  
.....
5. What planning activities are undertaken in the  
school(s)?.....  
.....
6. Comment on the effectiveness of these plans in the  
school(s).....  
.....
7. Describe the level of organization in the school(s)
8. Comment on the effectiveness of the organization structure in the  
school(s).....



.....  
.....  
.....

9. How do the school authorities ensure control for good academic performance?.....

.....  
.....  
.....  
.....

10. Comment on the effectiveness of the control measures in the school(s).....

.....  
.....

11. Any other views of relevance to this study?.....

**Thank you for sparing time to fill this Questionnaire.**

Any queries and concerns can be sent to the researcher on the email:

**[anguzuark2013@gmail.com](mailto:anguzuark2013@gmail.com) or Tel: 0772 924 024 or 0752 924 024.**

#### **APPENDIX IV:GROUP DISCUSSION GUIDE for the students' leaders**

1. What is your view on the Academic performance of your school with respect to:
  - Examination grades in the National and local Examinations?
  - School Completion rates in your school? (why students dropout)
  - What factors contribute to your schools current level of academic performance?
2. What is the vision of your school and what does it mean?
3. What is the mission statement of your school and what does it mean?
4. What do you understand by the term planning?
5. To what extent do you embrace planning while performing your leadership roles?
6. What do you understand by the term budget?
7. To what extent do you embrace budgeting while performing your leadership roles?
8. How do you assess the level of commitment of the students in the learning process?
9. What is the contribution of your school rules and regulations to the academic performance of your school?
10. What are risks and risky behaviors? How does your school guard against them?  
(Drug abuse, dropouts, theft of school property, disasters)
11. How effective is monitoring/ supervision of your school Academic programs by;  
Prefects, Teachers, School administration and BOG?

**Thank you for contributing to this Research process**

## **APPENDIX V: Documentary Review Checklist**

### **1. STUDENTS ASSESSMENTS- term results**

### **2. MINUTES OF MEETINGS**

- Board of Governors Academics committee
- Staff Academics committee
- Parents/Students class meetings

### **3. POLICY DOCUMENTS**

- Policy guidelines/documents of MOE&S
- Locally generated school policies

### **4. OTHERS**

- Inspection reports
- Class attendance registers
- Staff attendance registers
- Discipline files