UGANDA MANAGEMENT INSTITUTE

Management Functions and Academic Performance in Secondary Schools in Makidye Division; A Case of Kibuli Secondary School

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DECLARATION

I Nakiyaga Dorothy declare that I am the rightful author of this dissertation entitled **MANAGEMENT FUNCTIONS AND ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN MAKINDYE DIVISION; ACASE OF KIBULI SECONARY SCHOOL** and any assistance I received during its preparation is fully acknowledged and disclosed. I also confirm that I have cited all sources from which I obtained data, ideas and words that are either quoted directly or paraphrased. This dissertation was specifically prepared in full fulfillment for the requirements of a Masters degree in Management Studies of Uganda Management Institute.

Sign …………………………………

Date………………………………….

APPROVAL

This research entitled **MANAGEMENT FUNCTIONS AND ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN MAKINDYE DIVISION; ACASE OF KIBULI SECONARY SCHOOL** by Nakiyaga Dorothy was carried out under our supervision. We affirm that it satisfies the requirements for the award of a masters degree in Management Studies (Public Administration and Management) of Uganda Management Institute and is now ready for submission for examination.

Signed……………………………   Signed……………………….

[Director General UMI]   [Consultant Monitoring and Evaluation]

Dr. James. L. Nkata(Supervisor)   Mr David Ssekamatte. (Supervisor)

Date………………………….   Date………………………………

DEDICATION

This study is dedicated to my son, Ssuubi Godfrey Walakira, my sister Namiiro Rebecca and my mother Mrs. Proscovia Miiro Nankanja. I can never fail to always reminisce about how every achievement I have made has been due to their diligence support.

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LIST OF ABBREVIATIONS /ACRONYMS

B.O.G   -   BOARD OF GOVERNORS.

FY   -   FINANCIAL YEAR.

P.T.A   -   PARENTS AND TEACHERS ASSOCIATION.

SBM   -   SCHOOL BASED MANAGEMENT.

SPSS   -   SATISTICAL PACKAGE FOR SOCIAL SCIENTIST.

U.C.E   -   UGANDA CERTIFICATE OF EDUCATION.

U.M.E.A   -   UGANDA MUSLIM EDUCATION ASSOCIATION.

U.N.E.B   -   UGANDA NATIONAL EXAMINATION BOARD.

ABSTRACT

The purpose of the study was to establish the influence of Management Functions academic performance in secondary schools in Makindye Division. The study was occasioned by the continued poor performance of students in the UCE national examinations at Kibuli secondary school. In particular, the study examined the influence of planning, organizing and controlling functions on the academic performance in secondary schools. Using a concurrent mixed method approach, the researcher followed a cross-sectional survey design. Using questionnaire surveys and an interview guide the researcher aimed at eliciting information from the top administrators and teachers on the influence of the Management Functions on the academic performance. Purposive sampling was used to draw 4 school administrators while 16 heads of department and 80 teachers were randomly selected to take part in the study. Quantitative data were analyzed using descriptive statistics, ANOVA and regression analysis, while qualitative data was analyzed using thematic analysis. The study established that the Classical Management Functions were very important in school management systems. Conclusion drawn was they are essential in the development of any educational programmes in both developing and developed countries including Uganda. The main findings revealed that the three Management Functions namely; planning, organizing and controlling function had a significant relationship with the academic performance. The following recommendations were made. First, School Administrators, Education Government agencies and partners in Education sector should promote capacity building for teachers through intensive and regular workshops or seminars, based on best practices for the professional, to improve their classroom management with a view of strengthening the quality of teaching and learning processes in secondary schools which translates into quality out-put in terms of grades attained at UCE in the national examinations. Secondly School administration should organize and put in order of priorities and preferences the resources which

are available and lastly there should be a functional monitoring and evaluation mechanism involving stakeholders in the school system such as classroom visits to ensure quality control and assurance from the system about the quality education given to the learners.

CHAPTER ONE: INTRODUCTION

1.1.   Introduction

It's the mandate of all Governments of the world to provide education to their citizens with the aim of providing not only for economic growth but also for social stability in terms of national development. In Uganda Education consumes 11.25% of the national budget after works and transport 21.05% and Interest payments due 12.16%, (Kasaija, 2017). That is why it's the Governments' mandate to avail funding that supports the learning environment. The Government has also adopted Universal Post Primary Education and Training Policy, commonly known as Universal Secondary Education (USE), to increase access to secondary education for economically vulnerable families and communities, (MEOS, 2016).

Uganda, like any other country has radically improved the state's education particularly in terms of enrollment of students in secondary schools, increased the number of classrooms and improved the quality of secondary education in term of proficiency in mathematics and English, (MOES, 2015). The rapid expansion of students enrollment, led to inadequate resources which resulted into difficulties in creating expected outcomes. This made school management to be more complex and difficult enterprise now than a few decades ago in Government schools as compared to the private schools. School management team includes all professional personnel who are responsible for school administration. In the Ugandan system, it includes Head teachers, their deputies, and directors of studies, deans and heads of department. School management is therefore in a difficult position being expected to improve the academic performance in the period of greater competition with the private schools. Achievement in students' academic performance in government aided

schools cannot be achieved if the management functions are not fully committed to play their roles effectively.

Government devolved more authority to school managers and provided them with greater responsibility in handling their operations, resources and developing their schools. This started with the introduction of School Management Systems (SMS). With the SMS, schools developed management systems with the aim of providing quality education. This form of governance was school-based, student-centered and quality-focused. School had to design management frameworks that addressed the needs of the students and community at large to pursue academic excellence, (school-based management, 2010).

Management consists of   five functions according to Henri Fayol one of the first theorist to define management in his book'' Administrative Industrrie et Generale'' They encompass the necessary skills of planning, organizing, commanding, coordinating and controlling that every manager must adhere to in their normal business, (kalpesh, 2017). These functions are guided by 14 other general principles of management and organizing that enable managers to execute their duties in a more organized way.

In this study, the specific Management Functions under investigations were planning, organizing and controlling as they influenced the academic performance at the national examinations U.N.E.B,(U.C.E). It focused on Kibuli Secondary School as a unit area of study. Management function were conceived by the researcher as the independent variable while student's academic performance as a dependent variable.

This chapter constitutes the background to the study, statement of the problem, purpose of the study, research objectives, research questions, research hypotheses, conceptual frame

work, scope of the study, justification and significance of the study and operational definition of the terms and concepts used.

1.2 Background to the Study

1.2.1 Historical Background

Ugandan secondary schools have for long been judged according to their performance in national examinations. These examinations have since 1980s been prepared, administered, scored and graded by Uganda National Examinations Board (UNEB). Secondary school students are subjected to write Uganda Certificate of Education (UCE) examinations after four years of Ordinary Level course and Uganda Advanced Certificate of education (UACE) examination after a two-year Advanced Level course.

In national examinations in Uganda, a schools' performance has always been described in terms of the quality and quantity of the examination's grades scored by students in the exams, (MOES., 2016). At Ordinary level, for example, an individual candidate's performance is said to be good if he or she scores division one which is of good quality.

In this era of judging a schools 'academic excellence in performance, it is every parent's wish to enroll their children in a school where academic distinction is guaranteed. Schools with good academic performance have solidified their positions among Uganda's' best top ten schools and enroll students with quality grades, (Senkabira, 2013). The performance of the school is judged in terms of the passes in division one. This has been done by expressing the number of candidates in division one as a percentage of the total number of candidates who sat the examination. The higher this percentage is, the better the performance. Alternatively, performance has been judged by comparing the percentage

failure for schools, in which case the higher the percentage, the poorer the performance. This performance has been based when ranking each school's performance, (Basiirwe & Omollo, 2016.).

Judgment of schools according to their performance in the national examinations led to categorization of schools in different ways. In the 1980's, secondary schools were classified as national schools or as local schools. National schools were those well-established schools, many of which were in operation by independence. These schools were better equipped and had records of better performance in both curricular and co-curricular activities. In the mid 1980's, they were commonly known as "first world schools". They were classy, taking the cream of learners and registered very good performance in national examinations. They were difficult to get access to by average learners especially those from poor backgrounds because of stiff competition for them.

Ugandan secondary schools' performance is mainly attributed to the kind of management available. The term management can mean, the lead person who is referred to as a manager first develops an experience of what he would like the organization to achieve then he /she sends the followers, (Shied, 2010). This means management ensures workable and agreed on mechanisms of providing effective teaching and learning with the aim of enhancing the student's academic performance in secondary schools. School managers or administrators have to undergo intensive leadership training in all aspects of management so as to attain good performance, (Nzoka,T.J & Orodho,J.A, 2014).

Concerns on improved academic performance in secondary schools heightened in the 1980's and became increasingly difficult to ignore due to the overall contribution in the

success of schools and social economic development of the country. There arose a need to introduce school management systems. School management systems (SMs) is a strategy that was used to evolve education by devolving significant decisions making authority from the central governments to individual school, (Abulencia, 2012). SMS availed the school head teachers, teachers, student, parents and the community at large greater influence on the education by devolving those responsibilities for decisions making. By involving the SMS it brought about greater improvement in the learning environment for the children. With the introduction (SMS), the central government devolved more authorities to schools and provided them with greater self reliance in managing their resources, and generating ways geared towards school development. (Kaawaase, 2013).

With the SMS, schools developed methods of operation that ensured the adequate teaching and learning process, (Abulencia, 2012).

It should be noted that learners' performance cannot be divorced from the well managed schools. It is the responsibility of school managers to make schools work and improve the learning out comes for children, (Moloi., 2016). Through the SMS the school developed their own norms that geared towards and   self-improvement hence pursued excellence.

Of late education stakeholders in the education sector   have expressed their concern over the poor performance of students' in UCE especially in government aided schools. They have gone ahead to hold the school administrators and teachers accountable over the poor performance. The fact remains that, the school management has a correlation with the academic achievement of the students, (Kaawaase, 2013). In order to impact on the students' academic performance head teachers need to acquire management skills so as to

follow through the vision, mission and goals of the school as well as enhancing team spirit among the workers.

For many years' educators and administrators have debated over which factors influence students' academic performance. A substantial portion has attributed the teachers' behavioral traits, others teachers' competencies while others teachers' productivity. However, all have a linkage to the students' academic performance, (Fehintola, 2014).

The trend of academic performance reports for the past five years (2011 -2015) from the Uganda Certificate of Education (UCE) administered by The Uganda National Examinations Board (UNEB) in Kibuli Secondary School leaves a doubt on the effectiveness of the School- based management systems of the management functions to ensure quality standards of performance. The uncertainties are also increased by the manner in management functions are applied in order affect the students' academic performance to which the internal mechanisms are managed for effective teaching and learning in secondary schools. The UCE results indicated a continuous decline from 2011 to 2015. The declining results of the school in comparison with the huge investments are quite alarming. It's a managerial concern which has had an impact on the academic performance of students. The main thrust of the study was to establish the influence of the management functions on the students' academic performance in secondary schools in Makindye Division basing on the theory of management function.

1.2.2   Theoretical Background

The most influential theories in providing educational managers with a background from which decisions could be made as well as authority be practiced are the management

theories. These theories include; Motivational Theory, Scientific Theory, Bureaucracy Theory, Contingency Theory, Systems Theory and Management Functions Theory. Schools are an open system which institutes all levels of management from strategic level to operational level of management comprising, planning, organizing, commanding, coordinating and controlling. All these are interrelate and generate the desired outcomes of the school which are the goals in form of organized and processed to achieve the goals of the school which is an output inform of quality of grades attained in the national examinations.

The theory that underpinned the study was on the Management Function Theory stipulated by Henri Fayol, and the management functions considered were planning, organizing and controlling according to, (Mullins L. , 2010). They provide education managers with the basic understanding on how to successfully manage educational institutions for quality improvement.

The management function theory (1916) by Henri Fayol has fourteen principles that are the underlying factors for successful management. They serve as guidelines for management actions. These include; division of work, authority and responsibility, discipline, a unity of command, a unity of direction, subordination of individual interest, remuneration, the degree of centralization, scalar chain, order, equity, stability of tenure of personnel, initiative and spirit de corps. The principles that guided the study included; division of labour, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest, the degree of centralization, order, stability of tenure of personnel, initiative and esprit de corps.

These principles are vital tools in the management process. In Secondary schools, academic performance improvement could be attained when the management functions are well planned, organized and controlled. Planning is a function performed by all managers at all levels whereby there is forecasting the future, laying strategies and designing action plans to address the future needs. (Robbins & Coulter, 2002). It helps to make things happen in an expected way. Plans need to be organized by taking the organization's available physical and human resources in order to realize the set objectives. Today's organizations undertake planning as a serious component of management so as to fast track their performance, (Arasa & K'Obonyo, 2012).When given orders in terms of activities for departments, assigning of activities to individuals, delegating of authority to carry them out and provide for coordination horizontally and vertically in the organization, optimum results will be achieved. When all the above are progressing well, controlling function comes into play. Planning and controlling are interrelated in that while plans lay out the objectives to be achieved, controlling, establishing the actual performance, is in conformity with the planned ones by the standards of performance and taking corrective or preventive measures where it necessitates. This implies that, every school manager has the responsibility of not only planning for the internal academic improvement strategies but also organizing and controlling the strategies effectively and achieves the school goals.

Basing on this theory the researcher sought to find out how these functions were managed and whether they influenced the academic improvement strategies in the school so that the performance of students in government aided secondary schools improves.

1.2.3 Conceptual Background

Management is a generic term with many interpretations. It's making things happen within an organizational setting and directing the attainment of aims and objectives achieved through the effort of other people and using systems and procedures, (Mullins L. , 2010). On the other hand, management achieves its goals through people, (Olum, 2004) .

Managers also do supervisory roles. In its expanded form, this basic definition means several things. First, as managers, they carry out the managerial function of planning, organizing, staffing, leading, and controlling. Secondly, management applies to managers at all organizational levels. Thirdly, the aim of all managers is, to create a surplus. Finally, management is concerned with productivity. Managers make things happen and are concerned with the organizational performance which includes the accumulation of results of all organization's work processes and activities as noted by, (Mullins L. , 2010). Management functions were conceptualized into three managerial functions for the study purpose, namely planning, organizing and controlling. These functions were performed by the different levels of management in a school setting, from head teacher to classroom or subject teacher.

The term performance is perceived differently by different scholars. For instance, Oxford English Dictionary defined performance as the accomplishment, execution, carrying out, looking out of anything ordered or undertaken. Mullins (2010) urges that performance refers to increasing profitability, improved service delivery or obtaining the best results in important areas of the organizational activities. According to Wikipedia, (2013) academic performance is the extent to which a student, teacher or institution has achieved their desired goal. This is evaluated at the end of the education cycle by the grades the learner

attains in a test or examination. According to the study, student academic performance is the grade a student attains at the end of the education cycle.

Therefore, a school as an organization is highly influenced by these two components, scores and grades of which they are attributed to the kind of management system in place. These two components are interrelated and have a set of interrelated activities such as equipping libraries and laboratories, having a motivated staff, adequate time for academic work, more financially capable parent, cream students, and other better resources, all have probably facilitated the teaching and syllabus coverage, and seem to have provided an opportunity for preparing the students better for national examinations. So the management functions may have an influence either positively or negatively on the academic performance of a student.

1.2.4 Contextual Background.

Kibuli Secondary School is one of the traditional schools(public school governed by the school district in this case Kampala Capital City Authority) widely known for having good results. This dates back to the mid- 1980s.This greatly attracted a number of students from across East Africa to join the school. In the mid- 1990s and the early 2000's,Kibuli Secondary School was competing favorably with the top notch giant traditional schools aided by the government, having had high percentage of candidates passing in Division One in the National Examinations. The aim of the school is to register 98% pass at O- level. The percentage rankings consider the number of candidates who pass in Division One compared to those who sat in each school.

Secondary School academics are continuously declining in the last five years basing on the UNEB examination reports over the five years (2011 to2015) as summarized in Figure 1.1 below:

Figure 1 Kibuli secondary school summary of U.C.E. results 2016 report.

GRADES	YEARS				
	2011	*2012*	*2013*	*2014*	*2015*
1st Grade	219	185	163	166	159
2nd Grade	35	82	101	101	105
3rd Grade	5	8	5	19	12
4th Grade	2	2	5	5	12
Div Y	0	0	0	0	3
Div X	0	0	0	0	1
TOTAL	261	277	274	291	292
1st Grade % to Total	**83.9**	**67.8**	**59.5**	**57.0**	**54.5**

Fig 1.1

Source**: kibuli secondary school summary of U.C.E. results 2016 report.**

In Fig 1.1 the results showed low performance in terms of number of the number of students' grades attained perhaps which could be attributed to the nature of management of the school administrators and teachers while executing in their administrative task. It appeared that the school administration failed to conduct their administrative mandate geared towards improvement in academic performance. According to Olaleye (2013) studies revealed that Head teachers significantly contributed to the academic performance

of students if attention was given to the teaching methods, classroom management, size of the school, patterns of discipline and characteristics of school climate.

1.3.   Statement of the Problem

Management Function of planning, organizing and controlling influence performance in organizations in terms of obtaining results as they are guiding principles for teams' in the completion of various goals of any organization, (Mullins L. , 2010).

At Kibuli secondary school, planning is done by top management that included: B.O.G, P.T.A and Head teacher's office. They come up with financial decisions on students 'and teachers welfare, staffing, funding academic programs, setting minimum standards for students' and admission of students. Regarding the organizing function, administration organizes the teaching and learning schedules, delegates tasks, avails sufficient teaching materials, organize co-curricular activities and testing of students. On the controlling function administrators monitor the teaching and learning process, facilitate the academic programs, establish academic performance standards, compare results of academic performance with performance standards and taking corrective measures where needed. All this is geared towards improving the performance of students, (BOG, 2015).

Despite these interventions, quality of grades of the learners in form four were not realized in the national examinations from 2011 to 2015, (BOG, 2015).The percentage grades attained continued to decline when one studied the academic reports of the school. In 2011, 83.9% passed in division one, 2012, 67.8% passed, 2013, 59.5% passed, 2014, 57% passed and 2015, 54.5% passed in division one, (BOG K. S., 2016). The reason for low grades attained could not be easily discerned without focused investigations. This implied that

there was need to generate strategies by the school administrators and teachers to rectify the appalling results of the students in secondary schools.

It was however not known whether the management functions performed by the administrators had an influence on the students' academic performance at Kibuli Secondary School.

The study therefore sought to fill the gap that existed in the education context especially on the influence of Management Functions on academic performance in secondary schools.

1.4   General Objective

The general objective of the study was to establish the influence of Management Functions on academic performance of students in secondary school in Makindye Division.

1.5   Specific Objective

The study focused on the following objectives.

(i)   To establish how the planning function influences the academic performance at Kibuli secondary school in Makindye Division.

(ii)   To investigate whether the organizing function influences the academic performance at Kibuli secondary school in Makindye Division.

(iii)   To determine the relationship between the controlling function and academic performance at Kibuli secondary school in Makindye Division.

1.6   Research Questions

The study sought to answer the following questions.

(i)   What is the influence of the planning function on academic performance at Kibuli Secondary School in Makindye division?

(ii)   What is the influence of the organizing function on the academic performance at Kibuli Secondary School in Makindye Division?

(iii)   What is the relationship between the controlling function and academic performance   at Kibuli Secondary School in Makindye Division?

1.7   Research Hypotheses

(i)   The planning function does not influence the academic performance.

(ii)   The organizing function does not influence the academic performance.

(iii)   There is no relationship between controlling management function and academic performance.

1.8   Conceptual Frame Work
Management functions (*I.V)*

Planning

-Goal setting
-Establishing of strategies to achieve the goals
-Developing plans to interpret and coordinate activities.

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Organizing   Academic Performance (*D.V*)

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Figure 2   Figure 1.2 Conceptual framework postulating a relationship between planning, organizing and controlling and academic performance of secondary school students**.**

Source: Adapted and modified from UNICEF 1997; www.Emeraldinsight.com

The Conceptual framework refers to the tool in research that enables the researcher to develop an understanding of the situation under study and to communicate it to the reader. A well – informed conceptual framework enables the researcher to show how the basic concepts and constructs interact with each other in the actual setting and experiences within which the research study is conducted. The researcher developed a conceptual framework that addressed the interaction and relationship between the management function and students' academic performance. The researcher conceptualized two key dimensions. The independent variable suggesting planning, organizing and controlling while the dependent variable included academic performance.

With respect to the construct planning, the study focused on goal setting, establishing of strategies to achieve the goals and developing plans to interpret and coordinate the activities. Once the planning function was well aligned, the students' academic performance could post quality grades.

The organizing function focused on how the tasks are determined, how tasks are assigned to responsibility centers and how human and non-human resources are allocated with the aim of influencing the academic performance of students.

The other construct in the conceptual framework is the controlling function conceptualized into monitoring the teaching and learning process, comparing the actual performance to the set standard and taking corrective actions in case of any deviation, all yielded to the improved academic performance of students

The dependent variable focused on students' academic performance with the emphasis being on UCE grades attained. Therefore, the dependent variable was positively related to the Management function of planning, organizing and controlling as seen in the conceptual frame work.

1.9   Justification of the Study

Several studies have been carried out worldwide on academic improvement strategies in Secondary schools. Examples of such studies include; factors affecting students 'academic performance, (Irfan & Khan, 2012), factors influencing students' academic performance, (Akessa & Dhufera, 2015), management and administration in education: what do school heads do? , (Wellington, 2013). However in all these studies emphasis is placed on the role of heads of school as managers in improving school performance. None is explaining the continued decline in academic performance at Kibuli Secondary School. The study was to

enable management to enhance ways of implementation of the curriculum to realize healthy out comes in terms of quality grades at UCE. Furthermore, the education administrators such as the DEO, Inspectors of schools and other education stakeholders would use the findings to improve the supervision of the teaching and learning process in Makindye Division. It was a requirement for partial fulfillment for the awards of Master's Degree in Management Studies of UMI.

1.10   Significance of the Study

The continued decline of the academic performance caused a lot of concern to the founding body and top management (B.O.G /PTA), parents, teachers and students.

The study was to provide an insight on the relationship between the management function and students' academic performance and also identify the gaps in these functions and addressing them would improve the academic performance of the students.

The findings of the study may also provide benchmark for responsible government agencies such as Ministry of Education and Sports, policy makers, political leaders, teachers and parents to introduce policies that enhance commitment of the teachers in secondary schools.

Besides, this study contributes to the body of knowledge by providing researchers and academicians with new knowledge to extend and develop more knowledge on the Management Functions.

1.11   Scope of the Study

The scope of the study was discussed in terms of content, geographical and time as explained below.

1.11.1 Content Scope

The content scope of the study focused on the Management Function and academic performance in secondary schools in Makindye Division. A case of Kibuli secondary school. During the study the researcher analyzed the Management Functions of planning, organizing and controlling on academic performance in secondary schools. The study population consisted 4top administrators, 16 heads of department and 80 subject teachers.

1.11.2 Geographical Scope

In terms of the geography, the study was carried out in Kampala district, Makindye Division particularly in Kibuli secondary school which is 2 Km from the city center on Kibuli hill. It's located on the lower slopes from the main Mosque an area familiar to the researcher.

1.11.3 Time Scope

The study focused on the period from 2011 to 2015 in establishing the trend of influence of the Management Function on the academic performance of secondary school students at Kibuli secondary school. This was because the academic performance of students had been declining as per the academic reports of the school, (Academic report to the Academic and Disciplinary Committee of the Board of Governors 2015).

1.12 Operational Definitions

Academic performance indicates to how well or badly a student does in his or her study. Academic performance of students is mostly assessed through tests and examinations during the implementation of the curriculum in the class at the end of each term, at the end of an academic year or the end of the educational program. In this study, the student's

academic performance was assessed basing on the final results a student acquires in form four national examination (UCE).The students' academic performance can be good if they not only remember what has been taught but also be able to apply it to solve the everyday challenge.

School management systems (SMS)   is a management system developed to ensure the quality of teaching and learning. The role of school-based management is to formulate education policy of the school in accordance with the vision and mission set by the school, planning and managing financial and human resources available at school, with the aim of improving the school. The ultimate aim of SMS is to improve the standards of teaching and students' learning out comes through the concerted efforts of the key stakeholders.

Management Functions are broken down into three managerial functions for the study purpose, namely planning, organizing, and controlling. These functions are performed at different levels of management in a school setting from the head teacher to a classroom or subject teacher.

CHAPTER TWO: LITERATURE REVIEW

2.1   Introduction

This chapter reviews the literature on management functions and their influence on academic performance. It entailed a critical review of documents such; Board of Governors

Minutes, unpublished papers, UNEB reports, scholarly and journal articles to analyze literature that could be used to determine and ascertain the management gaps left out that can answer critical questions raised by the study. The literature review captured a theoretical review, construct review and summary of the literature reviewed.

2.2   Theoretical Review

A theory is a set of concepts or constructs with interrelations that exist among those concepts, (Mugenda & Mugenda, 2003). It provides a basis for establishing the hypotheses to be tested in the study. The literature review was based on management of organizations. Organizations can never achieve their objectives without proper management. Management is the art of getting things done with other people. A number of theories have been put forward that characterize management and these are known as Classical Management Theories. The literature review was based on the Administrative Theory also known as the Management Function Theory which was developed Henri Fayol in 1916. This Theory mainly guides business management. He identified six functions of management and fourteen principles of management in his theory, (vincent, 2014). Fayol examined 14 principles of management that included;

 Division of work; Fayol believed that with specialization as a result of division of labour, productivity of workers increased efficiency as individuals and teams ensured that effort and attention were focused on special portion of the task, (Onkar, 2009) ; (vincent, 2014). Authority and Responsibility; He defined authority as a right to give orders and the power to exert obedience. According to Fayol, the accompanying power to management is responsibility and accountability of the various tasks assinged, (Shaik, 2008).

Subordination of individual Interest to General interest. The primary focus is on organization objectives not individual interest, (Onkar, 2009).

Remuneration; Salaries of workers should not be based on the workers' in –put, instead it should be focused on various constructs within the organizations and it should be both monetary and non-monetary, (vincent, 2014).

The degree of centralization; Fayol referred to centralization as focusing of decision-making at the strategic level of management and sharing authorities for decision making process at the operational levels of management which he called decentralization. An organization should strive for good balance, (Cole, 2004.).

Equity; All employees should be treated equally as possible. There should be a high degree of fairness within the organization for all workers. However it should be noted in mind that salaries and facilities cannot be assigned equally, (Shaik, 2008).

Initiative; In order to have continuous improvement of organizations, management should encourage workers initiatives.

Esprit De Corps; Management should encourage harmony and good relations among employees so as increases out put as the saying goes "united we stand", (Onkar, 2009).

Stability of Tenure of personnel; this principle is related to deployment and managing of personnel and should be in balance with service provided in the organization. Management should strive to minimize employee turn- over and have the right employees in the right place at the right time, (vincent, 2014).

Unity of direction; Successful organization should be focused. All employees have to get involved in the same activities which are linked to the organization's objective. The activities have to be carried out in groups or teams and have to be directed by the action

plan or action points which have been generated by the manager. This helps the activities have to be focused and well coordinated towards the organization objectives, (vincent, 2014).

Scalar Chain; This principle state that there should be organization structures from top levels of management to bottom levels of management. Employees need to have a clear chain of command without challenging the hierarchy, (vincent, 2014).

Unity of command; Workers receive orders from one person and they are answerable to that manager. If tasks and related responsibilities are given to employees by more than one manager, it may bring confusion which may lead to possible conflict and at the end of the day the desired outcome may not be achieved, (McNamara, 2011).

Order; According to this principle the employees of a organization must have the right resources inform of both human and non-human resources at their disposal so that they can function well in their organization. In addition the environment ought to be disaster free, (Onkar, 2009).

Discipline; It is considered vital in a successful organization. It is related to good conduct and respectful interaction among the workers and authority, (McNamara, 2011). Overall, the above principles are essential tools for forecasting, planning, organizing, decision-making, coordinating and controlling, (kalpesh, 2017) which are the functions of management. They improve management so as to affect performance.

Kalpesh (2017) indicated that planning involved identifying objectives and laying strategies achieve them. Vincent (2014) noted that creating a plan of action is the most difficult of the five tasks and requires the every body's participation of the entire organization from the strategic level of management to the operational level of

management and added that planning must be coordinated on different levels within the organization,.

McNamara (2011) studied the organizing function of management and concluded that it affected performance in a way that it involved developing organizational structure and allocating both human and non-human resources to ensure the attainment of objectives. It also involves the designing of individual jobs within the organization. Deciding duties and responsibilities of individual jobs as well as the manner in which the duties should be carried out. It also involves deciding how best to departmentalize to effectively coordinate effort within the organization, (vincent, 2014).

Olum (2004) urged that the Commanding function influenced the subordinates towards achieving the objectives of the organization. Mangers needed to motivate their subordinates towards the attainment of organizational objectives.

Abhijet (2016) urged that the Controlling function of management involved ensuring that performance standards did not deviate from the set standards. It consists of three steps, which include establishing performance standards, comparing actual performance against standards, and taking corrective actions when necessary in order to attain the organizational goals.

However, this theory portrays a false image that managers carefully and deliberately evaluate information before decisions are made. Secondly Fayol's theory over looked the need for joint committees comprising the liaison officers of the various management functions in order to achieve the set goals of the organization.

Managers still perform these essential functions, (Lugtu, 2014). There is however, a multiplicity of variables that impinge upon the overall performance and success of the

organization. The people resource and quality of management are central to the performance developments and effectiveness of the organization.

The three themes of planning, organizing and controlling among others when applied by managers in secondary schools lead to improvement of the students' academic performance in an attempt to attain the organizational goals which is the attainment of quality grades. The three dimensions were selected by the researcher in order to examine how they influence the academic performance in government aided secondary schools in Makindye Division. The dimensions were reviewed in literature and provided guiding principles in the study. The details of each construct are in the subsequent themes.

2.3   Construct Review.

2.3.1   Planning and Academic Performance.

Planning is one of the functions of management that the researcher set out to establish the extent to which it influenced the students' academic performance. Planning as a requirement for the achievement of goals forms the foundation of all other management tasks to be performed and is thus about creating and designing regulated activities with a view to solve future needs. It reflects on the objectives of the school, the resources required, as well as the activities involved in drawing up the most suitable plans to achieve these objectives, (Van Deventer, 2003), This function covers various levels of management, from strategic level, middle level to operational level in decision-making. Allowing all employees at these various levels of management to participate in making these decisions may generate additional ideas that offer valuable insights, (Mike & Ron, 2014). The concept and practice of planning have been embraced worldwide and across sectors because of its perceived contributions to organizational effectiveness. Today organizations

from both private and public sectors have taken the practices of planning seriously as a tool that can be utilized to fast track their performance, (Arasa & K'Obonyo, 2012). Results of their regression analysis showed that planning fit positively predicted organizational performance.

Many schools systems have pedagogical activities from which to choose from to improve the quality of education. Formal planning at the school level may assist schools in making decisions in this complex context, (Kenneth, 2011). Careful planning helps organizations to become more introspective and assist them in developing procedures for on-going implementation, evaluation and feed back about the priorities that were generated.

There is an assumption that high quality planning should enable organizations to achieve their goals. Planning compel leaders and the planning teams to set priorities, establish goals, lay strategies and obtain commitment from staff and other stakeholders, (Mullins L. , 2010).

(Beach & Lindah, 2004) argued that formal planning activities can help build an important knowledge base that school officials can use to help guide school improvement reforms, effort and adapt to new challenges in the ever changing environmental competition.On the contrary, (Namango & Bichanga, 2014) argued that many schools had introduced strategic planning in order to achieve their goals. However, they were either not followed as written or implemented at all. Often stakeholders lacked the necessary resources and commitment to implement and evaluate them.

Smith (2009) argued, most schools in England have long-term planning for the curriculum and textbook adoption but rarely focus on the needs of teachers and others who will implement those plans. From the above scholarly definition planning encompasses setting

goals, establishing strategies to achieve them and developing plans to interpret and coordinate the activities.

The assumption of planning is activities to be done are well coordinated. On the contrary planning may not guarantee success in organization objectives. Secondly not all organizations that plan outperform those do not as noted by, (Robbins & Coulter, 2002). The basic aim of planning is to reduce on the risks of uncertainties and to initiate organizations of implementation of the plans generated. At Kibuli Secondary School planning is done by the B.O.G, P.T.A and Top management team to create a roadmap for support, service and institutional development, (Committee. B, 2015). The plan is committed to ensure that all programs are exemplary, identify gaps and opportunities for shift in service delivery. It's against the planning dimension with indicators of goal setting which provides direction for the teachers and students for quality results since there is focus on what to achieve in the school which is academic excellence.

2.3.1.1 Goal Setting

Goals must be specific, measurable, attainable, relevant and time-bound (SMART) so that they help the institution to maximize success and achieve other life ambitions. In general SMART goals are effective because they are designed to be realistic, so you are more likely to follow through and be successful. In goal setting as one of the indicators of planning according to, (Robbins & Coulter, 2002), (Stoner, Freeman, & Gilbert, 2002), the desired out comes for individuals, groups or the entire organizations are generated. They provide the direction for all management decisions and form the criteria against which actual accomplishments can be measured. But whereas these goals are established, there must

first be thorough examination of the future as noted by Mullins (2010) against which the objectives and actions to be undertaken are to be selected.

The academic goal of Kibuli secondary school is to achieve and sustain superior academic excellence, (Committee. B, 2015).Therefore, once the goals are set, there must be strategies established to achieve the set goals.

2.3.1.2 Establishing of Strategies to Achieve the Goals

Strategies give top management and staff direction, support, capacity, resources and the flexibility to meet their goals. Once top management and staff operate without a strategy, the academic performance will be low and the school will not have an advantage of continuity needed for successful schools. Top management provides improvement plans and provides the necessary resources to the teachers which eventually lead to students' improved academic performance, (Odden & Kelly, 2008).

At Kibuli secondary school, in order to achieve and sustain superior academic excellence, strategies designed by B.O.G and Top management team include: recruitment of competent and committed staff, make regular staff appraisal and audit, improvement on student admission criteria, setting and maintaining standard pass marks, strict supervision and monitoring of the teaching and learning process and environment, setting clear rewards and punitive measures for both staff and students, investing in the teaching and learning process, equipping the library, laboratories, maintaining a strong relationship with successful alumni for proper career guidance and to act as good role models and students taking part in seminars, excursions, workshops and field trips to enrich their knowledge base and expose them to new modern trends and learning environments, (Committee. B,

2015). Once the strategies are established, plans to interpret and coordinate activities are put in place as elaborated in the next sub theme.

2.3.1.3 Developing plans to interpret and coordinate activities.

Developing plans improve on student's performance, (Robbins & Coulter, 2002). It's indicated that plans may either be long term or short term, strategic or operational, specific or directional. So in developing these plans, a SWOT (strength, weakness, opportunities and threats that the institution faces) analysis has to be done. SWOT enables the institution to identify both the internal and external influences which impact the performance of students. Its primary objective is to help the institution develop a full awareness of all the factors involved in decision. On the whole, from the literature reviewed, planning is often called the primary Management Function because it establishes the basis for all other functions that managers perform. Without planning, managers would not know what to organize lead or control.

However, the number of studies that were done about the effectiveness of planning on academic performance were limited to uncover the consistent relationship between the two variables perhaps due to either the methodological or research design issues. This study sought to fill the gap contextually in reference to Kibuli Secondary School in Makindye Division

At Kibuli Secondary School, the approach used in Planning is top down. It has three levels of management. At the strategic level, top administrators plan and give a blueprint of what has to be done. These plans include included: budgeting, setting timelines for academic programs, procurement of academic facilities and motivation of both the teachers and learners offering guidance and counseling that is responsible to the needs, interests that

promotes the well-being of students, promote active participation in and ownership of the schools' success and achievements by students and staff, support mechanisms, and staff appraisals are developed to ensure that all teachers are excellent educators who motivate and enable students to succeed in their learning. Therefore, plans developed help to interpret and coordinate activities. These plans transcend to the middle managers, the heads of departments who then swing the plans to the operational levels by coordinating these activities and the day today operators who are the teachers who implement what has been planned.

The dilemma is, much as all that is done there is minimal influence on the academic performance in terms of quality and quantity scores, so the sought to establish the gap between planning and academic performance in the school.

2.3.2 Organizing and Academic Performance

The literature reviews also focused on Organizing as a function of management on academic performance. Organizing refers the process of creating a structure that will enable all the members of staff to work together effectively towards achieving the desired outcomes, (Van. Deventer & Kruger, 2003). Organization structures are the formal frame works by which jobs tasks are divided, grouped and coordinated, (Robbins & Coulter, 2002). According to Fayol as cited by, (Mullins L. , 2010), it's through organizing, that there is need to ensure availability and coordination of materials and human resources of the organization so as to put plans into effect. One can conclude from these definitions that organizing is a process, by which the manager brings order out of chaos, removes the conflict between people and establish an environment suitable for teamwork. School administrators ought to endeavor to put in place a systematic coordination of the many

tasks of a school. During the process, they should be aware of the problems that may hamper teachers in carrying out these tasks, (Osterman P. , 2011).

One of the indicators of organizing is determining the tasks to be done.

2.3.2.1 Determining the Task to be done

Tasks to be done are divided up into departments for easy coordination and are assigned to different departments which are headed by heads of departments. These help to better monitor the smaller sections of the organizations and respond to challenges in those departments as argued by ibid (2011).

At Kibuli Secondary School tasks are categorized into two categories including; academic and co-curricular. The academic tasks involve: giving continuous assessment to candidates and non-candidates throughout the term, inviting external facilitators to build confidence in students, generation of question banks for each subject to help students do continuous revision, conducting remedial classes to increase teacher-student contact, encouraging rotational teaching, conduct internal seminars for both teachers and students, encourage student completion among themselves, set up small revision groups in all classes and empowering discussions chairpersons, carry out team teaching and discussions, motivate students through guidance and counseling, ensuring internet services are always on so that teachers and students carry out research.

2.3.2.2 Assigning Tasks and Responsibilities

Assigning tasks and responsibilities is another indicator of the organizing function of management as it has an influence on the students' performance. Kreitner (1986) as cited

by Kwizera (2011), noted that in an organization, there must be structural considerations which include a chain of command, the division of labor and assignment of authority and responsibility. He indicated that, once such structural considerations are undertaken, there is efficient use of human and non- resources which leads to the attainment of organizational goals, (Weihrich & Knoontz, 2005). It should be noted that employees must work together each with roles to play but all aimed at accomplishing the set goals and it is assumed that such roles are assigned to people who can do them best. They further expounded that creating an environment for human performance is essential towards affecting performance. People must be organized to work in groups to achieve the same goals with roles to play.

Nanyongo (2009) as cited by Kwizera (2011), noted that a leader's role is to create an environment that will enable his colleagues to meet their personal goals and those of the organization. This implies that once such a conducive environment is created, then good working relationships will be created at the work place and which are paramount in affecting performance as noted by Odong (2009) cited by Kwizera (2011). On the whole, assigning tasks and responsibilities enables people to perform the task they can do best leading to attainment of organizational goals.

At Kibuli Secondary School tasks and responsibilities are assigned according to individual ability in terms good leadership and availability to work. For instance, the academic heads of departments are people who provide strong academic leadership as they are required to manage and develop the departments to ensure it achieves the highest possible standards of excellence in all its activities such as leadership and management, carry out research, transfer knowledge, manage colleagues well and exercise financial discipline.

2.3.2.3 Allocation of human and non- human Resource.

Resources include personnel, finances, physical structure and information. According to Oxford Dictionary, resources indicate something that can be used to help achieve an aim especially a book or equipment. According to Fayol as cited by, (Mullins L. , 2010), stated that there is need to ensure availability and coordination of materials and human resource of the organization so as to put the plans into effect. To concur with the above top management together with the heads of department help to identify vacancies to be filled and make the recommendation to the Education Service Commission to fill up the gaps. But for employees to perform better, they must be facilitated with finances, work related equipment and infrastructures develop budgets, have minim qualifications and duties for specific jobs just to mention but a few.

However, in spite of all the attempts to fill up the posts and availing the necessary resources to enhance the academic performance, the performance was rated low in terms of the quality and quantity or grades attained at Kibuli Secondary School. The question, therefore, arose as to whether the organizing function had any influence on the academic performance of students which the study sought to answer.

2.3.3 Controlling and Academic Performance.

The controlling dimension of the Management Function was studied by finding out the relationship it had with academic performance. Controlling as a Management Function enables school administrators to ensure asses by means of asses and regulate the teaching and learning process in the school, Bernett and Woods, (2007). Controlling enables to verify that all activities are in line with the organizations' policies. According to Schermerhorn & Gardner (1990), defined controlling as a process of measuring

performance and taking action to ensure desired results. This process ensures that the right things happen in the right way at the right time. It ensures that the performance contribution of individuals or groups is consistent with the organizational plans and helps to compel the staff to (Sekaran, 2003) comply with organizational policies and procedures. These performance standards are often clear defined objectives. These performance standards are the action points which are evaluated in regards to the staff's performance while using the performance appraisal. Top managers usually hold various managers accountable for accomplishing goals and results through their specific job descriptions.

Executives keep track of their goals using periodic review sessions with the staff. However, the major tool they use is executive dashboard which is a visual representation that gives a quick impression of the company's performance in real time, (Dave, 2013). This can be related to a performance appraisal. Performance appraisal take an overall view of work content, load and volumes, to look back at what has been achieved during the reporting period and agree on objective for the next period usually has key indicators that demonstrate how effectively an organization is achieving their goals, (Kaplan & norton, 1992). This is usually conducted every six or twelve months. They often dictate whether the employee gets a raise.

Top managers can also use organization structure to control work flows and performance in their companies in such a way that various functions are given to various heads of department for easy execution of duties and feedback can be easily tracked. This helps to make the most efficient use of resources. Also top managers can adopt different styles of leadership. For instance, those who want closer supervision may respond best to a more

commanding style of leadership. Control systems are important as they measure how effectively decisions have been translated into results.

At Kibuli secondary school the controlling function is done by the school administrators who include the Head teacher and his deputies, the heads of departments and deans. Their roles include, encouraging the teachers to prepare their schemes of work, work plans, progressive student assessment, drawing, approving and controlling budgets, making accountability, signing the arrival book, taking roll call of staff attendance to school functions and having a monitoring book for both teachers and student's attendance in class managed by student leaders, evaluation of teachers in order to check whether they conform to the standards of the school. A monitoring system is in place that will indicate whether the activities are proceeding to plan.

From the literature review monitoring the teaching and learning process, comparing actual performance to the standard, and taking corrective actions are the indicators of controlling that could that had an influence on academic performance which is presented under the subsequent themes.

2.3.3.1 Monitoring the teaching and learning process.

Robbins and Coulter (2002), emphasized that the current performance should be monitored and measured in compliance with the established performance standards in a bid to improve on employee performance in this case the teachers which in turn improves the student's academic performance. Thus effective performance can be achieved once there is control so as to achieve the set goals or plans. Kwizera (2011), cited monitoring in Herzeberg's motivation – hygiene theory as one of the key to employees', dissatisfactions that lead to

poor performance thus implying that employees must be monitored to attain their performance. This means high levels of supervision for employee compliance.

At Kibuli secondary school monitoring of the teaching and learning process is handled by the Director of studies who is assisted by the Deputy Head teacher monitoring and evaluation. The following is monitored; the quality of planning and scheming by the teachers in preparation for teaching, the relevance of teaching to the real needs of the learners, the extent to which time is fully utilized, the quality and frequency of assessment conducted ,the effectiveness with which records of the learners progress and other attendance are kept, the level of collaboration and teamwork between teachers in planning, teaching and assessment as exemplified by departmental meetings and activities, the extent to which positive and encouraging learner-teacher relations are established and the active involvement and participation of learners in the learning process, annual work plans, departmental minutes which help to monitor the activities of the departments respectively, departmental performance analysis on a term basis to indicate the performance of students on a term basis and draw a way-forward where need arises, physical attendance of teachers in classrooms, time management in classrooms, lesson delivery, cross-cutting issues and propose remedial actions and recommendations ,discuss the findings, prepare and disseminate monitoring reports. It's therefore evident that all the above milestones can improve the performance of both the academic staff and students.

2.3.3.2 Comparing the Actual Performance to the Standard.

Comparing actual performance to the standard is a yardstick to both the teaching staff and the students' academic performance. These comparisons should but undertaken to ensure that everything being implemented is in accordance with the plans and established

principles as cited by, (Mullins L. , 2010). This implies that there must be standards of performance established against which the monitored actual performance is compared. In light of these, corrective actions on deviations from standards can be undertaken to improve the performance as seen in the next sub theme.

2.3.3.3 Taking corrective actions.

Corrective actions are undertaken as a result of the feedback from the monitoring of the teaching and learning process comparing the actual performance to the standards to bridge the gaps identified during the implementation period so as to achieve the organizational goals as noted by Mullins (2010) where he stated the five essential elements in an organizational control systems to include, planning what is desired, establishing standards of performance, monitoring actual performance, comparing actual achievements against the set standards, rectifying and taking corrective actions which are needed to attain the organizational objectives.

Looking at Kibuli secondary school, the controlling function completes the cycle of managerial activities. To put this function in practice top management has always generated supervision reports on the performance of individual departments (staff minutes), conducted departmental meetings to analyze the performance of individual subjects, warned respective non-performing departments, conducted academic planning meetings, done several tests and encouraged syllabi coverage in time. Nonetheless, the students' performance remains low in terms of quality and quantity of grades attained.

There were a number of studies related to academic performance of secondary schools such as Ali, Haider et al,2013, Ma Cerna,2015,Wenglinsky 2001, Mushtaq, 2012,Topor, 2010. These studies only looked at being knowledgeable about the elements of management of

school administrators to perform their roles such as systems, structures, leadership among others. However no empirical studies have mentioned the continued decline in academic performance at Kibuli secondary school. Mercer et al (2010) suggests studies in Education management need to go beyond the principals of management due to the varying globe shifts in education policies. It was necessary to give attention to the ways in which school administrators carry out their roles in the changing global environment.

2.4   Summary of Literature Review

From the above literature reviewed it was concluded that whereas the Management Function of planning, organizing and controlling were not the sole factors that enhance the academic performance in secondary schools, they were necessary conditions for the job to be well done. Therefore there remained a research gap on the influence of institutional Management Functions on the academic performance in secondary schools in which the researcher had an interest.

 The context of the study was in Uganda focusing on the establishment of the influence of Management Functions on academic performance in secondary school. It focused on the three Management Functions of planning, organizing and controlling in the context of academic performance in Makindye division, a case of Kibuli Secondary School.

CHAPTER THREE: METHODOLOGY

3.1   Introduction

This chapter describes the procedures the researcher followed to carry out the study, the research design, study population, sample size and selection, sampling techniques and procedures, data collection methods, data collection instruments, sources of data, validity and reliability, procedures of data collection, data analysis and measurement of variables and ethical considerations.

3.2   Research Design

A research design is a plan for conducting research. It suggests what ought to be done systematically in case of a planned research that has to be conducted, (Kothari, 2002). The study followed a cross-sectional design in order to obtain useful data in a relatively short

period of time, (Abbott, 2011). An explanatory sequential mixed method was adopted. The researcher considered the explanatory approach due to the desire to identify the reasons why a phenomenon occurred. The initial quantitative data was explained further with the qualitative data. It was considered sequential because initial quantitative phase was followed by the qualitative phase, (Creswell, 2014). The quantitative paradigm was adopted to identify relationships between variables through objective measurement and their deductive analysis, (Melanie, 2014). This was carried out through testing of hypotheses to establish the influence of the Management Function on the academic performance, (Creswell, 2014). Beyond the quantitative paradigm, the qualitative paradigm was used to obtain comprehensive information, interpreted the variables basing on the experiences and perspectives of respondent because their inductive approach generated a deeper insight of the phenomenon which led to generalization of occurrence. The qualitative paradigm complemented the quantitative paradigm for purposes of elaboration, enhancement, and clarification of findings. The core assumption of the explanatory sequential mixed method was that the combination of the two provided a complete understanding of the research problem than either approach alone, (Creswell, 2014).

3.3   Study Population

A total of 122 respondents were selected for the study. Responses from top administrators, heads of departments, and teachers were got because they were the most representative sample of the targeted population with characteristic which were important in the study, (Mugenda & Mugenda, 2003). The total population of the study was 122.

3.4   Sample Size and Selection

Sampling is a process of identifying an accessible population for a study from which generalization about the population is made, (Sekaran, 2003). The sample size was determined by use of the tables for basing on Krejcie and Morgan (1970).Refer to index. According to the table below, a population of respondents was 122 and the targeted number of respondent was 100 for the study. Table 3.1 shows the breakdown of respondents in the study determined by Krejcie and Morgan.

Table 1 :Table 3.1 Breakdown as per departments.

No table of figures entries found.	Population	Sample size by Krejcie and Morgan (1970; 607)
Top Administration	6	4
Departmental Heads	16	16
Teachers	100	80
Total	**122**	**100**

Source: Krejcie & Morgan 1970

This sample size was considered sufficient for the study, for providing adequate, valid and reliable data. Data were drawn from the top administration as they are expected to be conversant with and well informed about the school management functions as well as the extent to which they are working. Heads of departments and teachers were involved in the study as they were expected to provide information on the practices in place for ensuring that there was effective teaching and learning for improved students' academic performance in the school.

3.5 Sampling Techniques and Procedures

The researcher adopted probability and non- probability sampling techniques. With the probability sampling technique, simple random sampling was administered as each member of the accessible population had an equal opportunity of being picked at any

selected point. This was administered on heads of departments and teachers. It was assumed that all respondents had the same characteristics and therefore would generate adequate information desired. This technique limited the probability of choosing a biased sample, (Tuckman, 2009). Secondly purposive sampling which is a non-probability technique was administered on top administrators because of their typicality to the study with respect to the objectives of the study, as they were capable of providing specific required information for the study, (Mugenda & Mugenda, 2003)

3.6   Data Collection Method

The methods adopted by the researcher to collect data for research were; survey, interview and documentary review, (Odiya, 2009).

3.6.1   Survey Method

The study being a quantitative paradigm, adopted a survey method to collect data which involved the use of self administered questionnaires (SAQ). The method enabled the researcher to cover the respondents within a short space of time as they were free to give answers to sensitive questions quickly and at a reasonable cost, (De Leeuw, 2008). The SAQ method was also very suitable for the respondents because of their high proficiency in the language used in the SQA namely English.

3.6.2   Interview schedule

An interview schedule was used to interact between two or more people with a specific aim in relation to the study, (Odiya, 2009). It involved asking several questions that required verbal responses that ranged from general to specific information about both variables of the study. Face to face interactions were held with key respondents who were

the top administrators, to gather their perceptions of management functions on students' academic performance in secondary schools and to check for consistency which was not possible to get using a questionnaire, (Mugenda & Mugenda, 2003).

3.6.3 Documentary Review Method

The researcher reviewed the available and relevant documents and generated data required for the study. The documents reviewed included academic reports from UNEB from 2011 to 2015, staff minutes, BOG and PTA minutes and school budget in order to obtain first-hand information about the academic performance.

3.7 Data Collection Instruments

3.7.1 Self-Administered Questionnaires

Self-administered questionnaire (SAQ- Appendix B) which was structured was used to collect data. Respondents had to tick the proper response that described their situation. They were designed to measure the feelings and attitudes of teachers and heads of departments on the Management Function of planning, organizing and controlling with respect to students' academic performance.

They were used to collect data from heads of department and teachers. The questionnaire had four sections. Part A required the respondents to provide demographic information, Part B to D focused on the themes of planning, organizing and controlling and their influence on the students' academic performance while Part E focused on teachers' opinion about the students' academic performance.

3.7.2 Interview Guides.

An interview guide is a list of questions one asks respondents during an interview. The interview guide was structured. It had questions designed for the key respondents who were

the top administrators and they were open-ended in order to gain an understanding of the situation in its totality, (Sekaran, 2003); (Mugenda & Mugenda, 2003)).

3.7.3 Document review check list.

The researcher used document review checklist to collect secondary data. The following documents were involved, BOG and PTA minutes, school budgets, UNEB academic reports from 2011 to 2015, staff minutes, for the stated period because they had the true picture of the academic performance.

3.8 Sources of Data

Two sources of Data were used:

(i) **Primary Data** known as first hand data that are collected for the first time hence original in character were collected through survey research by using self-administered questionnaire and interviews from the study area. Primary data included information about the management functions such as planning, organizing and controlling and their influence on the academic performance.

(ii) **Secondary Data** was obtained by reviewing relevant theoretical and empirical related literature with focus on data gathered from published and unpublished sources.

3.9 Validity and Reliability

The researcher ensured the validity of instruments by making sure that themes of the main variables conformed to the study's conceptual framework (see Fig 2). The opinions of the respondents on the relevance of items in the instruments used to collect data were sought. That was a validation of the instruments, (Tavakol & Dennick, 2011). After the collection

of data, the reliabilities of the themes were retested using Cronbach Alpha method provided by SPSS. The results of reliability analysis are given in appropriate sections of chapter four through chapter five.

3.9.1 Validity

Validity of an instrument is the ability to collect justifiable and truthful data. To obtain validity of an instrument the content validity index (CVI) was used. The researcher identified seven people to rate the items for relevancy in the study. Each rater was well versed with measurement of the study attributes. The rater was asked to rate each question as relevant, quite relevant, quite irrelevant or irrelevant. The CVI of each item was eventually got as the number of raters rating the item as relevant divided by the total number of raters.CVI = n/N

$$n = relevant\ questions\ in\ line\ with\ the\ study.$$

$$N = Total\ number\ of\ questions\ in\ the\ questionnaire$$

CVI= 44/59 = 0.74

The CVI was found to be high, 0.74 implying that the instrument was good for the research purpose.

3.9 .2 Reliability

Reliability is the degree to which the research instrument generates consistent results. Test-retest reliability was done on the same data consistently under similar conditions meaning that the instrument was repeatedly administered to the same people after five days in a raw. The two set of responses were correlated looking for a very high correlation to establish retest reliability, (Odiya, 2009). The reliability of the instrument was ascertained using Cronbach's alpha coefficient. The reliability coefficient of 0.974 and 0.928 was obtained

respectively for the instrument conducted on 15 teachers in school. The calculated index reliability was judged good and reliable for the study.

3.10   Data Collection Procedure

The researcher obtained an introductory from UMI to Kibuli Secondary School to seek permission to carry out the study. The researcher proceeded to write letters requesting for interviews with top administrators and administering questionnaires to the heads of departments and teachers, and then proceeded to meet the Head teacher to grant permission to carry out the study in the school.

Having been granted permission, the researcher recruited and trained two research assistants for half a day about the contents and confidentiality of the questionnaire and respondents respectively in order to ensure a maximum response rate. The research assistants helped to carry out pre-testing of data collection instruments before the final data collection. They helped with the distribution and collection of the filled questionnaires from the sampled respondents.

3.11   Data Analysis

3.11.1 Quantitative Data Analysis

To get meaningful information about the research problem the quantitative data collected was processed by coding all the data questionnaires, entering them into the computer software using the Statistical Package for Social Sciences (SPSS), summarizing them using measures of central tendencies and editing them to remove errors. The data analysis was done at different levels, namely univariate and bivariate. The univariate data was analyzed using percentages, mean, standard deviation and descriptive statistics.

At bivariate level, using Pearson Product Moment correlation coefficient, relationships were made between the Management Function and academic performance.

Regression Analysis was used to establish the predictive relationship between the dependant and in dependant variables. The researcher used a predicting line through the data points in a scatter plot to predict one variable the "dependent", students 'academic performance given another the "independent " Management Function variable, (Mugenda & Mugenda, 2003).

Inferential statistics involving analysis of variance (ANOVA) was used to analyze quantitative data to compare the dependant variable on the independent groups of respondents involving the academic performance on the demographic characteristics of respondents.

3.11.2 Qualitative Data Analysis

The qualitative data was coded and grouped according to research items and emerging themes, (Feilzer M. , 2010). Qualitative analysis was carried out through thematic analysis. By thematic analysis, clusters of text with similar meaning were presented together, (Madill A. a., 2011) and analyzed in relation to the study. This was presented in a narrative manner and an interpretation of the meaning and lessons learnt were be made,(Amin,2005)

3.12   Measurement of Variables

Items measuring the various variables were scaled using the five -point Likert scale where 1= strongly disagreed, 2 = disagreed, 3 non-committal, 4 = agree and 5= strongly agree. The researcher used the above scale because it was more flexible and could be used to measure people's attributes. The findings obtained from both the qualitative and quantitative analysis are presented in chapter four.

3.13 Ethical Considerations

Throughout this research, an effort was made to respect the rights of the respondents. Materials borrowed from other sources such as journal articles were acknowledged at the respective sports in this book. Before data collection, the researcher acquired an introductory letter from UMI to approach the institution where the study was conducted. This letter was taken to the school authority seek permission to conduct the study. This catered for access and acceptance. The respondents were appropriately informed in a letter that was an introductory part of the questionnaire of the purpose of the study, why and how they were chosen. Secondly, the respondents were informed of their right to participate voluntarily, and their freedom to withdraw from participation in the study. This catered for voluntary participation. They were further assured of privacy and confidentiality of their responses as the questionnaires were anonymous. Instead of names, codes such as A1, A2 A3 were used so that no information could be traced to any respondent.

CHAPTER FOUR: PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS

4.1   Introduction.

The aim of the study was to investigate the influence of management function on students' academic performance in Makindye division. The presentation of the results was done based on the study objectives which were; to establish how planning function influences the students' academic performance; to investigate whether the organizing function influences the students' academic performance and to determine the relationship between the controlling function and the students' academic performance at Kibuli Secondary School in Makindye division.

However, the presentation is divided into three sub sections: the description of the demographic characteristics, the independent variable, and the dependent variable. The information in this chapter is presented in table form, frequencies, mean, and standard deviation. Further, in conducting the inferential statistics with more empirical findings, the results of the bivariate correlation and regression were also presented in tables and scatter graphs according to the objectives of the survey.

4.2   Response rate of the Respondents.

A response rate is the proportion of the sample that participated as intended in all the research procedure, (Fincham, 2008). The targeted population of the study was 122 respondents. However, 109 responses were received making 89.3% total which was very good, (Fincham, 2008).

109/122= 0.893.

4.3   Demographic characteristics.

Section A of the questionnaire sought for data on the respondents' background. The data collected included characteristics of respondents such as: gender, age, level of education, position held by the respondents and the number of years spent in the school was measured in terms of majority.

4.3.1   Gender of respondents.

Respondents were asked to indicate their gender. This was intended to ensure proportionate representation of both male and female respondents in the study.

Sex of respondents.

Table 2   Table 4.1 shows the description of respondents according to gender

		Frequency	Valid Percent	
Valid	Male	79	72.5	
	Female	30	27.5	T
	Total	**109**	**100.0**	

Table 4.1 indicates that majority of the respondents accounting for 72.5% were male while the female accounted for only 27.5%. This implied that more males were employed at the school as teachers as compared to the female teachers due to the fact that men were given more critical challenging developmental assignments as compared to the females who are inherently less committed due to other nature calls. This means that the male have a major role in the implementation of the Management Functions which influence the academic performance in school.

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4.3.2   Age of respondents.

Table 3 Table 4.2 shows the distribution of the age of the respondents.

		Frequency	Valid Percent
Valid	26 -35	30	27.5
	36 -45	37	33.9
	46 -55	42	38.5
	Total	**109**	**100.0**

From the Table 4.2, the majority of the respondents were in the age bracket of 46 years and above comprising 38.5% and the least were in the age bracket of 26 -35 years with a percentage of 27.5%. The implication in this study is that the younger respondents had high turnover, lower commitment due to the fact that they pursue "greener pastures", further their qualifications and have more opportunities than their counterparts. The older respondents tend to be more committed to their institution so availed more time for academic consultations. In general, the respondents were mature enough therefore could provide reliable responses to the questionnaire.

4.3.3 Academic qualification.

Respondents were asked to indicate their highest level of qualifications. This was significant in a sense that academic qualifications influenced on 'personal' skills or productivity as it is a prerequisite in hiring the teaching staff. Individuals with more education have greater in-depth and analytical knowledge as well. As the qualification of

an individual get better even their level of performance improves in terms of service delivery. This translates into the improvement of the students' performance. The responses are summarized in the Table 4.3 below.

Table 4 Table 4.3 shows the academic qualifications of the respondents

		Frequency	Valid Percent
Valid	university	73	67.0
	Post graduate	30	27.5
	Others	6	5.5
	Total	**109**	**100.0**

Table 4.3 reveals that 67.0% of the respondents in the study had bachelors' degree while 27.5% were holders of post graduate and only 5.5% had other qualifications. This suggested that they had the training to teach the learners in the secondary school.

4.3.4 Position held in school.

Respondents were asked to indicate their position held in the school. Position held in the school influenced the individuals' performance in terms of service delivery and commitment due to the benefits and perks enjoyed by their senior positions. The significance of this was to establish whether the leadership positions helped to coordinate the activities designed by top administrators in relation to the students' academic programs. The summary of the respondents is summarized in the Table 4.4 below.

Table 5 Table 4.4 shows the position of the respondents held in the school.

		Frequency	Valid Percent
Valid	Head of Department	16	14.7
	Teachers	93	85.3
	Total	**109**	**100.0**

Table 4.4 shows that 14.7% were heads of various departments while 85.3% were subject teachers. It should be noted that the heads of departments double as subject teachers. They helped in steering their respective departments.

4.3.5 Number of years spent in the school.

Respondents were asked to indicate the number of years they had spent in the school. This was in relation to the length an individual teacher had worked for the school. This represented the accumulation of specialized relevant knowledge in the execution of duty. This was significant in a sense that the more years spent in a station generates experience of trends of performance, and the contributions towards those trends hence be able to explain the trends of performance. The responses are summarized in a Table 4.5 below.

Table 6 Table 4.5 shows the respondents' number of years spent in the school.

		Frequency	Valid Percent
Valid	Below 2 years	12	11.0
	3 -5	30	27.5
	6 -8	30	27.5
	Over 9 years	37	33.9

Total	**109**	**100.0**

Table 4.5 reveals that 61.4% had stayed in the school for more than 6years so they had a teaching experience in the school of above 6 years implying that they had excellent knowledge and experience about the changing trends of performance hence is able to generate possible solutions to the challenges that affect academic excellence in the school.

4.4. Description of the dependent variable: Student performance.

The dependent variable in the study was students' academic performance with emphasis being on UCE grade attained. Using 13 items, respondents were asked to do self-rating on students' performance as per section E of the questionnaire. Items measuring the variable were scaled using the five point Likert scale ranging from strongly disagree(1), disagree(2), none committal(3), agree(4) and strongly agree(5). All responses were aggregated into one index student performance (sperf).The findings are presented in the Table 4.6.Table 4.6 illustrates pertinent descriptive statistics showing the frequencies, mean, and standard deviation of the respondents' responses.

Table 7 Table 4.6: Descriptive statistics on dependent variable (students' performance).

	Student Performance	SD%	D%	NC%	A%	SA%	Mean	Standard Deviation
1.	Students have a clear vision of quality performance and a long-term plan achieving it.	11.0	9.0	11.0	55.0	22.0	3.76	1.15
2.	Students and teachers create their own vision and create a school improvement plan.	5.5	5.5	0.0	27.5	61.5	4.34	1.11
3.	Students and teachers have developed a coherent vision for the future of their school.	0.0	16.5	0,0	67.0	16.5	3.83	0.70
4.	Students are provided with learning resources such as laboratory equipment , text books to improve their performance	0.0	27.5	11.0	39.4	22.0	3.56	1.11
5.	Students' attendance is checked by taking roll-call on a daily basis in class.	5.5	5.5	5.5	67.0	16.5	3.83	0.96
6.	All lessons are taught as per schedule on the time-table.	0.0	16.5	5.5	33.9	44.0	4.06	1.08
7.	Teachers complete the syllabi in time.	0.0	11.0	6.4	44.0	38.5	4.10	0.94
8.	Students are given ample time for personal revision.	0.0	11.9	16.5	55.0	16.5	3.76	0.87
9.	I make sure students have high hopes of doing well in UCE exams.	0.0	11.0	55.0	39.4	44.0	4.17	0.96
	Overall						**3.97**	**0.70**

Table 4.6 indicates that responses on the students' academic performance in relation to the influence of the management function. The high mean = 3.97 which is close to code 4 on the likert scale corresponding to agreed suggested that the teachers had greater control of classroom management hence the management function had an influence on the students' academic performance with a low standard deviation = 0.70. Concerning whether all students make notes during the lesson development, the larger percentage 61.5% of the respondents agreed with 5.5% disagreeing. This meant that during lesson development, teachers endeavored to monitor students making notes.

Respondents' views from the qualitative data showed an agreement with the respondent's responses. One administrator acknowledged;

> " *teachers spoon feed the students with all materials necessary for academic excellence but our students lack a culture of self-initiative, application of knowledge due to poor question interpretation hence poor performance in their final examinations at UCE.*"

4.4.1 Variation of students' performance with sex.

To find out whether students' performance varied with sex of the respondents an ANOVA Test was done. Table 4.7 shows pertinent results.

Table 8 Table 4.7: Descriptive statistics and ANOVA on how students' performance varied with sex.

Correlations		sex of respondent	sperf
sex of respondent	Pearson Correlation	1	-.573**
	Sig. (2-tailed)		.000
	N	109	109
sperf	Pearson Correlation	-.573**	1
	Sig. (2-tailed)	.000	
	N	109	109

**. Correlation is significant at the 0.01 level (2-tailed).

To test whether the students' performance varied with sex of teachers, P- value -0.573 whose level of significance (sig) = 0.000 is less than α = 0.01, the null hypothesis is rejected that sex of teachers does not influence the students' performance at a 1 percent level of significance.

4.4.2   Variation of students' performance with age of respondents.

The interest here was on whether students' performance varied with age of respondents

Table 9 Table 4.8 shows the descriptive statistics and ANOVA on how students' performance varied with age of respondents'.

		age of respondent	sperf
age of respondent	Pearson Correlation	1	-.320**
	Sig. (2-tailed)		.001
	N	109	109
sperf	Pearson Correlation	-.320**	1
	Sig. (2-tailed)	.001	
	N	109	109

To test whether the teachers age was significant to the students' age the P-value -0.320 was considered whose significance (sig) = 0.001 is less than α = 0.01 hence the research hypothesis is accepted that the age group has influence on teachers' performance which translates into the students' performance at the one percent level of significance.

4.4.3   Variation of students 'performance with the level of education of respondents.

The study was interested in whether student' performance varied with the respondents' level of education. Table 4.9 shows descriptive statistics and ANOVA results on how students' performance varied with the level of education of respondents.

Table 10 Table 4.9: Descriptive statistics and ANOVA on how students' performance varied with teachers' level of education.

Correlations			
		level of education of respondents	sperf
level of education of respondents	Pearson Correlation	1	-.176
	Sig. (2-tailed)		.066
	N	109	109
sperf	Pearson Correlation	-.176	1
	Sig. (2-tailed)	.066	
	N	109	109

Considering the P – value -0.0176 whose level of significance (sig) 0.066 is greater than α=0.05. The null hypothesis is accepted that the level of education doesn't significantly influence teachers' performance which yields into students' performance at the five percent level of significance.

4.4.4 Variation of students' performance and the number of years in this school.

To establish whether there was variation in students' performance depending on the number of years the respondent spent at Kibuli secondary school, ANOVA was carried out and the results are shown in Table 4.10 below.

Table 11 Table 4.10 Descriptive statistics and ANOVA results on academic performance varied with the number of years spent in this school.

		number of years in this school	sperf
number of years in this school	Pearson Correlation	1	-.024
	Sig. (2-tailed)		.801
	N	109	109
sperf	Pearson Correlation	-.024	1
	Sig. (2-tailed)	.801	
	N	109	109

The results in Table 4.10 suggest that   P-value = -0.024 was considered to be low whose level of significance (sig) is 0.801, greater than α = 0.05. This meant that the variation of students' performance on the number of years the respondents' spent in school did not influence the students' performance is accepted at a 5% level of significance.

4.4.5 Variation of students' performance and the position held by the teacher in this School.

To find out whether there was difference in students' performance depending on the position held by the teacher in the school, ANOVA was carried out and the results are given in Table 4.11

Table 12 Table 4.11 Descriptive statistics and ANOVA results on students' performance varied with position held by the teachers in the school.

Correlations		position held	sperf
position held	Pearson Correlation	1	.121
	Sig. (2-tailed)		.209
	N	109	109
sperf	Pearson Correlation	.121	1
	Sig. (2-tailed)	.209	
	N	109	109

The results in table 4.11 reveal that the P-value 0.121 whose level of sig = 0.209 was greater than $\alpha = 0.05$, the null hypothesis was accepted that the position held in this school did not influence the teacher's performance which affect the students' performance at the five percent level of significance. This meant that the variation in students' academic performance was not influenced by the positions of the teachers held in that school.

4.5   Empirical findings.

The study was set out to investigate the influence of Management Function on academic performance in secondary schools in Makindye Division. Three research hypotheses were derived and these included: Planning function did not influence the academic performance at Kibuli Secondary School, Organizing function did not influence the academic

performance at Kibuli Secondary School and there was no relationship between the controlling function and academic performance at Kibuli Secondary School.

To test these hypotheses, the researcher, therefore, presented empirical evidence using the descriptive analysis and percentage distribution, bi-variant correlation on the objectives. These mentioned above gave the evidence and nature of relationships between the variables at the extent to which each item contributed to the other. The survey questionnaire is shown in the Table below. Items were measured using a Likert scale of 5 items ranging from strongly disagree (1), disagree (2), non-committal (3), agree (4) and strongly agree (5).

4.5.1.   Objective one: To establish how the planning function influences the academic performance at Kibuli Secondary School in Makindye Division.

This objective was set to find out whether the planning function does not influence the students' academic performance. Planning was measured using according to three indicators namely: Goal setting, establishing strategies to achieve the goals and developing plans to interpret and coordinate activities. Using 12 items, respondents were asked to do a self- rating on the planning function in Kibuli Secondary School. A likert scale rating was used ranging from 1 (strongly disagree), 2 (disagree), 3(non-committal),4(agree) and 5(strongly agree), and all responses were aggregated into one index planning function (PF). The findings are presented in the Table 4.12 below.

Table 13 Table 4.12: Percentages, means and standard deviation on planning function (pf).

	Planning Function	SD%	D%	NC%	A%	SA%	Mean	Standard Deviation
1.	Teachers participate in making goals for the school with Top Administrators.	11.0	33.0	16.5	39.4	0.0	2.84	1.07
2.	School goals are communicated clearly to all teaching staff and students.	5.5	5.5	0.0	45.0	44.5	4.17	1.07
3.	Teachers set achievable and realistic academic performance goals for their subjects.	0.0	11.0	5.5	67.0	16.5	3.89	0.81
4.	Realization of goals improves the academic performance of students.	0.0	0.0	5.5	39.4	55.0	4.50	0.60
5.	Departmental work plans and budgets are jointly developed with departmental members.	5.5	22.9	11.0	38.5	22.0	3.49	1.22
6.	Students are encouraged to set academic performance goals at the beginning of each term.	5.5	11.9	5.5	60.5	16.5	3.70	1.06
7.	Teachers compare the goals set by students at the beginning of the term and their end of term performance to identify causes of failure to attain targets.	11.0	22.0	22.0	33.0	11.9	3.13	1.21
8.	Teachers remind students of their core business in school and encourage them to remain focused.	5.5	6.4	5.5	49.5	33.0	4.00	1.07
9.	Regular departmental planning meetings are conducted.	0.0	11.9	5.5	66.1	16.5	3.90	0.82
	Overall						**3.85**	**0.41**

The results in Table 4.12 on whether the planning function had influence on the academic performance. The respondents rated the planning function highest on an item," academic programs

are time –tabled "with mean = 4.70 and rated lowest with the item" teachers participate in making goals for the school with top administrators whose mean = 2.84.

The summary of the statistics in terms of high mean = 3.85 close to code 4 which corresponded to agree meant that the respondents agreed that planning function had an influence on the academic performance, whose standard deviation = 0.41 suggests a low dispersion. Moreover, high mean indicates that the respondents agreed that planning was done at all levels of management in school. Respondents views from the qualitative data also were in agreement that planning all academic programs of the school had a pivot role on the nature of grades attained. When the researcher asked the respondent about the strategies employed by top administration to ensure that the teachers and students were aware of the schools' academic goals and were working towards their achievement their response was centered on planning the various activities that influenced the performance of both the teachers and students, one administrator said,

> *"Planning and students' performance is very crucial if you are to improve the academic performance. It's through planning at top management level and Heads of department level both academic and non academic strategies are laid out which need to be implemented."*

In this regard the researchers' findings did not differ from the interviewees' response that there was a positive correlation between planning and academic performance. In the interviews with all school administrators they concurred that without adequate planning for all school programs, the school could not achieve the intended objectives. Secondly appraisals conducted at the end of the day they had to be based on the plans that were designed to find out the levels of compliance.

For the purpose of getting an over view of how the respondents rated themselves on how the planning functions influenced the academic performance, two indices were graphically correlated.

Figure 3 Figure 4.1 presents the line of curve fit (scatter diagram) confirming the planning dimensions self

rating.
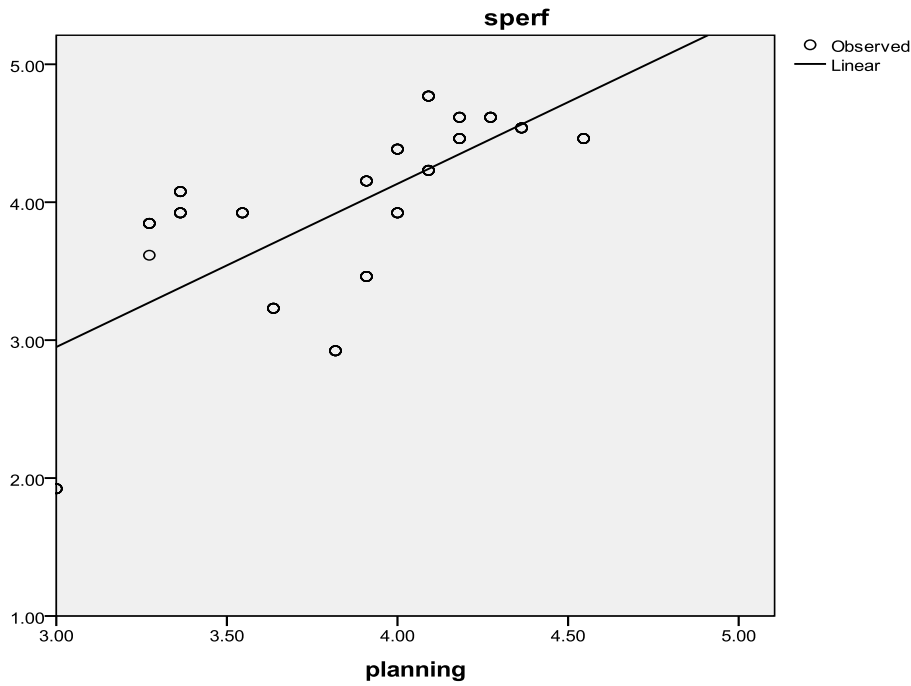
The scatter graph suggests that there is a positive linear correlation between planning function for the students' academic performance. To confirm this, the two indices (sperf and planning) were correlated using Pearson product moment correlation index yielding the results in Table 4.13

Table 14 Table 4.13: Pearson product moment Correlation between Students' performance and planning function.

Correlations		planning	sperf
planning	Pearson Correlation	1	.701[**]
	Sig. (2-tailed)		.000
	N	109	109
sperf	Pearson Correlation	.701[**]	1
	Sig. (2-tailed)	.000	
	N	109	109

**. Correlation is significant at the 0.01 level (2-tailed).

The results in Table 4.13 shows the Pearson Correlation Coefficient for students' academic performance and the planning function yielded $r = 0.701$ whose sig. = 0.000 which is less than $\alpha = 0.01$. Hence the researcher's hypothesis was accepted that there was a significant relationship between planning function and students' academic performance at a 1% level of significance. Therefore the researcher concluded that there is a strong correlation between planning and students' academic performance at Kibuli Secondary School.

4.5.2 Objective two: To investigate whether the organizing function influences the academic performance at Kibuli Secondary School.

This objective was set to find out whether organizing function had an influence on academic performance. Organizing function was conceptualized to have three indicators namely; determining the tasks to be done, assigning the tasks and responsibilities and allocating human and non – human resources. Respondents were asked to do self- rating on the organizing function using a likert scale ranging from 1 (strongly disagree), 2 (disagree), 3 (non-committal), 4(agree)and 5 (strongly agree). All these responses were aggregated into one index organizing function. The findings are presented in the Table 4.14 below.

Table 15 Table 4.14 Percentages, mean and standard deviation on Organizing function

	Organizing Function	SA%	D%	NC%	A%	SA%	Mean	Standard Deviation
1.	Annual syllabi coverage is designed on annual basis.	0.0	11.0	5.5	22.9	60.6	4.33	1.00
2.	Weekly targets (subject discussions, tests and exercises) are made and implemented.	0.0	28.4	5.5	60.6	5.5	3.43	0.97
3.	Teachers keep updated professional documents (schemes of work, lesson plans and record of work).	0.0	0.0	0.0	72.5	27.5	4.28	0.45
4.	Top administrators visit teachers in classes to supervise the teaching and learning process.	11.0	17.4	27.5	22.0	22.0	3.27	1.29
5.	Teachers prepare schemes of work and lesson plans that enhance the lesson delivery.	5.5	5.5	5.5	45.0	38.5	4.05	1.79
6.	Teachers are provided with all the teaching and learning resources needed for improved academic performance.	5.5	6.4	5.5	33.0	49.5	4.15	1.14
7.	Teachers are supervised to ensure they complete the syllabi in time.	0.0	5.5	11.0	45.0	38.5	4.17	0.83
8.	Regular staff meetings are conducted to discuss academic progress of students.	0.0	11.0	0.0	28.4	60.6	4.39	0.95

9.	Staff appraisal meetings are held periodically to discuss strengths, weakness and opportunities for academic improvement.	5.5	6.4	11.0	55.0	22.0	3.82	1.03
	Overall						*4.04*	**0.45**

The results in Table 4.14 on whether the organizing function influenced the academic performance. Respondents rated the organizing function of management with a high mean = 4.04 which corresponded to code 4 on the likert scale implying that they agreed that the organizing function influenced the students' academic performance. The low standard deviation = 0.45 suggesting least dispersion. The highest respondents ratings was on the item," regular staff meetings are conducted to discuss academic progress of students" with mean = 4.39 and standard deviation = 0.95. This suggests that the respondents agreed that the organizing function of management had an influence on the academic performance. The findings from the qualitative data showed there was an influence of the organizing function on the students' academic performance. In the interview conducted, one respondent said,"

> *"Without organizing the academic programs, they cannot be implemented for*
>
> *follow up so they will stay on paper or the minds of the executors."*

In this regard the researchers' findings did not differ from the interviewees' response that there was a relationship between organizing function and students' academic performance. For purposes of getting an overall picture of the influence of the organizing function on the academic performance, the two indices (sperf and organizing function) were graphically correlated using a scatter graph as in figure 4.2 below.

Figure 4 Figure 4.2: Scatter graph showing correlation between the organizing function and students' academic performance.

sperf
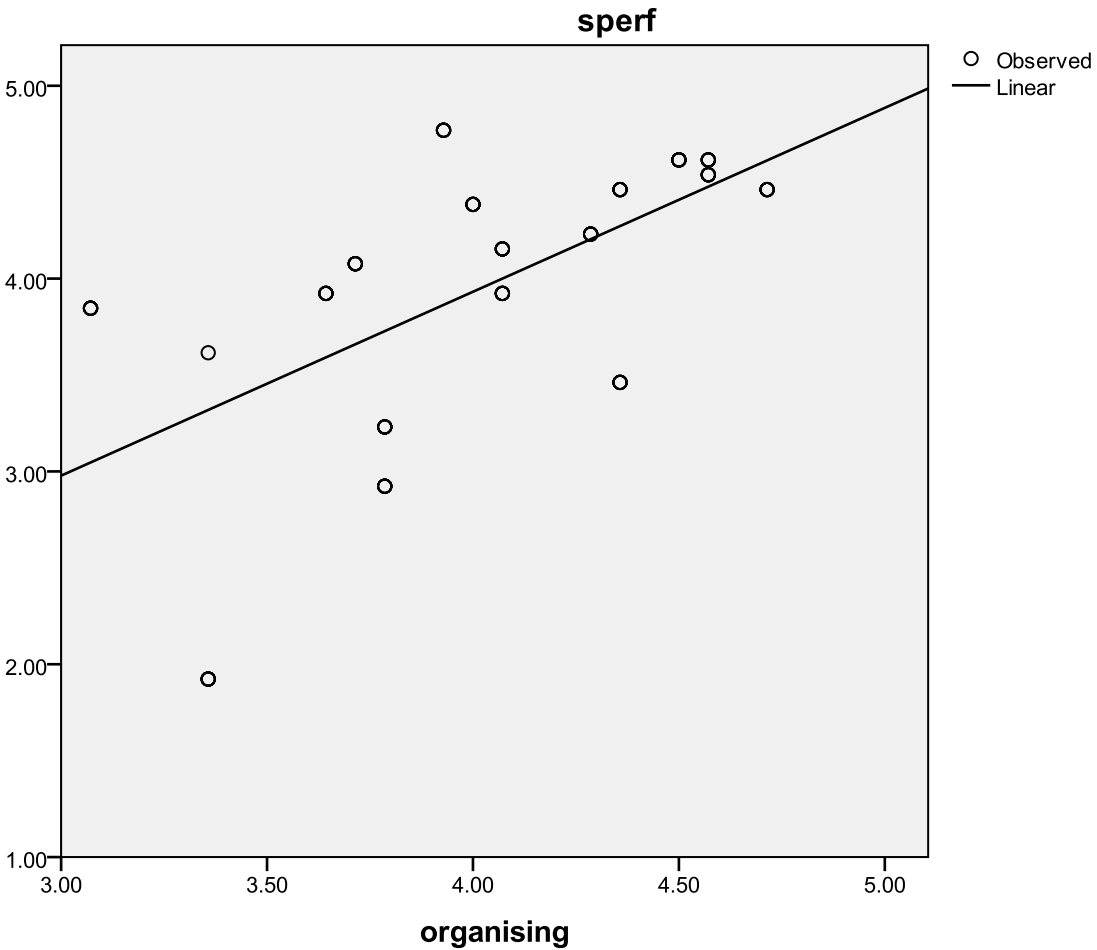
 The scatter graph in figure 4.2 suggested that there was a positive linear correlation between the organizing function and the academic performance.

To test the relationship between the two indices (organizing function and the students' academic performance), Pearson product moment correlation was done.

4.5.2.1 Correlation analysis on the organizing function and the academic performance at Kibuli Secondary School in Makindye Division:

From the second objective to investigate whether the organizing function influences the academic performance at Kibuli secondary school, It was later changed into a research

hypothesis which stated that, the organizing function does not influence the students' academic performance at Kibuli secondary school in Makindye Division. This hypothesis was turned into a null hypothesis for testing which also stated that, there was no relationship between organizing function and academic performance at Kibuli Secondary School.

To test the hypothesis, Pearson's Product Correlation Coefficient was used to establish the relationship between the two indexes, students' performance and organizing function (sperf& of) as indicated in the Table 4.15 below.

Table 16 Table 4.15: Correlation coefficient between organizing function and academic performance.

Correlations			
		organising	sperf
organising	Pearson Correlation	1	.595**
	Sig. (2-tailed)		.000
	N	103	103
Sperf	Pearson Correlation	.595**	1
	Sig. (2-tailed)	.000	
	N	103	109
**. Correlation is significant at the 0.01 level (2-tailed).			

The results in Table 4.15 shows that the Pearson's Product Moment Correlation Coefficient for the academic performance and the organizing function yielded r = 0.595 at a p- value of 0.000 which is less than α = 0.01. Hence the research hypothesis was accepted and the null hypothesis was rejected that there was no relationship between organizing function and students' academic performance at Kibuli Secondary School. Therefore, the researcher concluded that there was a relationship in a linear sense of 0.595 which is less than +1 based on Pearson's Product Moment Correlation Coefficient.

4.5.3   Objective three: To determine the relationship between controlling function and academic performance at Kibuli Secondary School in Makindye Division.

To find out whether there was a relationship between the controlling function and students' academic performance at Kibuli Secondary School in Makindye Division. With respect to the construct controlling, three indicators were identified; monitoring the teaching and learning process, comparing the actual standards and taking corrective actions. Using sixteen questions, respondents were asked to do self – rating on the controlling function and students' academic performance. The likert scale ranging from 1(strongly disagree), 2(agree), 3(non-committal), 4(agree) and 5(strongly agree). All these were aggregated into one index controlling function (cf). The findings are presented in the Table 4.16 below.

Table 17 Table 4.16: Percentages, Means and standard deviation on controlling function

	Controlling Function	SD %	D%	NC%	A%	SA%	Mean	Standard Deviation
1.	Administrators closely monitor teachers' attendance in class,	0.0	0.0	5.5	50.0	44.0	4.39	0.59
2.	Administrators closely monitor learners' attendance in class.	0.0	17.4	22.0	22.0	38.5	3.82	1.13

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3.	Teachers always follow the schemes of work and lesson plans prepared during the teaching.	0.0	5.5	16.5	56.0	22.0	3.95	0.78
4.	Teachers usually give exercises at the end of their lessons.	5.5	16.5	33.9	33.0	16.5	3.44	1.07
5.	Teachers usually check on students 'note books weekly	0.0	11.0	22.9	38.5	27.5	3.82	0.96
6.	Teachers take registration of students attendance daily	0.0	30.9	13.4	49.5	6.2	3.31	0.98
7.	Regular continues assessment tests are done to monitor students' progress and students get feedback on their performance in time	0.0	28.4	38.5	22.0	11.0	3.16	0.96
8.	Teachers keep cumulative records of students' performance for future reference.	0.0	5.5	11.0	56.0	27.5	4.06	0.78
9.	Performance reports are always put in place at the end of every assessment period and are discussed.	0.0	5.5	5.5	50.5	38.5	4.22	0.79
	Overall						**3.94**	**0.46**

The results in Table 4.16 on whether the controlling function had a relationship with the students' academic performance,   the mean being high close to code 4 on the likert scale indicating   that   overall the respondents agreed that the controlling function had a relationship with the students' academic performance. The low standard deviation suggested least dispersion that the respondents agreed. The respondents rated   "the recommended actions are usually implemented" with a highest percentage of   (61.5%), followed by " that teachers always follow the schemes of work and lesson plans prepared during the teaching" with a   percentage of   (56%), students get feedback on their performance in time and performance reports are always discussed to assess the level of student's performance in specific subjects," with mean = 4.44 and standard deviation 0.60 which was low.

To establish whether the items in 4.16 were valid and thus measured the relationship between the controlling function and students' academic performance, the items were plotted on a scatter graph given in figure 4.3 below.

Figure 5 Figure 4.3: Scatter graph showing correlation between controlling function of management and students' academic performance.
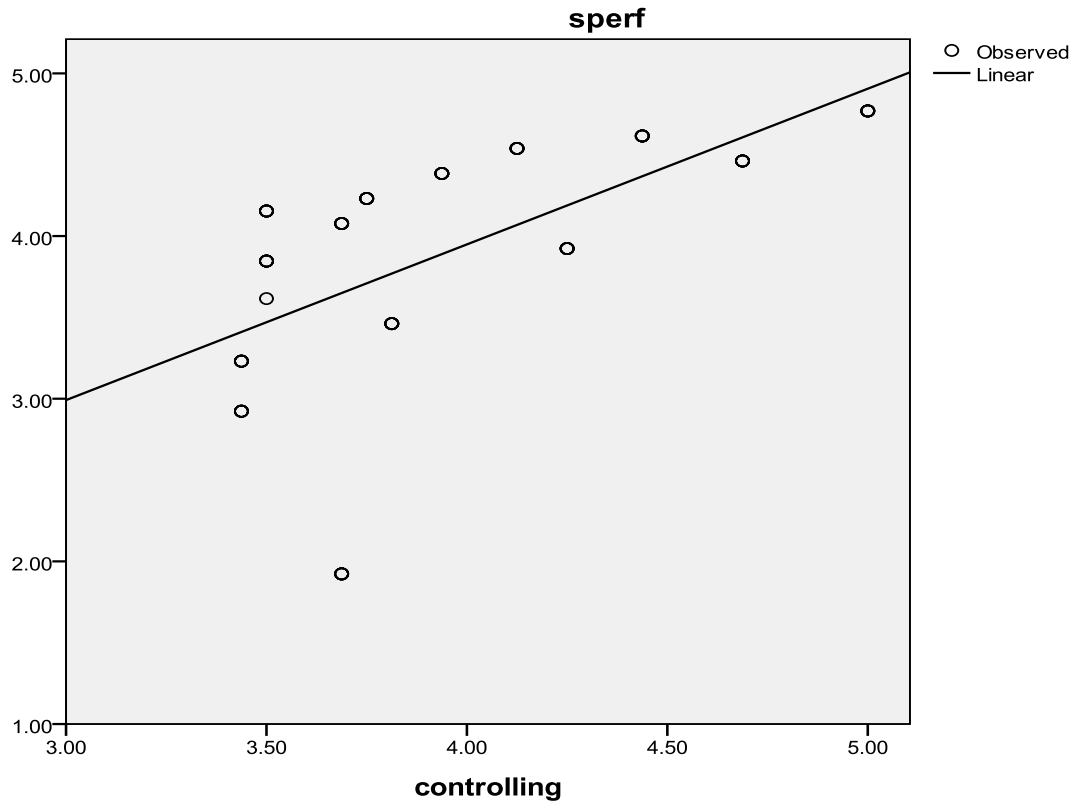
The scatter graph suggested a positive linear correlation between controlling function and students' academic performance. To confirm this relationship, Pearson product moment correlation was done.

4.5.3.1: Correlation analysis to determine the relationship between controlling function and academic performance at Kibuli Secondary School in Makindye Division:

From the third objective , to determine the relationship between the controlling function and academic performance at Kibuli Secondary School in Makindye division, the researchers' hypothesis was derived which stated that there was no relationship between the controlling function and academic performance at Kibuli secondary school. The hypothesis was turned into a null hypothesis for testing which also stated that, there was a relationship between controlling function and academic performance. To test this hypothesis Pearson Product Moment Correlation Coefficient was used to establish the relationship between the two indexes, students' performance and organizing function (sperf and of) as indicated in the Table 4.17 below.

Table 18 Table 4.17: Correlation Coefficient between controlling function and academic performance.

Correlations		controlling	sperf
controlling	Pearson Correlation	1	.604[**]
	Sig. (2-tailed)		.000
	N	85	85
sperf	Pearson Correlation	.604[**]	1
	Sig. (2-tailed)	.000	
	N	85	109

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.17 shows the Pearson Correlation Coefficient for students' academic performance and controlling function yielded r = 0.604 whose sig. = 0.00 which is less than α = 0.01. Hence the researchers' hypothesis was rejected and the null hypothesis was accepted that there was a relationship between controlling function and academic performance in Kibuli Secondary School. Therefore the researcher concluded that there is a positive relationship between controlling function and academic performance at Kibuli Secondary School.
 Results from the interviews indicated the positive response as one administrator said,

" as top administrators they set targets which are SMART, these are implemented by the heads of department and teachers. These targets are control mechanisms so the implementers have to work hard to achieve them".

Another administrator said,

" in order to have good control of the academic programs as administrators need to coordinate the supervision on ground by making proper schedules and putting in place tools for supervision which are focused on particular areas".

In this regard the researchers' findings from the quantitative survey did not differ from the interviewee's observations, that there was a moderate correlation between controlling function and academic performance at Kibuli Secondary School.

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4.6 Regression of management functions on academic performance.

In order to establish whether management functions were responsible for changes in students' performance, the researcher regressed the Management Functions on academic performance and the results were as follows in Table 4.18.

Table 19 Table 4.18 : Regression of management function on academic performance.

Management functions	Standardized Coefficient	Significance
	β	P
Planning	5.846	0.000

Organizing	-2.583	0.012
Controlling	3.286	0.002

Adjust $R^2 = 0.595$

F = 42.186 , P = 0.000

The results in table 4.18 shows that three Management Functions explained 59.5% of the variations in students' academic performance (adjusted $R^2 = 0.595$), this meant that 40.5% of the variation was accounted for extraneous variables other factors were not considered in this study. The regression model was very good / significant ($F = 42.186, P = 0.000 \leq 0.5$).

All the three Management Functions were positive predictors of academic performance as indicated by the following values: planning (β = 5.846, P = 0.000), Organizing($\beta = -2.583, P = 0.012$) and controlling($\beta = 3.286, P = 0.002$). All these proved to be statistically positive significant factors implying that the Management Functions had an influence on the academic performance.

CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSSIONS AND RECOMMENDATIONS.

5.1   Introduction.

In this chapter, the summary, discussion, conclusion and recommendation of the study were presented according to the findings and were appropriate to the existing literature, were included in the discussion, contributions and implications for future research which were also integrated in this section.

5.2   Summary.

From the study findings, it was revealed that there was an influence of the management function on the academic performance. This was confirmed from the data collected using the survey method and face to face interviews with top administration heads of department and teachers. The descriptive, correlation and ANOVA of these data reported more empirical evidence. The major findings of the survey were summarized according to the objectives below.

5.2.1   Objective one: The researcher found out that planning had a significant relationship on the academic performance at Kibuli Secondary School. The indicators consisted goal setting, establishing strategies to achieve the goals and developing plans to interpret and coordinate the activities, which do affected the academic performance.

5.2.2   Objective two: The researcher found out that there was a significant relationship between organizing function and the academic performance at Kibuli Secondary School. The indicators consisted determining tasks to be done, assigning the tasks and responsibilities and allocating of human and non-human resources which affected the academic performance.

5.2.3 Objective three: On the third objective, the researcher found out that there was a significant relationship between the controlling function and the academic performance. Its indicators being; monitoring the teaching and learning process, comparing the actual performance to the standards and taking corrective actions which affected the academic performance.

5.3   Discussion.

5.3.1   Objective one: Planning function influences the academic performance at Kibuli Secondary School in Makindye Division. The indicators including goal setting, establishing strategies to achieve the goals, and developing plans to interpret and coordinate the activities had a positive significant relationship between planning and students' academic performance. To emphasize the findings, (Karisa, 2013) contended that planning the competency skills influenced students' academic performance as it focused on the learners' achievements, setting clear goals, plan the years' programmers' for the respective departments. Also teachers were able to implement effectively the planned activities for the school. However, (Yakubu, 2017), (Jaiyeoba & Atanda, 2011) fronted their argument   that planning for spaces for convenience affected academic performance of students in Nigeria. They played a vital role in the teaching and learning process. Places of convenience consisted toilets, cafeteria, kitchen, dormitories, (Odufowokan, 2011) water facilities and corridors. Their availability and accessibility by students could result in better performance vice versa. In general planning had a significant relationship with the students' academic performance.

5.3.2 Objective two: Organizing function influences the academic performance at Kibuli Secondary School in Makindye Division. In this study, it should be noted that the construct organizing focused on determining the tasks to be done, assigning the tasks and responsibilities and allocating human and non-human resources to enhance the academic performance. The findings revealed that there was a significant relationship between the organizing function and the academic performance at Kibuli Secondary School. These results were consistent with Karis (2013), findings that organizing competencies by the school management greatly helped in dividing work activities into meaningful departments or groups for maximum productivity. In respect to allocation of human and non-human resources to enhance students' academic performance, Comfort & Adesua (2016), argued that, allocation of non-human resources for example physical facilities in the school setting go a long way to motivate students to learn. These facilities ranged from school buildings, classrooms, libraries, laboratories, toilet facilities, learning materials and other infrastructures.

Recent studies have stressed the importance of availing physical infrastructures. The studies emphasized that the availability of these resources greatly contributed to achieving effectiveness in instructional delivery and supervision in the school system. These facilities should be effectively utilized. However, these physical structures alone do not enhance learning rather it is the adequate utilization of these facilities that can only motivate students to learn and enhance their academic performance. On the other hand, (Miguel A & Pavliushchenko, 2015), stressed among other aspects of the organizing functions were the study habits of learners which had a major influence on their academic performance. These habits such as giving opinions based on literature reviewed and class content, asking

questions in class, requesting for feedback regarding assignments, take notes in class while studying, look for teachers after class   to consult them, sit at the front of the class and attend all lessons, study in silence and alone at regular times, prepare adequately for exams and carry out discussions influenced the students' academic performance. However this was true for high performing students who had self-drive but these were few characters in the setting of Kibuli secondary school. Teachers have to drive the students. So the organizing function has a positive level of significance on the students' academic performance.

5.3.3   Objective three: There is a relationship between controlling function and academic performance at Kibuli Secondary School in Makindye Division.

In regards to the study finding, it was revealed that the controlling function had a significant relationship with the academic performance. From this study it was evident that controlling functions whose indicators included: monitoring the teaching and learning process, comparing the actual performance and the standard performance and taking corrective actions had a significant relationship on the students' academic performance at Kibuli Secondary School. This was related to the existing literature as put forward by other scholars like, (Karisa, 2013) who argued that monitoring and evaluation competences by school administrators influenced students' academic performance through conducting meetings which served as strategies to correct the short falls of the teaching and learning process for improving the quality of teaching. (Usman, 2015), concurred with the study findings that regular controls such as instructional supervision using strategies like checking on students' note-books, classroom visitation/ inspection by school administration, checking teachers' lesson plans/notes and inspection of teachers' record

keeping had significant correlation with teachers' performance and academic achievements of students' in secondary schools. Therefore the researcher believes that for academic performance to be strengthened there should be attempts to control the activities in relation to the academic programs.

5.4 Conclusions.

Management functions were essential in the development of any educational programmes in both developed and developing countries including Uganda. Based on the findings of the study, all the three construct of the Management Functions positively and significantly predicted the academic performance of students therefore needed to be sustained and improved in the competitive climate of education performance. Planning contributed the most followed by controlling then organizing.

5.4.1 Objective one: Planning function influences the academic performance.

In this analysis, the evidence indicated that the three planning indicators had a strong significant relationship with the students' academic performance at Kibuli Secondary School. Hence if top administration together with the teachers participated in making goals together, communicate the goals clearly to both the teachers and students, set realistic targets, develop work-plans at departmental level jointly, encourage students to set academic targets at the beginning of the term, teachers comparing the set targets and the end of term achievements, reminding them their core business in school, conducting regular departmental meetings, programming academic programs and rolling them out every term, then the students' academic performance would be strengthened leading to better academic performance in U.C.E.

5.4.2   Objective two: Organizing function influences the academic performance.

In this analysis, the results indicated the three indicators had a significant relationship on the academic performance at Kibuli Secondary School. Top administrators and teachers can meaningfully contribute to the academic performance of students if consideration is given to the pedagogy skills which include content related skill and classroom management skills. All these are geared towards improvement in the students' academic performance.

5.4.3   Objective three: The relationship between controlling function and academic performance.

The results indicated that the three indicators of the construct had a significant relationship with academic performance. Specifically the researcher concluded that top administrators and teachers should have an upper hand in carrying out the supervisory roles in managing, monitoring the teaching and learning processes as to address the issues of classroom management and academic programs

5.5   Recommendations.

Based on the empirical evidence based on the study,   the researcher made the following recommendations;

(i)   School Administrators, Education Government agencies and partners in Education sector should promote capacity building for teachers through intensive and regular workshops or seminars, based on best practices for the professional, to improve their classroom management with a view of strengthening the quality of teaching and learning processes in secondary schools which translates into quality out-put in terms of grades attained at UCE in the national examinations.

(ii)   School administration should organize and put in order of priorities and preferences the resources which are avaible.

(iii)   There should be a functional monitoring and evaluation mechanism involving stakeholders in the school system such as classroom visits to ensure quality control and assurance from the system about the quality education given to the learners.

5.6   Contributions of the study.

Although this study was a requirement in obtaining a masters degree in management studies, it also offered several contributions   namely; contribution to scholarly literature how management functions contribute to students' academic performance. Secondly, the study could be very handy at policy level and school level to handle and have better student academic performance

5.7   Areas for further research.

The researcher makes the following suggestion for further research:

(i)   Student related factors that influence their academic performance.

(ii)   Globalization and its influence on academic performance in Secondary Schools.

(iii)   Perceptions of teachers and students on the actual and expected roles on academic performance.

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APPENDICES

APPENDIX I: Questionnaire

Questionnaire for the topic The Management function and students' academic performance in government aided secondary schools. A case of Kibuli Secondary School in Makindye Division.

Dear respondent you have been selected to participate in the study where you are kindly requested to spare your scarce resource to complete this questionnaire. You are requested to tell the truth and the purpose of this study is purely academic. The researcher promises to treat your responses with a high degree of confidentiality.

You may respond by indicating with a tick ( ) or filling in the blank spaces where applicable.

PART A: BACKGROUND INFORMATION

1. Gender: Male (   ), Female ( )

2.   Age bracket

Age	26 -35	36 -45	46 -55	56 and above
Tick				

3.   Level of education: Diploma ( ) University Degree ( ) Post graduate ( )

Others (specify)………………………………………

4.   Position held: Top administrator (   )

Head of Department ( )

Teacher ( )

5.   Number of years in this school:

Below 2 years ( ) 3 -5 years ( ) 6 -8 years ( ) over 9 years ( )

SECTION B; PLANNING AND STUDENT ACADEMIC PERFORMANCE.

For the next sections please select from the scale 1 to 5 below and tick in the corresponding box. Below is the key to the scale of 1 to 5.

1 Strongly disagree
2 Disagree
3 Non-committal
4 Agree
5 Strongly agree

PLANNING

No	Indicators of dimension	1	2	3	4	5
1.	Teachers participate in making goals for the school with Top administrators.					
2.	School goals are communicated clearly to all teaching staff and students.					
3.	Teachers set achievable and realistic academic performance goals for their subjects.					
4.	Realization of goals improves the academic performance of students.					
5.	Departmental work plans and budgets are jointly developed with departmental members.					
6.	Students are encouraged to set academic performance goals at the beginning of each term.					
7.	Teachers compare the goals set by students at the beginning of the term and their end of term performance to identify causes of failure to attain targets					
8.	Teachers remind students of their core business in the school and encourage them to remain focused.					
9.	Regular departmental planning meetings are conducted.					

SECTION C: ORGANIZING AND ACADEMIC PERFORMANCE

As a teaching staff how would you rate the following as key drivers of the organizing strategy at your School using the scale of 1 to 5 as above?

ORGANIZING

No	Indicator of the dimension	1	2	3	4	5
1.	Annual syllabi coverage is designed on an annual basis.					
2.	Weekly targets (subject discussions, tests and exercises) are made and implemented.					
3.	Teachers keep updated professional documents (schemes of work ,lesson plans and record of work).					
4.	Top administrators visit teachers in classes to supervise the teaching and learning process.					
5.	Teachers prepare schemes of work , lesson plans that enhance lesson delivery					
6.	Teachers are provided with all the teaching and learning resources needed for improved academic performance.					
7	Teachers are supervised to ensure they complete the syllabi in time.					
8.	Regular staff meetings are conducted to discuss academic progress of students.					
9.	Staff appraisal meetings are held periodically to discuss strengths, weakness and opportunities for academic improvement.					

SECTION D: CONTROLLING AND ACADEMIC PERFORMANCE.

As a teacher indicate the number that is appropriate according basing on the scale above to the rates given below.

CONTROLLING

No.	Indicators of dimension	1	2	3	4	5
1.	Administrators closely monitor teachers' attendance in class.					
2.	Administrators closely monitor learners' attendance in class.					
3.	Teachers always follow the schemes of work and lesson plans prepared during the teaching.					
4.	Teachers usually give exercises at the end of their lessons					
5.	Teachers usually check on students note books weekly					
6.	Teachers take registration of students' attendance daily.					
7.	Regular continuous assessment tests are done to monitor students' progress and students get feedback on their performance.					
8.	Teachers keep cumulative records of students' performance for future reference					
9.	Performance reports are always put in place at the end of every assessment period and are discussed.					

Thank you for giving me your time.

SECTION E: TEACHERS' PERFORMANCE.

For the next section please select from the scale 1 to 5 below and tick in the corresponding box. Below is the key to the scale of 1 to 5.

  1   Strongly disagree
  2   Disagree
  3   Non-committal
  4   Agree
  5   Strongly agree

As a teacher how would you rate the following key indicators of students' academic performance in your school?

No	Items	1	2	3	4	5
1.	Students' carry out academic consultations from their teachers.					
2.	All students make notes during the lesson development.					
3.	Students are not given adequate amount of exercises at the end of the lesson.					
4.	Students' exercises are marked promptly in class.					
5.	Students' attendance is checked by taking roll-call on a daily basis.					
6.	All lessons are taught as per schedule on the time- table.					
7.	Teachers complete the syllabi in time.					
8.	Students are given ample time for personal revision.					
9.	I make sure students have high hopes of doing well in UCE exams.					
10.	Realistic targets are made to enhance the academic performance.					
11.	Cumulative records for students are kept for good assessment.					
12.	Schemes of work made at the beginning of the term are covered by the end of the term.					
13.	Feedback from students' assignments is given in time					

Thanks for giving me your time.

APPENDIX II: Interview Guide

(A)   **General Performance**.

1.   Are you satisfied with the student's performance in your school?

2.   Which performance areas do you think students need to improve on?

3.   How do you think the student have been helped by the school administration to improve on their performance.

4.   What recommendation would you make to improve on the general performance of students in your school?

5.   Do the Heads of Department make supervision progress reports to Top Administration for review and action on them?

(B) Planning and Students Academic Performance.

What strategies do you employ to ensure that the teachers and students are aware of the school academic goals and that they are working towards their achievement?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

(C)   Organizing and Students Academic Performance.

In your opinion how are the academic programs organized and executed in your school?

………………………………………………………………………………………………

………………………………………………………………………………………………

In your opinion how best do you think the teachers can improve the performance of students?

(D)   Controlling and Students Academic Performance

What strategies do you employ to monitor the teaching and learning process done in your school?

………………………………………………………………………………………

………………………………………………………………………………………

In your own view how do you think monitoring of the teaching and learning process can best be improved upon for efficiency and effectiveness?

………………………………………………………………………………………

………………………………………………………………………………………

Thank you for your time.

APENDIX III: Documentary check list.

No	Type of Document	Name of Document	Specific area.
1.	Minutes	BOG minutes 23/04/2014	Academic Report.
2.	Minutes	Academic performance analysis 2015	HOD's Departmental analysis
3.	Reports	Uganda National Examinations Board. Report on work of candidates' .UCE 2012.	Performance reports.
4.	Reports	Uganda National Examinations Board. Report on work of candidates' .UCE 2013.	Performance reports.
5.	Reports	Uganda National Examinations Board. Report on work of candidates' .UCE 2014.	Performance reports.
6.	Reports	Uganda National Examinations Board. Report on work of candidates' .UCE 2015.	Performance reports.
7.	Reports	Uganda National Examinations Board. Report on work of candidates' .UCE 2016.	Performance reports.

APPENDIX IV: Table for determining sample size for finite population

To simplify the process of determining the sample size for a finite population, Krejcie & Morgan (1970), came up with a table using sample size formula for finite population.

Table 3.1

Table for Determining Sample Size of a Known Population

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

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