IMPLICATION OF SCHOOL MANAGEMENT IN IMPROVING STUDENTS ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN BUKOMANSIMBI DISTRICT (BUTENGA SUB-COUNTY)

BY

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A RESEARCH REPORT TO BE SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN, DISTANCE AND e-LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A BACHELORS DEGREE OF ARTS WITH EDUCATION AT KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I KASAANA SHARIFU do hereby declare that this study is my original work and has not been submitted in any other University for any award.

Signature…………………………………………..

KASAANA SHARIFU

DATE……22ⁿᵈ/03/2019…………..

APPROVAL

I confirm that this research was carried out by this candidate under supervisor
MR. LAAKI SAMSON

Sign:...

Date: ...28th march, 2019.....

DEDICATION

I dedicate this research to the almighty GOD for the gift of life, knowledge and wisdom, and I thank my one and only beloved father MR. ZZIWA ALLY SHABAN, my Mother madam Namagembe Sarah, Mr. Kizito Asuman and generally my beloved family , my beloved friends, Milkah and for the great encouragement and support towards the struggle over this award. I really do not know what my world would be like without you. I cherish you all! May God bless you abundantly.

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ABSTRACT

The study was to explore the implication of school management in improving students' academic performance in public primary schools in Bukomansimbi district (Butenga sub-county).

The Specific objectives of the study included; analyzing the influence of head teacher leadership on students' academic performance in public primary schools, examining the effect of school funds mobilization students' academic performance in public primary schools and determining the influence of parent's mobilization on student academic performance in public primary schools. Management in every institution is very important in attaining the best grades and performance most especially for an academic institution like a school.

The target Population comprised of students, teachers and head teachers of the public schools in Bukomansimbi district, were the total number of respondents was 100 students, 60 teachers, and 4 head teachers.

Data from Public schools was used, and other sources of data included media and internet sources being secondary data, while questionnaires were administered to obtain primary data and these were pre-tested for validity and reliability and the study was descriptive in nature.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Background of the study

Globally, over 30 years ago there has been a huge increasing emphasis on students in public schools that are not performing academically (Stephen M, & Herrington C. 2007).

Various researchers held different positions on the definition and attributed on the measurement of academic performance in the America public schools (Lawrence, 1998). This was because many researchers entered into research with different orientations, and many were specialists in a variety of academic field of study. Over the past 25 years, Simpson & Weiner, 1989 defined "performance" as the measurable and observable behavior of a person or an animal usually in an experimental situation. Along with the definition, Singer (1981) defined performance test as a kind of mental test in which the topic or subject is asked to do something rather than to say something. And, "Drever (1981) "defined performance test as which throws on the ability to deal with things than a symbol. Relating above definitions with Educational research, student academic performance is defined as the measurable and observable behavior in a particular situation.

The school leadership usually defined as responsibilities of school administrators and head teacher who strive for positive change in educational policy and processes. Along with the above definition, Fullan, M. (2003) defined school head teacher as the primarily charged with the development of each and every student in the school as the center of all educational process and activities at school.

Recently, credible researchers consistently argue that there is a positive relationship between school performance and school leadership (Khumalo, S. S. 2005). In many different rich body types of research in different organizational sectors revealed especially that, in the United States, Canada, Hong Kong, and Netherland compelled evidence of common important practices required for any successful leader, as needed (Leithwood, K. & al. 2004).

Basing on the above background those set directions of such specific practices emphasizing on the development of shared organizational objectives enabling them to develop and articulating a vision, strengthening the acceptance of group goals, monitoring organizational performance and fostering communication. Having those kinds of goals enables to identify context with each organizational member works. Further, collected evidence in school organizations about consideration of the contribution of this set of practices to leaders' implication is very important. As the idea regarding the role of headteacher gradually developed, the concept of instructional leadership appeared to categorize the activities and duties of head teachers relating to classroom instruction (Peterson & Deal, 2009).

(Gates, S. & al. 2001), from their findings, they documented the role of headteacher leadership on academic performance.

Seven head teachers' behaviors characterizing effective headteacher leadership are documented by Blase, 1992 that are: i) modeling effective instructions, ii) making suggestions, iii) giving feedback iv) soliciting options, v) supporting collaboration, vi) Providing professional development opportunities, vii) Communicating the school" mission clearly and consistently to stakeholders and giving praise for effective teacher.

Moreover, effective head teacher's leadership have also been said in the, "Education week,1998 in the United States emphasizing on eight common effective characteristics: i) fostering standards for teaching and learning that are highly attainable, ii) recognizing teaching and learning as the main business of the school iii) Communicating the school mission clearly and consistently to stakeholders and giving praise for effective teacher, iv) providing goals and monitoring the progress of students toward meeting them , v) spending time in classrooms and listening to teachers, vi) promoting an atmosphere of trust and sharing, vii)building an effective staff and making a professional development at top priority, and viii) not tolerating ineffective teachers.
In most studies monitoring school progress by head teacher has been included as an important variable (Lazotte & Levine, 1990).

This study also discusses the role of parents' involvement in students, academic performance. This component is connected to what stated in previous research were it is shown that one of the key elements of effective headteacher leadership is his capability to assemble outside resources for school improvement purpose. And the last headteacher behavior has been cited community and stakeholder's involvement as a predictor of high-school achievements (Asera & al. 1993).

Building trust of headteacher towards his staff constantly showed the significant effect on students and school performance. Related practices to professional development like shared opportunities and fair use of school funds, time of training, providing and paying training funds as well as professional development materials advocated as the key players of school and students' performance (Andrews & Bamburg, 1991).

In Nigeria, in Ebonyi State's 360 teachers from public schools sampled and asked the influence of the school head teacher's performance in the supervision of classroom instruction. The findings showed that the school head teacher's performance in classroom instruction was effective (Egwu, S. 2015). Therefore, what to be still lacking and much left to be known in Uganda as other developing counties is the implication of school management on students' academic performance in Primary public schools. This is because most of the research conducted on school leadership emphasized not actual on students" performance but rather on other peripheral results of headteacher practices as an individual.

In Uganda the education sector has been experiencing series of reforms such as the decentralization processes starting from 1996, introducing Universal Primary Education (UPE). The key priority of education system in Uganda towards the route of having skilled human capital is to improve the quality of education. Although the Ministry of Education has made considerable efforts to train head teachers on school management, its implication has not been

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effectively solved the problem of student's academic poor performance continues to persist in public primary schools, Bukomansimbi district Most the previous research conducted in Uganda in piloted Districts revealed that the system of classifying learners in national examinations in divisions has a consequence that the performance of schools shows better at first insight than justified, students can pass although the majority of them score the lowest marks (Lackamp J.W 2016).

This study focused on establishing the Implication of School Management in Improving Students Academic Performance in Public Primary Schools in Bukomansimbi District, considering four schools chosen purposively to represent the other whole population. Two of them are high performing, and two others are low performing.

1.1 Statement of the Problem

The Ministry of Education produced training modules and provided a series of training for head teachers on school management;

Although the Ministry of Education has made considerable efforts to train head teachers on school management, its implication has not been effectively solved the problem of students' academic poor performance persists in public primary schools, Bukomansimbi District

There is a divergence between public primary schools. This divergence is attributed to some factors. School management being the on-ground implementing the body of the education sector in Bukomansimbi district, it is imperative to assess its implication on students' academic performance. The main objective of this research is to establish the implication of School Management in Improving Students' Academic Performance in Public Primary Schools in Bukomansimbi District considering four (4) schools chosen purposively to represent the other schools taking butenga primary school as the cas study and Two of those schools are high performing, and the other two are low performing. The study involved a critical analysis of the role of head teachers, parental involvement and resource management on students' academic performance in Public primary schools of Bukomansimbi District to represent entire Uganda.

1.2 Objectives of the study

The main objective of the study was to create implication for School Management in Improving Students Academic Performance in Public Primary Schools in Bukomansimbi district

1.2.1 Specific objectives

The specific objectives of the study were:
To analyze the influence of head teacher leadership on students' academic performance in public primary schools.
To examine the effect of school funds mobilization students' academic performance in public primary schools and
To determine the influence of parent's mobilization on student academic performance in public primary schools.

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1.3 Research Questions

The following research questions were answered throughout the study: What is the influence of head teacher leadership on students" academic performance in public primary schools Bukomansimbi District?

What is the effect of school funds mobilization on student academic performance in Public primary schools in Bukomansimbi District?

What is the effect of parent's mobilization on student academic performance in public primary schools in Bukomansimbi District?

Scope of the Study

This study aimed at establishing the implication of School Management in Improving Students Academic Performance in Public Primary Schools in Bukomansimbi District, concerning four (4) Schools chosen purposively to represent other schools as a case study. The scope is divided geographic and conceptual scope.

1.4.1 Conceptual scope

The study was planned mainly to establish the implication of School Management in Improving Students' Academic Performance in Public Primary Schools in Bukomansimbi district. The researcher considered 4 purposively chosen schools, two (2) of them are relatively higher performing: Butenga primary school and kyansi church of uganda primary school and the other two (2) schools of Butenga kibanda Primary school and Kyakatebe primary school, which are regular or relatively lower performing schools. The study involved students, teachers, parents, and MINEDUC.

1.4.2 Geographical scope

The study was carried out in four (4) schools bukomansimbi district, in the Republic of Uganda from Butenga Sub County.

1.4.3 Time scope

The study focused on the implication of School Management in Improving Students Academic Performance in Public Primary Schools in Bukomansimbi district, considering a period of five (5) years from 2012 to 2016. The education data collected covers the period from 2012 to 2016, while the field survey to collect the data through interviews and questionnaire was conducted between Jan and May 2019.

1.5 Significance of the study

This research study was significant because of the following views points:

1.5.1 Future researchers

There have been limited surveys on the school management at the school level in Bukomansimbi district. The study will help future researchers who will be interested in making research on a similar or related topic. It will help them investigate the implication of School Management in improving Students' Academic Performance in Public Primary Schools in Bukomansimbi district. The research report shall be used as a secondary source of data.

1.5.2 Policymakers

The recommendations and suggestions addressed to policymakers by the researcher could contribute to effective implementation of the policies related to improving students" academic performance, the school management performance in public schools.

1.5.3 Ministry of Education (MINEDUC)

The research will help the Ministry of Education to improve and strengthen the educational and school management policies in public primary schools aimed at reducing the divergence regarding performance between high performing and average schools.

1.5.4 Kampala international University

The study report will be submitted to the library of Kampala International University as a reference to future researchers and readers who may be interested in similar or related research.

1.5.5 The researcher

The research report will help the researcher acquire a bachelor Degree since it is a basic requirement and gain more knowledge on the implication of School Management in Improving Students' Academic Performance in Public Primary Schools in Bukomansimbi District

1.6 Conceptual framework

The conceptual framework denotes to an object that supports its weight/shape. It refers to a set of beliefs, ideas, and rules that are used as the basis for making judgments, decisions and concepts, etc. for example; the reports provide a framework for further research. In this case, this research deals with two variables. These are the independent variables which are: headteacher leadership, teaching and learning activities and school management and the dependent variable is student achievement.

Figure 1:1 Conceptual framework

INDEPENDENT PROCESS

| INTAKE |
| Students |
| Parents |

| MANAGEMENT PROCESS |
| Head Teacher Leadership Planning Monitoring Guidance |

DEPENDENT VARIBLE

| STUDENTS ACHIEVEMENT |
| Student Score |

| INPUT |
| Funds Teachers Materials |
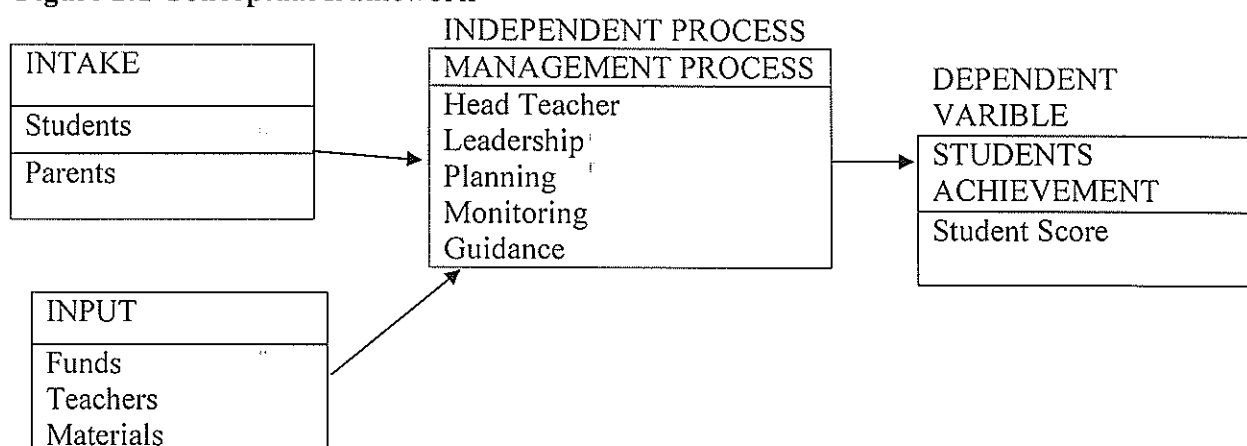
Source: The researcher 2017

1.7 Organization of the study

This research work has been organized into five broad chapters. Each chapter has quotations from sources of information. Chapter one shows General introduction, Background of the study, Statement of the problem, objectives of the study, research questions, scope of the study, study variables, significance of the study, and organization of the study. Chapter Two: shows the literature review and other related literature for a clear understanding of the research topic. Chapter three shows research methodology, Chapter four is about results and discussions, interpretation and presentation of findings. Chapter five is the summary of major findings, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the related literature about the Implication of School Management in Improving Students Academic Performance in Public Primary Schools in bukomansimbi district. It begins with the definition of key concepts, a theoretical framework that brings out the theories of school management, theories of academic performance and the role of the education sector.

2.1 Definition of key terms

The following terms are defined operationally/conceptually for the better understanding of the topic under study.

2.1.1 Management

Management refers to the direction of an entity or enterprise. It may be either a profit generating or non-profit making organization. It refers to the appropriate direction and guidance of the organization towards realizing the set aims, goals and objectives. (Jones, Norman, 2013).

2.1.2 School Management

According to (Hallinger, P & Heck, R.1999), school management is a set of practical measures which we take to ensure that the system of education and informative settings are directed for the greatest possible assistance in carrying out and achieving the aims of the greatest possible benefits of learners. School management may be composed of directive persons, resources, and ideas of concepts, symbols, rules and regulations, principles. Bateman, D. & al. 2001).

2.1.3 Academic performance

According to (Annie Ward; Howard W. Stoker; Mildred Murray-Ward, 1996, academic performance is the degree to which a learner, trainer or an academic institution realize both of their long-term, short-term academic objectives. Academic performance is basically determined through examinations or Continuous Assessments Tests (CATs). However, there is no common arrangement on how to assess it in the best way or the aspect that is better than others. The knowledge and skills and facts, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement (Annie Ward; Howard W. Stoker; Mildred Murray-Ward (1996), "Achievement and Ability Tests," Educational Measurement).

2.2 Theoretical review

2.2.1 Theoretical review on school management

This section describes the theories related to School Management in Improving Students Academic Performance at Public Primary Schools. The reference has been cited out for further research and understanding of the topic under stud .The effectiveness of supervision and

curriculum implementation in the public primary schools Syllabus coverage determines pupils" performance in examination because pupils are tested from any topic in the syllabus and if any school does not cover all the topics in the syllabus, and then it will be disadvantaged. Proper syllabus coverage will depend on time management in the school by head teacher, teachers, and students. (Cheng, Y.C 1994) observes that effective and efficient management of curriculum and instruction in an educational institution in basic prerequisite for stability and improvement of academic performance stated. Within limits, the more hours allowed to instruction in a subject, the higher the achievements. Similarly, at the end of primary school, the more the homework given and corrected the better the students" performance in examinations. This implies that good time management by the teachers would ensure effective syllabus coverage. The current study explored whether this was the case in Gatundu Division. (Cotton, K 2003).

According to Eshiwani (1986) affirmed the importance and usefulness of providing extra coaching to pupils who are preparing for the major national examination. Frequent exposure of students to test can improve examination performance, promptness in giving and doing homework assist in identifying areas of weakness to be improved. When there are low teacher absenteeism and high level of group involvement in planning for curriculum instruction, this can enhance better syllabus coverage. Learning time can be maximized when classroom time is used effectively; i.e., when teachers waste less time by starting and ending instructional activities, select curriculum materials which are appropriate to the students and when teachers spend more time preparing for the lessons, these preparations raise the quality of instruction and coverage of syllabus within specified time and improve students' achievements. Deal, T.E and Perterson, (1990) asserts in his study that there are three means of monitoring progress in curriculum implementation namely; continuous assessment, a mid-term examination and checking learner's notebooks. His study found out that through delegation of duties, head teachers assign heads of department to scrutinize schemes of work and record of work covered by the teachers. However, this study tries to qualify that by looking at professional documents like schemes of work, lessons notes, lesson plans, and records of work, and then the teaching and learning of the subject in question is effective. This is not necessarily the case since all these could be put in place, but the use of this document in the teaching and learning process matters a lot. Dufour, R. &al. (1995)

Elmore, R. (2000) found out that there was a relationship between the availability of textbooks and achievements, where the main activity was problem-solving. To the young, inexperienced teachers, textbooks are very important because they depend on them more than the experienced teachers. Lack of adequate textbooks, therefore, makes teaching a very difficult task for such Teachers. Eshiwani (1988) noted that one of the factors that caused poor primary schools performance was lack of learning and teaching materials, which caused lack of motivation to learners. Evans, L &al. (1995, indicates that most schools which perform poorly spend less money on the purchases of teaching/ learning resources.

Fink, E. and Resnick, L (2001) recognize the distribution of resources such as textbooks and equipment as a major factor that accounts for scholastic differences among schools.

Hallinger, P. (2003) observed that as they teach, good teachers keep in mind both what they teach and what they teach with. It is the proper organization of learning resources and use of appropriate teaching and learning strategies which enhance the acquisition of the subject matter.

Physical facilities like classrooms, libraries, workshops, laboratories and the nature of environment for learning contribute effectively to performance. Gakuru (1982) indicates that the condition of school buildings is an important aspect of the learning process. For example, teachers can leave their teaching aids in classrooms with lockable doors and windows for as long as they wish. Those who are forced to pull them down at the end of every day feel unmotivated to use them. The Government of Kenya in the Koech Report (1999) noted that congestion within classrooms affects the teaching /learning environment.

Klingner, J. K &al. (2001) stated that difference in school facilities such as libraries, laboratories, playing fields and electricity would seem to account for the difference in achievements. He found that the schools that performed consistently well possessed adequate facilities. Thus the presence or absences of school facilities could dispose of 20 high performing and average schoolss. In another similar study, **Lee, V & al. (2000)** observed that most of the schools, whose students performed poorly, spent less money on the purchase of teaching resources. Lack of adequate textbooks and teaching materials makes teaching difficulties as students are unable to do their oral or written work during a class lesson. Leithwood, K. (1988) affirmed that availability and the use of teaching aids/resources in schools are among the factors which may explain why poor performance in examinations is a characteristic of primary schools. According to him schools with adequate resources such as laboratories, textbooks, and other instructional materials would stand a better chance of having better results than poorly equipped ones. The availability and the use of teaching and learning resources could contribute to the high level of quality of education and performance of students. However, schools with abundant teaching and learning resources may not always effectively utilize them, and this may also result in poor student performance. The objective of the researcher was to find out whether the adequacy and management of physical and material resources (including teaching and learning resources, e.g., books, materials for games and sports, etc.) influence public primary schools (Leitner, D.1994).

The attitude of pupils towards learning

Attitude is an important aspect of learning and it can either hinder or enhance the learning. Therefore a pupil who is highly motivated to learn and sees its usefulness can make better progress than one who has a lower degree of aspirations, interest, and motivation. If one is motivated to learn, he/she appreciates its value and chances to perform in it are too high (KESSP, 2006). Wilkins (1987) asserts that when a class consists of voluntary learners a certain degree of self-motivation can be taken for granted and exploited, but when learners are not volunteers, the teacher must stimulate and retain the motivation. The same view is expressed by Murphy, J (1990) not much was happening to change the negative attitudes of pupils towards learning despite there being set school policies. Soakpa (2005) carried out a study on the attitudes of primary school learners towards learning in the Democratic Republic of Congo. The study used survey design and questionnaires to collect data, and his study found out that socio-economic background of the learners affected their attitudes towards learning given that they associated it with the rich in society.

Purkey, S & al. (1983) on gender gap and classroom interactions: Reality or Rhetoric, found out that 63 percent of boys said they liked learning, and this fell to 37 percent for girls. Child-rearing practices which diminish learners" self - confidence may be particularly detrimental to their

education. M. Halliday (1977) found that in Wales"s, girls and boys tend to rate mathematics among the most difficult subjects at school. However, whereas boys will prefer subjects and choose to study them despite their difficulty, girls tend to prefer the subjects they think are easier. The objective of the researcher, therefore, was to determine whether learners" attitude towards learning have any influence on public primary schools" performance. His study found out that there were many breaks because of meetings and that the head teachers were notoriously absent from school.

The head teacher should support the teachers through lesson observation, professional counseling discussions on professional documents, learners" participatory assessment methods and provision of feedback to learners. According to Mbithi (1974) administration is defined as a formalized system which is intended to control, supervise, plan and make a decision on the basis of established authority. Duignan (1986) identified that school leaders are a crucial factor in the success of a school. Duignan mentioned activities that constitute effective leadership by the school principal to include; setting an atmosphere of order, creating a climate of high expectations of staff and students, encouraging collegial and collaborative relationships and building commitment among students and staff to the school goals.

Rea, P.J & al. (2002) noted that there was a strong positive relationship between the quality of administration, in a particular school and performance in K.C.P.E Examination. He maintained that the first aspect of administration is staff meeting; such meeting gives the head teacher an opportunity to convey any useful information. Teachers are also expected to air the views on how the school should be managed. The head teacher also does other duties which are important for facilitation of curriculum instruction. Sifuna (1988) asserted that factors such as lack of clear communication, poor relationships between head teachers, teachers and students, inefficient instructional policies and practices, and leaving parents out of school activities contribute to poor performance in high school. The objective of the researcher was to find out whether the management of curriculum implementation and supervision in the primary schools has any influence on primary schools" performance (Reynolds, D. & al. (1996)

The attitude of teachers towards teaching
Phenix, D &al. (2005) carried out a study on the present situation regarding the teaching and learning in primary schools. His study revealed that policies in education, which reflect the attitudes of policymakers, have been responsible for the attitudes pupils have towards learning. His study found out that with those policies, certain subjects had been given a lot of emphasis from upper primary onwards than others .Thus pupils and teachers through this develop a negative attitude towards certain subjects. However, this study did not address the fact that these attitudes have a big role to play in the teaching and learning process and consequently the primary performances. The current study explored how the attitudes of learners and teachers affect the teaching and learning and their influence on primary performances. This is because teachers influence to a large extent, the effectiveness of teaching and learning process and all this depends on their attitudes towards their work and the learners" attitudes too.
Pritchard, R &al. (2002) carried out a survey in Malawi on secondary school learners" attitudes towards the teaching and learning in primary schools. The purpose of the research was to examine the learners" attitudes towards learning and their effect on performance. Basing on the findings, the majority of learners disagreed that they hate learning. The learners had a strong desire to learn. However, teachers frustrate them by embarrassing them.

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Walberg's theory of primary education productivity
Walberg (1981), theory of education productivity, and output, this is one of the tested most reliable theories basing on widespread evaluation and combination of not less than 3,000 experiments on content of 179 (Wang, Haertel, and Walberg (1997) which is one of the few empirical tested theories of school learning based on an extent widespread site review and integration of over analyzed the content of 179 guidebooks, sections and journals. 91 study combinations to achieve some consent about the maximum substantial effects for education (Greenberg, 2003, p. 470). Through a number of experiments, Wang, et al., 1977) recognizes 28 types of impacts of education. Among which, 11 are cross-cutting with powerful variables, 8 are under social-emotional (psychological) impacts. Classroom management, parental support, student-teacher communications, social- behavioral qualities, motivational- effective characteristics, the peer cluster, school philosophy, teaching environment (Greenberg et al., 2003). The reserved circumstantial effects such as the state, district, school guidelines and policies, administrative qualities, prospectus, and education or coaching remained significant. Wang et al., 1997), concludes that the straight involvement in the psychological factors of instruction are the appropriate ways for an optimistic change. (p.210). His research study targeted features of social, behavioral, cognitive, motivational, effective, and metacognitive as the established variables for modification and as a result, affect the final student results (DiPerna et al., 2002).
More recently, Zins, Weissberg, Wang, and Walberg, (2004) demonstrated the importance of the domains of motivational orientations, self-regulated learning strategies, and social/interpersonal abilities in facilitating academic performance. Zins et al. stated, based on the extensive execution of a Social and Emotional Learning (SEL) package, that learner who are always self motivated, hard working with a high level of self esteemed and confident about their learning abilities, perform highly because they are more motivated, and set learning goals, and are more systematized in their attitude to work (self- controlled knowledge). According to Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnick, & Elias, (2003), Zins et al. (2004) assert that "research linking social, emotional, and academic factors are sufficiently strong to advance the new term social, emotional, and academic learning.

Walberg and associates" conclusions resonate with findings from other fields. For example, the "resilience" literature (Garmezy, 1993) grew from the observation that despite living in disadvantaged and risky environments, certain children overcame and attained high levels of achievement, motivation, and performance (Gutman, Sameroff & Eccles, 2002). Wach"s (2000) review of biological, social, and psychological factors suggested that no single factor could explain "how" and "why" these resilient children had been inoculated from the deleterious effects of their day-to-day environments. A variety of promotive (direct) and protective (interactive) variables was suggested, which included, aside from cognitive abilities, such conative characteristics as study habits, social abilities, and the absence of behavior problems (Guttman et al., 2003).

Haertel, Walberg, and Weinstein (1983) identified eight major models of school learning that are either based on psychological learning theory (Glaser, 1976) or time-based models of learning (Bennett, 1978; Bloom, 1976; Carroll, 1963; Cooley & Leinhardt, 1975; Harnischfeger & Wiley, 1976). Despite variations in names of constructs, Haertel et al. (1983) found that most of the eight theories included variables representing ability, motivation, quality of instruction, and

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quantity of instruction. Constructs less represented in the models were a shared learning environment of the classroom, home environment, youthful bandwagon effect and mass media influence (Watson & Keith, 2002). Haertel ET al."s (1983) interpretation and review of educational theories, numerous quantifiable and syntheses of classroom research, and secondary data analysis of large-scale general surveys (Reynolds & Walberg, 1992), generally support Walberg's comprehensive model/ theory of informative creation. Walberg"s model specifies that: The learning environment and setting is includes simultaneous diminishing returns, with the purpose of at least four important factors. 1. Student ability 2, inspiration/ motivation 3, quality and 4, the quantity of delivery. There are also four helping factors which to supplement them. They include social psychological environment of the classroom, learning stimulating factors at home and bandwagon effect and exposure to mass media. All these factors appear to be essential in the sector of education. However, they seem to be not enough especially if it comes to considering each individual factor of learning. All of them appear useful at least a possible minimum level. Secondly, these factors may be complements, substitutes, or supplements to each other especially in the diminishing rates of return. For example, time may be required for a moderate quantity of learning to occur provided that, motivation, ability, quality of delivery, is at minimum level (Haertel et al., 1983, p. 76). According to (Walberg et al. 2008), significant causal modeling research based on 9 various learning efficiency factors which are hypothesized to operate vis-a-vis a composite tradition of bonds to account for students" learning environment. In the same way, there is a number of students with varying characteristic variables of motivation, prior achievement, attitudes are associated with unintended outcomes (e.g., the influence of the variable "went through" or was mediated via another variable). The position of the Walberg et al. 2000) findings cannot be overstated. Walberg"s (1981) model of educational productivity. It is among of the few empirically tested theories of school learning and is built on a combination and compilation of over 3,000 studies (DiPerna et al., 2002). According to the model, there are a number of factors that affect student's performance in particular and the education sector in particular. These include student ability to achieve, motivation, level of development, quantity, and quality of delivery, classroom management, the methodology of delivery, study environment, home environment, bandwagon effect, and experience to mass media or social media outside of school environment (Walberg, Fraser & Welch, 1986). The first three variables (ability, motivation, and age) reflect the appearance of a student. The fourth and fifth factors reflect education or delivery (quantity and quality), and the others remaining (classroom climate, home environment, peer group, and contact to media and social media channels) signify characteristics related to the emotional or psychological environment (DiPerna et al., 2002). According to the model, characteristics of a student are essential to be determined and understood well as they play a great role in a student's final academic performance (Wang, Haertel, and Walberg, 1993).

The learning skills are categorized basing on the domains of State & District Governance, Organization, Home & Community Contexts, School environment, Culture, Climate, Policies & Practices, Design & Delivery and followup of Curriculum and other learning aids, Instruction, Classroom Practices, methodology of delivery and learner the Characteristics of Learners. These endeavored to establish a comparative position of 228 factors in forecasting learning spheres. Basing on a number of approaches employed, the involved personnel reported that, psychological, instructional, and home situation characteristics have a more noteworthy influence on accomplishment than factors like government or district, school-level policies, and surroundings. Student's features (i.e., social, behavioral, motivational, affective, cognitive,

metacognitive) were the set of real factors with the most significant influence on students" academic performance (DiPerna et al., 2002).

Family background
According to (Lee and Orfield, 2011), the family background is the most important factor in student's academic performance. It plays a greater role in the realization of the academic goals and objectives. In order to realize academic success, parents should be involved in the learning process. Some parents play a great role in the failure or success of their children. Basing on the research made, a maximum of 11% of children whose families' don"t care about their studies earn a college degree, and over 80% of those from high caring families earn academic degrees. Basing on resources, white students are in most cases from highly educated and caring parents. This is not the case with black minority families. Their resources to care and finance education for their children is narrow. Students from richer families enjoy the home life that is more support for academic success. They have access to textbooks, computers, novel books, research books, and etc. children then enter school with almost everything to support in the process of education. Students from poor families always rag behind them. They are always behind in memory, vocabulary, reading, speaking, listening skills presentations and expressions. This makes them develop inhuman behaviors.

This results in poor placement in an altered level of programs that track them. These courses almost always demand less from their students, creating a group that is conditioned to lack educational drive. These courses are generally non-college bound and are taught by less qualified teachers (Haskins, Ron; James Kemple (2009).

Also, family background influences cultural knowledge and perceptions. Middle-class knowledge of norms and customs allows students with this background to navigate the school system better. Parents from this class and above also have social networks that prove to be more beneficial than networks based on minor lessons. These contacts may help apprentices gain access to the right decision making, right schools, activities, etc. Additionally, children from poorer families, who are often minorities, come from families that distrust institutions. Western history of racial stigma and discrimination has generated an apparent and existent ceiling on opportunities for many poor and minority citizens. This ceiling muffles academic inspirations and muffles growth (Haskins, Ron; James Kemple (2009). The extreme increase of Latin immigrants has led to another major factor in academic inequality. Students from families face a challenge of the language barrier. They can hardly speak, listen and understand English in different languages. They at times lack assistance at home because their parents are not informed not to understand the work that is in English (Shrivastava, Meenal; Shrivastava, Sanjiv (June 2014).

Furthermore, research reveals summer months as an important moment for the academic development of learners. Learners from low-income families usually perform poorly. Their level of skills is usually low; they do not spend their vacation reasonably. Students from lower socioeconomic classes come disproportionately from single-parent homes and dangerous localities. 15% of white learners are achieved in single-parent homes, and 10% of white children are at about 27% of Latinos is raised in single-parent homes, and 54% of Africa- American students are. Fewer resources, less parental attention, and more stress all influence the performance of children in school (Shrivastava, Meenal; Shrivastava, Sanjiv (June 2014).

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2.2.2 Theoretical literature review on Students' Academic Performance

Determining the educational performance of learners is not an easy task and challenging since student performance is a result of a number of factors, which are socio-economic, psychological and environmental in nature.in like 20 years back, education in Africa, Asia and some parts of Europe has just developed. Investors have just started investing in it. It is now identified as a profitable and highly gr growing industry with the key objectives of earning profits like any other business. This is achieved through conveying competitive educational services to their esteemed clients. In the produces, such schools produce well-educated, skilled, mannered students according to needs and requirements of the dynamically growing labor market. That"s why different researchers have always focused on finding out the factors that can improve and uplift the performance of students at all levels of education. According to Hughes, 2000, there are two groups of students in schools they are, improving students and non-improving students. A number of studies have been conducted to find out the factors that contribute to the high academic performance of students in their respective schools. On the other hand, factors that contributes to the failure of students especially in public schools of both developed and developing countries McDill, E., 1989, Levin, H, 1986).

B.A Chansarkar and A. Mishaeloudis (2001) explained the contribution of age, distance from home to school, family background, students" attitude towards education, qualification of teachers, involvement of parents and guardians in the process of learning, availability of resources, qualification distance from learning place etc. are some of the determinants of students" academic performance. On specific lessons and modules, the performance of students is not determined by factors like age, sex, and place of residence but related to research, qualification, skills, experience and attitude of both teachers and students towards the process of learning. It is also established that students who stay closer to the school perform better than other students who make long distances from home to school (Yvonne Beaumont Walters, kola soyibo, (1998). Research further explained that student performance is very much reliant on SEB (socio-economic background) as per the quotation, "High school students" level of performance is with statistically significant differences, linked to their gender, grade level, school location, school type, student type and socio-economic background (SEB)." Kirby, Winston et al. (2002) focused on other factors like student"s impatience (time-discount behavior) that affects his/her own educational presentation. Goethe, (1997) found out that students who perform poorly at times do better when put into group work, other students. They help each other through open discussions which consequently results in improved performance. There are often different results by gender, as in Hoxby, (2000 and Sacerdote, (2001) explains that performance improves when students have usually discussed irrespective of their performance levels. This kind of grouping allows academically strong roommates and academically weak students to share ideas and learn from one another. The consequences of Zimmerman (1999, 2001) were to a certain extent contradicting to Goethe (1997) results, but again it demonstrated that students" performance is determined by a number of different factors and no single factor can satisfactorily explain this. It states, weak students might improve on average by sharing information with or strong students (Alexander, Gur et al. 1974; Fraser, Beamn et al. 1977) elaborated, that some of the practices adopted by school administration at all levels like primary, secondary , colleges, and universities or organized study groups can help to improve performance. In recent years, a number of studies have been conducted about students" academic performance at all levels of education and learning. These studies supplemented on the existing framework of knowledge

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emerging from various models to assess the students" performance. However, most of these studies greatly relied on the education in developed countries. There is a big difference between developed and developing countries; their sample selection procedures do differ depending on the quality of resources used by the researcher. Developed countries have a wide base of resources as compared to low developing countries. Research in developed countries involves the testing of the model with the integration of different variables like mothers age, mothers education, family income, study hours, class attendance percentage among others. Such research settings are not common in developing countries (Chansarkar and A. Michaeloudis, (2001).

Such studies greatly involve the role of parents, guardians, friends, etc, on students" academic performance. Parents and guardians play an important role in the academic performance of their children. They are the first teachers at home. They guide their children towards right moral upbringing the study highlights the strategic role of parents and guardians, their contribution to good academic performance among students. The study focuses on what is one of the absolute objectives and goals in the process of learning which students" high academic performance is. The point is that there is a combination of factors that can lead to high student performance at all levels and can improve student through managing their background profile. The model on student background profile for high performance considers the following potentials.

Firstly, the ability of a student to achieve a superior academic performance through his /her personal code of conduct (discipline) encroached from parents and guardians. It is evident that, that the influences that have acknowledged substantial consideration in the poetry will require being weak in relation to students" academic performance. However, in the students" academic performance literature, the contiguous entity to a theoretical framework putting emphasis on a number of factors combined together which are predictable to affect the students" academic performance. These factors may be nutrition, food tickets, government support for education, academic relationship, student"s effort, distance from learning the place to home, age, gender, among other factors. Al these factors combined together, and dealt with accordingly, and in a positive way, academic performance of a student is realized. Similarly, the nature of work in the academic area also can affect academic performance. Many male students tend not to always attend school in times when work is available. They dodge in the process of looking for money, which is not the case with girls/female students. The perspective of providing the would be possible suggestions to stop this is difficult in developing countries especially in Africa particularly in Uganda and the neighboring states where poverty is at its climax, and most of the citizens live below the poverty line. In some families, male students sustain their families in the absence of their fathers. This affects educational performance (Baxter, A. and Hatt, S. (2000).

Grading of students
When determining the grades of students, a number of assessments are used to obtain final scores. These include scores in oral or written examinations, quizzes and tests, practical and written projects, research papers, reports, workshop practical, skill demonstration, clinical performance, and classroom attendance/participation. The teacher determines appropriate grading techniques where he / she may choose to use one of them, two, three etc or a combination of them. This greatly depends on the nature and contents of a subject. Different grading components may be used during the process that best brings out the objectives of the module or subject. A guiding syllabus must clearly state how the final grade of a student will be determined. The

curriculum must be able to clarify and document the grading system at the end, and the calculations used to attain the final grade for consideration. Assessment of Written systems of grading for example papers, reports, projects, dissertations may be graded by letter grades or by Satisfactory/Unsatisfactory (US) Performance on written work for courses using a letter grade method that may form part of the ultimate resultant grade. In the unsatisfactory grading system, is used and a student obtains the unsatisfactory grade description, the student may not receive credit for that course. Where the course is desired to accomplish degree necessities, a student may not graduate until the satisfactory performance grade is received (Worzi, 2016).

Student Attendances lists
The daily and timely reporting of students in all academic appointments like in the laboratory, classes etc, is so important when grading a student. Lesson instructors need to keep records of attendance lists in safe custody for future reference and consideration especially when determining the final course grade. With attendance system of grading, the student must at least attend 80% of the expected academic days of the total course appointments. If the attendance is less than 80%, the grade of "F" is noted. The fact of being absent from school is not considered as an excuse for failing to pass. Late registration, suspension and early departures or late returns from holidays and vacations are not considered an excuse. When it comes to such situations, the trainer does not consider missed work. If a student fails to attend to the expectations of the trainer, he makes an appropriate decision. Normally, the student signs on the attendance list each day of attendance. However, the failure of the student to attend on a daily basis does not mean that the student has stopped attending and is no longer a participant in a certain course. The failure of a student due to illness or any other strong matter does not disqualify a student from being a student of a specific module or subject. During such a circumstance, he or she is required to report to the trainer. Other forms of absences due to immigration hearings, court appearances, the death of the closest family member is considered a special case. Excused absences don"t change the proceedings of the module. The teacher continues, and the student is required to do a catch-up (Plessy v. Ferguson (1896).

Role of school management in improving students' academic performance
School management like the head teachers has been in place since the 1860s. The realization of the educational objectives and goals greatly depend on the effectiveness of head teachers and the entire school managerial team. However, despite the involvement of head teachers, in a number of educational activities, academic performance is still a problem especially in some public primary schools especially in the rural areas (Furani and Harris, 2005). Good school administrative procedures to a certain extent contribute to the academic performance and prosperity of a student. Other factors like motivation, self-esteem ness, participation, supervision, and coordination of the teaching process also determine performance of a student. Basing on the research made by different researchers and organizations, school managers, departmental leaders, course coordinators, teachers, and students leadership determine the academic performance of a student. If the school administration is good and effective, the performance of students improves too (Goldhaber, 2002). The research similarly identifies a strong role played by effective educational leadership in academic improvement (Edmonds, 1979 and Cheng, 2002). The research tried to identify the relationship between the performance of head teachers and the performance of their respective schools as regards to academics. Head teachers should facilitate the process of learning through ensuring the placement of highly skilled workforce, availability

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of educational materials, classroom supervision, organizing teachers" training, etc. all these, greatly impact students" performance.

2.2.3 Empirical review

Research on primary school administrative body gains energy to improve awareness that, the school management like head teachers, assistants, school accountants, etc are the driving forces of a number of educational systems and the entire school environment. Other support administration like the Parents- Teachers Associations (PTA) influences the standard of learning and student's performance too. These two bodies should ensure that they work together for tremendous educational goal achievement and realizing high-quality primary learning outcomes." Yet, academic research has long debated and is still debating, (Brookover, 1979; Edmonds, 1982). Effective leadership is essential and a central pillar in implementing and sustaining schools" academic improvement. The management makes the planning body of a school. In more advanced countries, the school administration is paid higher wages than any other stakeholder (Brookover, 1979; Edmonds, 1982) The Assumptions of the Assembly on competence and impartiality in learning, education and training (2006/C 298/03) identify that "the excellence of school management a key factor in the relative role of school and domestic appearances as elements of student academic achievement. Effective school management is a fundamental constituent to executing and supporting school academic performance. Evidence from school development in literature, starting with influential readings in the United States (Brookover, 1979; Edmonds, 1982) and the United Kingdom (Mortimore, 2000; Rutter, 1979; Southworth, 1995), denotes that operative managers provide a primary or secondary but authoritative effect on the school's ability to instrument changes and improve students' levels of education and achievement. Bolman (1992) argues for the fact that teamwork in leadership, arbitrated through instructor activity, determines the effective results of a student (Bolam et al., 1993).

Basing on (Louis, 2001) participative dimension for academic success and he identifies how management of relatively higher -performing schools worked effectively to stimulate professional discussion and to create the networks of conversation that tied faculty together around common issues of instruction and teaching" (Louis et al., 1996: 194). The issue of networking ability is raised by Leitner (1994), who points out that head-teachers in high performing try to involve themselves in performance related to a cultural relationship than other schools which are reluctant to such. (Vidoni, L. Grassetti, 1998). The Role of School Leadership on Student academic performance, head-teachers in other schools. In Leitner"s study, student attainment is greatly influenced by environmental and institutional appearances and SES. Though, the teacher"s performance straightly affects student"s academic performance. Quality of leadership also matters in defining the inspiration and motivation of instructors and the superiority of their teachings and results. (Evans, 1999; Sergiovanni, 2001; Cheng, 2002). Indeed, some researchers point to the role of "transformational leadership" and to the head-teacher capacity to build a "shared vision." Involving the teachers in the process of "shaping" their schools will cause them to be more motivated and to teach differently; thus, this process will make a difference to the learning and motivation of students (Elmore, Peterson and McCarthey, 1996). Leithwood and Jantzi (1999) suggest that "transformational leadership" has strong direct effects on school conditions, which in turn have strong direct effects on classroom conditions. Wiley (2001) supports this claim and suggests that transformational leadership is most effective

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within a strong professional community. Moreover, the more distributed the leadership is throughout the school community, in particular to teachers, the better the performance of that school regarding student outcomes (Silins & Mulford, 2002). The existence of distributed leadership is especially crucial in case of shocks that can leave the school without its leader. In this respect, Mc Mahon, 1997 indicates that the unavailability of head-teachers can be followed by an unstable period of leadership detrimental to teacher cohesion and student results (McMahon, 2001).

2.2.4 Gap analysis

According to Genevieve 1997, gap analysis refers to a technique that entrepreneurs use to find out the different steps needed in their businesses to grow well to the desired future level. It involves a series of activities that entrepreneurs and other business operators undergo for the success of their entity. The process involves the identification of gaps between the present level and the future level, resources needed, timeline and human personnel needed from the starting point through implementation to the final process. The process of identifying gaps included the analysis of some factors that have generated the current state, the basis that has been suggested for enhancement and planning processes. The gap analysis process can be used to ensure that the improvement process does not jump from identification of the problem to proposed solutions without understanding the conditions that created the present situation. The following guidelines are suggested for use by managers and team leaders who are charged with emerging school enhancement of plans: 1) Lay the basis for this process by describing and recognizing the gaps such that personalities are a liability but a means of investigative and systemic factors that have contributed to the current situation. 2) Using the scale to regulate the current situation more successful if the group doing this work is motivated and honest enough to perform the task without fear of retribution. To strengthen this, the management must have participants write their ratings on stick notes that are composed and dispatched on a flip chart with a scale drawn on it.

The sign that is given to provision ratings is typically distributed orally, but it could be written and poised to an unspecified procedure especially when the leader knows that different individuals have different concerns. 3) The information gathered in this process needs to be written up and reviewed by the team that is working on the improvement plan. If questions arise from this review process, the team could outline a means of investigating the issue to verify it. 4) This process intends to gather information that will be used to develop a future or desired state based on the indicators that are on the gap analysis worksheet. The team may decide to write additional indicators or to revise existing indicators if it decides that the need exist. 5) As a result of identifying the gaps between the current state and the future state, planning teams can develop a problem statement that summarizes the underlying structural issue that needs to be addedssed. A cause analysis can then be developed to determine the factors that are crucial to improvement. 6) The factors that are identified are then used in the development of goals and objectives for the improvement plan. In this study, there is a need for the average schoolss to improve their performance to be more competitive in this competitive academic world. This study, therefore, is concerned with establishing the implication of school management in students" academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology refers to a way to systematically solve the research problem (William M.T). This chapter is about how the researcher gathered data and information on the research topic. It describes the introduction, research design, area of the study, population, sampling procedure and sample size, source of data, data collection instruments, data processing and limitations of the study.

3.1 Research design

According to John W. (2015) research design is an arrangement of data in a manner that aims to combine relevance to the research purposes with the economy in procedure. In this research, both qualitative and quantitative methodologies were used to obtain useful data related to the research topic. This study identifies the Implication of School Management in Improving Students' Academic Performance at Public Primary Schools in Bukomansimbi district, Uganda considering four schools of which, two of them are Low- performing while the other two are High - performing case studies to represent the entire educational sector. In data collection, the researcher used questionnaires and interviews.

3.2 Area of the study

Due to the financial and time constraints, the researcher conducted this research in Butenga C\U Primary school, and Kyansi C/U Primary School and the other two (2) schools of Kyakatebe Primary school and Butenga kibanda Primary school .The study involved students, teachers, and head teachers.

3.3. Population of the study

The target Population of the study is an entity which may be individuals, group, organization, human, and events or conditions to which they exposed (Henriette E.2009). In this study, the targeted population was the students, teachers and head teachers of the public schools in Bukomansimbi district.

In the questionnaire and interview survey during the field survey, the total number of respondents was 100 students, 60 teachers, and 4 head teachers were covered.

Table 3:1 Background characteristics of schools.

No	Schools	Total number of students	Total number of teachers	Student teacher ratio	School Location	Fund	Other economic input
1	School A (Relatively higher performing school)	800	30	49:1	At the extremity of the sub county	Capitation Grant	No
2	School B (Relatively higher performing school)	730	31	48:1	At the extremity of the sub county	Capitation Grant	No
3	School C (Average School)	828	30	48:1	At the extremity of the sub county	Capitation Grant	No
4	School D (Average School)	950	31	49:1	At the extremity of the sub county	Capitation Grant	No

3.5. Sampling technique

In selecting the respondents, purposive sampling was applied because the teachers, students, and head teacher s were the ones to meet the purpose of the study. The researcher chose purposively four schools out of almost 40 schools (MINEDUC 2013) two high -performing and two low - performing schools based on scores of national examinations results from 2012-2016 and chose the schools with related inputs and similar conditions.

Table 1.1 National Examinational Results-Primary Seven 2012-2016
Table 1:1 shows the national Examination results for primary seven from 2012-2016; it indicates the difference in student performance among relatively higher -performing schools and average schools.

Figure 1.2 National Examination results -Primary seven- 2012-2016

Primary National Examination Results

| | 2012 | 2013 | 2014 | 2015 | 2016 |

___ High -Performing school A   ___ High -performinh school B

___ Low -performing school C   ___ low Performing school D
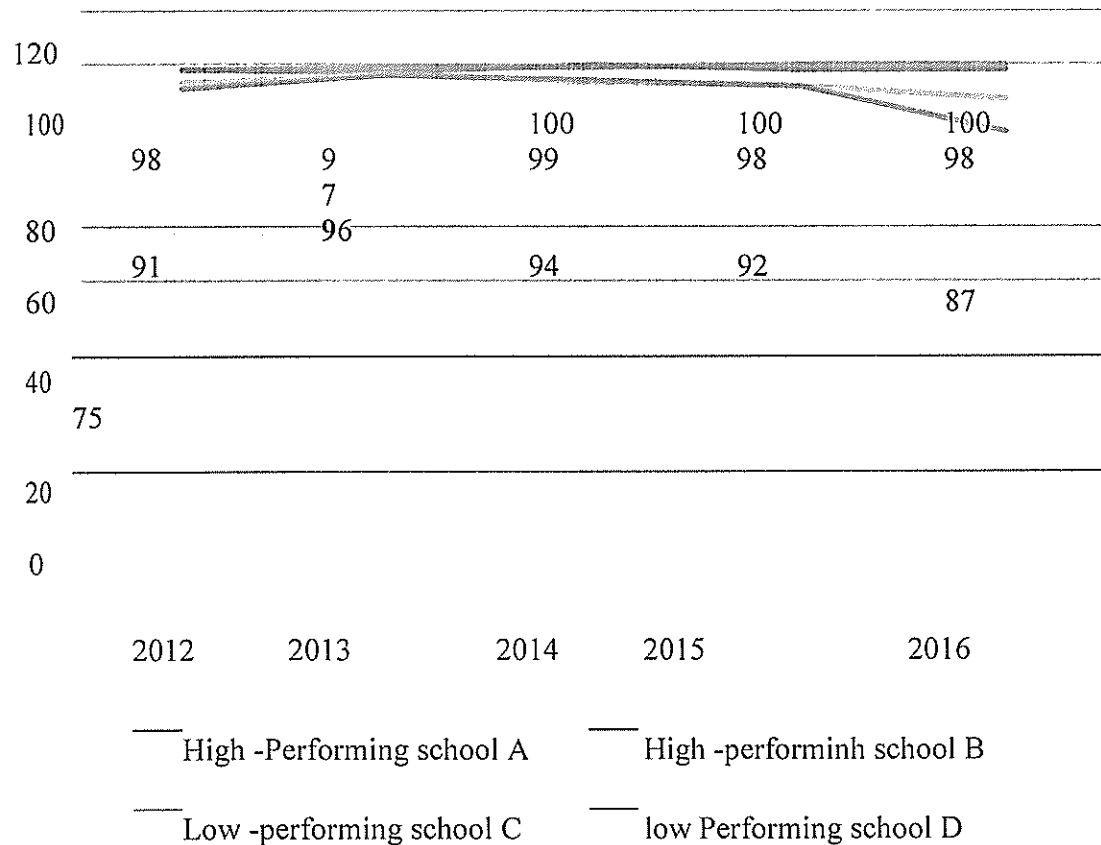
Figure 1:1 shows the national Examination results for primary seven from 2012-2016; it indicates the difference in student performance among relatively higher -performing schools and average schools

3.6 Source of data

Both primary and secondary data were used by the researcher to obtain the useful information about the research topic.

3.6.1 Primary source.

Primary data was collected from respondents through the issue of questionnaires. Some of the respondents who were able to interpret and follow the questions in the questionnaires were guided by the researcher and deliver the required information.

3.6.2 Secondary source.

Secondary data was got from journals, reports, published books which were in a line which the study objectives.

3.7. Data collection methods

The following tools were used while collecting data from respondents.

3.7.1. Questionnaire

This is an instrument that consists of a set of questions whereby a large number of people was asked to answer in order to provide data /information to the researcher, the questionnaire was written in very simple language to avoid ambiguous answers from the respondents were chosen and asked to fill and complete a designed questionnaire by answering the questions therein, addressed to the students, teachers, and MINEDUC. The questions were open-ended opinion whereas with the close-ended questions respondents were required to select answers from a number of pre-determined alternatives. In designing a questionnaire, the researcher used a Likert scale to investigate the appreciation of respondents on school management and students" academic performance. The likert scale involves the measurement of the extent or degree to which respondents agree or disagree with a particular statement. The likert scale is an orderly measure of which respondents freely choose their option that best supports their opinion on a certain matter. The researcher used options like Strongly Agree (SA=4), Agree (A=3), Neutral (2=) Disagree (D=1) and Strongly Disagree (SD=0). Using Likert Scale, the respondents indicated whether he/she strongly agree (S.A), agree (A), disagree (D), or strongly disagree (SD).

3.7.2. Interview technique

Another important technique that was employed to collect information is an interview.

This involved the oral try vocal questioning technique or discussion. The researcher becomes the interviewer the respondent from the sample is the interviewee. The technique involved face to face interaction between individuals leading to self –report. Responses from the interviewee were recorded and then analyzed. The interviewer constructed an interview guide on the major area to be investigated, and this included both semi-structured and unstructured forms of questions. Semi-structured–which is open and allows an individual response, while Unstructured– which provide the researcher with the opportunity to ask broad questions. It provided a high degree of objectivity, probing and clarification to have an illumination about the problem under the study.

3.7.3 Documentary review

The researcher got some data from the already available documents like journals, reports, and internet which were in a line which the study objectives. He used the data from these documents to supplement of what was received from questionnaire and interview.

3.8. Data processing

After data collection, the data have to be processed to obtain meaningful results. The data was organized and arranged, processed and analyzed to best fit with the study objectives. The process of data analysis has to commence, and this involves the following steps: Editing, Coding, and Tabulation.

3.8.1 Editing

After collecting questionnaires from the respondents there followed editing of data to eliminate errors and mistakes. Therefore, it refers to inspecting, correcting and modifying the collected data

to ensure maximum accuracy, completeness, consistency, uniformity, legibility, and comprehensibility of data to avoid its ambiguity

3.8.2 Coding
This has been used to summarize data by classifying different responses given in categories for easy manipulation.

3.8.3 Tabulation
The tabulation process involved putting the data into statistical tables, and determination of the frequency of the responses for every variable showing the number of occurrence of responses to popular questions and their calculated percentages. The study used a Likert scale as the main instrument for the study.

3.9 Data analysis
For quantitative data analysis, questionnaires coded was constructed on the computer using excel for analysis. Statistical package for social sciences (SPSS) was used to analyze the relationship between school management and students" academic performance. This tool helped the researcher to analyse data, compile appropriate tables and figures, examine relationships among variables and perform a test of statistical significance based on research questions. Data analysis was based on descriptive statistics particularly means, standard deviation and One-way ANOVA. For qualitative data analysis, grounded theory as the basis of thematic analysis (structured interview) was applied. The researcher used One-way-ANOVA to analyze data and determine whether there are any statistically substantial modifications between the two variables of independent and dependent. The one way – ANOVA helped the researcher to determine the significance difference or not of the means of school management and students' academic performance for easy data reporting.

3.10. Limitation of the study
Time limitation regarding carrying out research required enough time in such way that it was difficult to carry it out.

In national examinations results of primary schools , most of the the relatively higher performimg schools have more than 90%, and other avergare schools have around 80%, however the national avergae is 85%, the selected average schools are near the line of national level.

Suspicious respondents; some of the respondents worried to answer particular questions, thinking otherwise. This is because there is some information on which the teachers, students, and head teacher s cannot disclose out.

Varying perception about the research; as people are different, they had different perceptions thinking that the researcher had other purposes for the information provided. Maybe, they thought that I was a government spy especially before explaining to them that am a student and data collected shall be used for academic purposes only and the information provided will be kept with a high level of confidentiality. To be effective in conducting the research, the researcher opted for several techniques such as personal interview, conversation fixing an appointment with some respondents in their spare time, involving a third party who is very familiar with the respondent to request information on my behalf.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

The chapter presents an analysis of the data collected from a sample of 100 students and 60 teachers and 4 head teacher s from 4 Public Primary School in Bukomansimbi ditrict (Butenga sub-county).

4.1. Data analysis

Data analysis and reports findings were done using descriptive statistics in the form of tables, frequencies, and percentages. One -way ANOVA was used to determine the statistical difference among groups.

4.1.1 Quantitative data

Quantitative data encompasses the analyses in which the level of concentration of an investigative subject which is determined or estimated and expressed as a numerical value in appropriate units. Qualitative analysis requires the identification of the investigative problem for which numerical estimates are given. The researcher sets questionnaire involving predetermined questions relevant to the research topic and then analyses them basing on the respondents' opinions. Quantitative data analysis was based on descriptive analysis and One-way ANOVA. Data analysis began by coding the data according to the research questions. The data was then entered into the computer using the Statistical Package for Social Sciences (SPSS) program for analysis. Frequency tables, means, percentages and standard deviations were used to present the information. One-way ANOVA was used to determine if there is the statistical significance among groups.

4.1.2 Qualitative data

For qualitative data, coding and assigning labels to variable categories was done. Common themes were then obtained from the data collected and clustered in a patterned order so as to identify variables that depicted general concepts and differences.

4.2. Background characteristics of respondents (students)

Respondents were drawn from four different schools, among them two were- relatively higher -performing schools and other two were low -performing schools

Table 4.1 provides information on sample students' distribution from all schools. Of the total sample respondents, 40 (40%) were boys, 60 (60%) were girls

Table 4.1. Gender distribution

Gender	Frequency	%
Boys	40	40
Girls	60	60
Total	100	100

Table 4.2 Students number by school category

Types of schools	Frequency	Percentage
High performing schools	50	50%
Low performing schools	50	50%
Total	100	100%

In **table 4.2** data collected indicated that 50 (50%) of the respondents were from relatively higher -performing schools while other 50 (50%) respondents w were from Low -performing schools.

Table 4.3. Respondents 'age distribution

Age	Frequency	Percentage
9 – 12	62	62
13 – 15	34	34
16 – 18	4	4
Total	100	100

In **table 4.3** which provide information on respondent"s student"s age, data analyzed showed that respondents, age varied between 9-18 years. The variations of age were fairly spread across gender, and 62(62%) respondents were between 9-12 years while 34 (34%) were 13-15 years and 4 respondents (4%) were between 16-17 years.

Table 4.4 Respondents 'grade

Grade	Frequency	Percentage
One	24	24
Two	45	45
Three	31	31
Four	100	100

In **table 4.3** which provides information on respondent"s student"s grade, data analyzed showed that 24 (24%) respondents were from grade 1, 45 (45%) were from grade 2 while 31 (31) were from grade 3.

4.3. Background characteristics of respondent's teachers

Table 4.5. Gender Distribution.

Respondents were drawn from four different schools, among them two were relatively higher performing schools and other was low performing schools.

Gender	Frequency	%
Male	24	40
Female	36	60
Total	60	100

Table 4.5. Provides information on sample of student's distribution from all schools. Of the total sample respondents, 40 (40%) were males, 36 (60%) were females.

Table 4.6: Respondents' Teachers number by school category

Types of schools	Frequency	Percentage
High performing schools	30	50%
Low performing schools	30	50%
Total	60	100%

In table 4.6. Data collected indicated that 30 (50%) of the respondents were from relatively higher performing schools while other 30 (50%) respondents were from Low -performing schools.

Table 4.7. Respondents 'age distribution

Age	Frequency	Percentage
25-35 years	38	63.3
36-45 years	18	30
46-55	4	6.7
Total	60	100

In table 4.7: which provides information on respondent"s teacher's age, data analyzed showed that respondents „age varied between 25-35 years. The variations of age were fairly spread across gender, and 38 (63.3%) respondents were between 25-35 years while 18 (30 %) were 36-45 years and 4 respondents (6.7) were between 46-55 years.

Table 4.8 Respondents experience

Age	Frequency	Percentage
0-5	46	76.7
6-10	10	16.7
11-16	4	6.6
Total	60	100

In table 4.8. Which provides information on respondent"s teacher's experience, data analyzed showed that respondents „experience varied between 0-16 years. The variations of age were fairly spread across gender, and 46 (76.7 %) respondents were between 0-5 years of experience while 10 (16.7 %) were 6-10 years of experience and 4 respondents (6.6%) were between 11-16 years of experience.

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Table 4.9. Respondents' qualification

Age	Frequency	Percentage
Diploma	51	85%
Bachelor	4	6.7
Others	5	8.3
Total	60	100

In table 4.9 which provides information on respondents 'teacher's qualification, data showed that 51(85%) of respondents had earned Diploma, 4 (6.7 %) have earned bachelor"s degree while 5 (8.3) have earned others.

Table 4.10. Training attended

Age	Frequency	Percentage
None	1	1.7
National level	37	61.7
District level	15	25
School-Based	7	11.7
Total	60	100

In table 4.10 which provides information on respondents „teachers training, data showed that 1 (1.7%) didn't attend any training, 37(61.7%) attended training at National level, 15 (25%) attended the training at District level while 7 (11.7%) attended the training at School level.

4.4. Teachers qualification, experience, and training from relatively higher -performing school and Average schools

Descriptive Statistics
Table 4:11. Teachers' experience, qualification, and training from relatively higher - performing schools

Table 4:11 shows that the means of teachers experience, qualification, and training from relatively higher -performing school A are consecutively 1.40,140 and 1.33 and the means for teachers experience, qualification and training from relatively higher -performing school consecutively are 1.40,1.33,1.60

School		Experience	Qualification	Training
SCHOOL A	Mean	1.40	1.40	1.33
	N	15	15	15
Relatively high performing School A	Std. Deviation	.632	.828	.617
SCHOOL B	Mean	1.40	1.33	1.60
High Performing -	N	15	15	15
	Std. Deviation	.632	.724	.828

Table 4:12 Teachers' experience, qualification, and training from Average schools

Table 4:12 For school C the mean of teachers' experience, qualification and training consecutively are 1.20, 1.13 and 1.47 and for school D the mean of teachers „experience, qualification and training are consecutively 1.20, 1.07, 1.47 which indicate the means from the four schools are approximately the same, this shows that the teachers from relatively higher - performing schools and average schoolss have the same qualifications, experience, and training

SCHOOL C	Mean	1.20	1.13	1.47
Low-Performing	N	15	15	15
	Std. Deviation	.561	.352	.743
School D	Mean	1.20	1.07	1.47
Average School	N	15	15	15
	Std. Deviation	.561	.258	.743
Total	Mean	1.30	1.23	1.47
	N	60	60	60
	Std. Deviation	.591	.593	.724

Null hypothesis 1: There is no significant difference between relatively higher -performing schools and average schools on teachers's qualification, experience and training.
Table 4.13 One- way ANOVA for teachers' experience, qualification and training between high achieving schools and low achieving schools

Interpretation: In this table 4.13: One -way ANOVA was conducted to compare teacher's

Qualification, experience, and training in relatively higher -performing schools and average schoolss. It was found that there is no significant difference between experience, qualification and training of teachers from high achieving schools and Average schools [F= 0.690, p=0.410 > 0.5].

Conclusion: There null hypothesis is accepted. It states that there is the non-significant difference between relatively higher -performing schools and average schoolss on teachers experience, qualification, and training.4.5 Influence of head teachers' leadership on student achievement between relatively higher -performing schools and average schools

4.5.1 Teacher' perspectives on guidance and monitoring from head teachers

Table 4.14: Showing Descriptive statistics of head teacher s' guidance and monitoring on relatively higher -performing schools and average schoolss

Interpretation: In the table 4.14 the means of relatively higher performing schools school A and B, respectively are 11.87, 10.73 and the means of Low -achieving school"s C and D, respectively are 9.33 and 8.93, this indicates that the means of relatively higher performing school is higher than the mean of average schools.

School		Head Teacher Leadership Monitoring and guidance
RELATIVELY HIGHER PERFORMING SCHOOL- A	Mean	11.87
	N	15
	Std. Deviation	1.885
RELATIVELY HIGHER PERFORMING SCHOOL B	Mean	10.73
	N	15
	Std. Deviation	2.865
LOW PERFORMING SCHOOL C	Mean	9.33
	N	15
	Std. Deviation	2.024
AVERAGE SCHOOL D	Mean	8.93
	N	15
	Std. Deviation	2.434
Total	Mean	10.22
	N	60
	Std. Deviation	2.558

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Multiple Comparisons

Dependent Variable		(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Headteacher_Leadership	LSD	BUTENGA PRIMARY SCHOOL	KYANSI PRIMARY SCHOOL	1.133	.852	.189	-.57	2.84
			BUTENGA KIBANDAPRIMARY SCHOOL I	2.533*	.852	.004	.83	4.24
			KYAKATEBE PRIMARY SCHOOL	2.933*	.852	.001	1.23	4.64
		KYANSI PRIMARY SCHOOL	BUTENGA PRIMARY SCHOOL	-1.133	.852	.189	-2.84	.57
			BUTENGA KIBANDA PRIMARY SCHOOL	1.400	.852	.106	-.31	3.11
			KYAKATEBE PRIMARY SCHOOL	1.800*	.852	.039	.09	3.51
		BUTENGA KIBANDA PRIMARY SCHOOL	KYANSI PRIMARY SCHOOL	-2.533*	.852	.004	-4.24	-.83
			BUTENGA PRIMARY SCHOOL	-1.400	.852	.106	-3.11	.31

Null Hypothesis 2: There is no significant difference between relatively higher -performing schools and average schools on head teacher s" leadership

Table 4.15 One -way ANOVA table indicating the Mean, SD and significance value of head teacher s" leadership between relatively higher -performing schools and average schools

			Sum of Squares	Df	Mean Square	F	Sig
Head Teacher s" _Leadership	Between Groups	(Combined)	81.250	3	27.083	4.974	.004
		Linear Term Contrast	78.030	1	78.030	14.330	.000
		Deviation	3.220	2	1.610	.296	.745
	Within Groups		304.933	56	5.445		
	Total		386.183	59			

Interpretation: In table 4:15 One-way ANOVA was conducted to compare the significance value of head teacher's leadership between relatively higher -performing schools and average schools.

The values of table 4.15: Indicates that there is a significant difference between relatively higher -performing schools and average schools on head teachers' leadership, [F= 4.974, p=0.004< 0.5].

Conclusion: The null hypothesis is rejected. It states that there is no significant difference between relatively higher -performing schools and average schools on head teacher s" leadership.

4.6 Improvement of school management on student achievement between relatively higher -performing schools and average schools

4.6.1. Fair use of school funds

4.6.1.1 Descriptive statistics

Table 4.16: Indicating the descriptive statistics between relatively higher -performing schools and average schools on fair use of school funds

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Interpretation: In the table 4.16, the means of high achieving school A and B, respectively are. 6.40, 7.73 and the means of Low -achieving school"s C and D, respectively are 5.13 and 4.40, this indicates that the means of high achieving schools is higher than the mean of low achieving schools on funds mobilization.

School		Funds
High- Performing School A	Mean	6.40
	N	15
	Std. Deviation	2.197
Relatively higher performing school B	Mean	7.73
	N	15
	Std. Deviation	1.751
Average school C	Mean	5.13
	N	15
	Std. Deviation	2.200
Average school D	Mean	4.40
	N	15
	Std. Deviation	2.261
Total	Mean	5.92
	N	60
	Std. Deviation	2.424

Dependent Variable		(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Funds	LSD	BUTENGA PRIMARY SCHOOL	KYANSI PRIMARY SCHOOL	-1.333	.771	.089	-2.88	.21
			BUTENGA KIBANDA PRIMARY SCHOOL I	1.267	.771	.106	-.28	2.81
			KYAKATEBE PRIMARY SCHOOL	2.000*	.771	.012	.45	3.55
		KYANSI PRIMARY SCHOOL	BUTENGA PRIMARY SCHOOL	1.333	.771	.089	-.21	2.88

Null Hypothesis 4: There is no significant difference between relatively higher performing schools and low -performing schools on school „fund's mobilization

Table 4.17. One -way ANOVA table indicating the Mean, SD and significance value of school's fund's mobilization between relatively higher performing schools and Average schools

Interpretation: One-way ANOVA was conducted to compare the significance value of school funds' mobilization between relatively higher performing schools and average schools.

	BUTENGA KIBANDA PRIMARY SCHOOL I	2.600*	.771	.001	1.05	4.15
	KYAKATEBE PRIMARY SCHOOL	3.333*	.771	.000	1.79	4.88
BUTENGA KIBANDA PRIMARY SCHOOL I	KYAKATEBE PRIMARY SCHOOL	-1.267	.771	.106	-2.81	.28
	BUTENGA PRIMARY SCHOOL	-2.600*	.771	.001	-4.15	-1.05
	KYANSI PRIMARY SCHOOL	.733	.771	.346	-.81	2.28
KYAKATEBE PRIMARY SCHOOL	BUTENGA PRIMARY SCHOOL	-2.000*	.771	.012	-3.55	-.45
	BUTENGA KIBANDA PRIMARY SCHOOL	-3.333*	.771	.000	-4.88	-1.79
	KYANSI PRIMARY SCHOOL I	-.733	.771	.346	-2.28	.81

The values of table 4.17 indicate that there is a significant difference between relatively higher - performing schools and average schools on school's fund's mobilization [F= 7.225, p=0.000< 0.5].

Conclusion: The null hypothesis is rejected. Therefore, there is a significant difference between relatively higher -performing schools and average schools on school's fund's mobilization.

4.7 Effect of Parents support on student achievement between relatively higher - performing schools and average schools

4.7.1 Descriptive statistics

Table 4.18. Indicating the descriptive statistics between relatively higher -performing schools and average schools on parent's support

School		Parents support
BUTENGA PRIMARY SCHOOL	Mean	5.60
	N	15
	Std. Deviation	.632
KYANSI PRIMARY SCHOOL	Mean	4.93
	N	15
	Std. Deviation	1.387
BUTENGA KIBANDA PRIMARY SCHOOL I	Mean	3.47
	N	15
	Std. Deviation	1.187

Interpretation: In table 4:18. the means of Relatively higher -performing school A and B, consecutively are 5.60, 4.93 and the means of Low -achieving school's C and D, respectively are 3.47 and 3.07 this indicates that the means of relatively higher -performing schools is higher than the mean of Average schools on funds mobilization.

Null Hypothesis 5: There is no significant difference between relatively higher performing schools and low -performing schools on parent's support.

Table 4.19 One -way ANOVA table showing that the Mean, SD, and significance value of parent's mobilization between relatively higher performing schools and Average schools

				Sum of square	std	Mean square	F	Sig
Parents mobilization	Between Groups	(Combined)		64.533	3	21.511	16.019	.000
		Linear Term	Contrast	61.653	1	61.653	45.912	.000
			Deviation	2.880	2	1.440	1.072	.349
	Within Groups			75.200	56	1.343		
	Total			139.73 3	59			

Interpretation: One-way ANOVA was conducted to compare the significance value of parents" support between relatively higher performing schools and average schools.

The values of table 4.19 indicates that there is a significant difference between relatively higher -performing schools and average schools on school's fund's mobilization [F= 16.019, p=0.000< 0.5].

Conclusion: The null hypothesis is rejected. Therefore, there is a significant difference between relatively higher -performing schools and average schools on parents' support.

4.8 Analysis for students

4.8.1 Students characteristics background

4.8.1.1 Descriptive statistics

Table 4:20 indicating the parents' education from relatively higher -performing schools and average schools

Interpretation: the information obtained from the table revealed that the means of parent"s education from all schools are consecutive, school A= 2, school B = 3.92, school C=3.84, school D= 2.80. The results show that one relatively higher -performing school A and one average schools C has a high means score than school A and D

Table 4:20 Descriptive statistics for student's-eco-nomic status between high achieving

Interpretation: In table 2 indicates that the mean for social, economic status is approximately same for all schools.

		N	Mean	Std. Deviation	Std	95% confidence interval for mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Socio-Economic Status For Students	BUTENGA PRIMARY SCHOOL	25	5.40	1.225	.245	4.89	5.91	3	7
	KYANSI PRIMARY SCHOOL	25	6.00	.866	.173	5.64	6.36	4	7
	BUTENGA KIBANDA PRIMARY SCHOOL	25	5.52	1.418	.284	4.93	6.11	3	7
	KYAKATEBE PRIMARY SCHOOL	25	5.40	1.190	.238	4.91	5.89	3	7
	Total	100	5.58	1.199	.120	5.34	5.82	3	7

Interpretation: In table 2 indicates that the mean for social, economic status is approximately same for all schools.

Table 4:21: One -Way ANOVA for student's socio-economic status between relatively higher - performing schools and average schools

		Sum of Squares	df	Mean Square	F	Sig.
Socio-economic status For students	Between Groups	6.120	3	2.040	1.437	.237
	Within Groups	136.240	96	1.419		
Total		142.360	99			

Interpretation: One-way ANOVA was conducted to compare the significance value of socio-economic status between relatively higher -performing schools and average schools.

The values of table 4:21 indicates that there is the non-significant difference between relatively higher -performing schools and average schools on socio-economic status [F= 1.437 p=0.237 >0.5].

4.9 Qualitative analysis

Grounded theory as the basis of thematic analysis was applied. Qualitative Analysis examines elements that have been identified or classified on the basis of their physical possessions. It seeks for information about the identity or form of a substance present. Qualitative techniques are basically used to identify the compounds present and determine the amount of each compound in the sample. It is analyzed basing on the opinions of respondents basically from a questionnaire addressed to them. Qualitative data normally involves the use of an uncluttered interview guided by a set of questions in questionnaire between the researcher and respondents. The researcher sets prearranged questions relevant to the research topic and organizes an interview with respondents using the questions set as a guiding tool. The questionnaire set by the researcher, facilitated the respondents to express the views and experience about the Implication of School Management in Improving Students Academic Performance in Public Primary Schools in Bukomansimbi District During the discussion with the head teachers, they disclosed some of their information that was necessary to get the total picture of the implication of school management in improving students' academic in Bukomansimbi district. Four respondents from four purposively chosen schools were interviewed by the researcher. These schools were divided into two; high performing and average schools. These schools were chosen purposively to represent the other 40 schools in Bukomansimbi District. Two of them are high performing, and the other two are low performing. Among the relatively higher -performing schools, butenga primary school (butenga) and kyansi Primary School (kyansi) were inclusive and the other schools of butenga kibanda Primary school (kibanda) and kyakatebe Primary school (kyakatebe) are poor performings. The study involved a critical analysis of the role of head teachers, parental involvement and resource management on students' academic performance in Public primary schools of butenga Sub County to represent entire Bukomansimbi. The discussion which the researcher held with head teachers were in line with the study objectives and questions asked by the researcher were fully answered and the objectives of the research were achieved. Basing on the discussion, conclusions are drowned which are qualitative in nature. This analysis aimed at evaluating whether the objectives set have been achieved, this includes the identification of school management, the cost-benefit analysis of students" academic performance.

The questions asked were under the following broad straplines: Organizational Function, Support for teaching activities, creating and maintaining the school climate. 2 respondents (100%) of relatively higher -performing schools have a mission statement to act as a roadmap for the academic activities. Mission statements are drafted through the Parents and Teachers Associations (PTAs). They come together to share success stories and discuss the problems facing the school, solutions, and way forward for more great achievements. With the attendance, of teachers and parents their attendance is excellent, generally 100%, the strategy taken is that every parent who attends the meeting is given a piece of paper, (as a proof of attendance) and the parents take those papers to their children so that the following day every student should show the piece of paper given by his/her parent in the class. Once a student doesn't"t show the paper to the school authority, she/he is sent back home to call her/his parent. The parents are asked why

they didn't attend the meeting. This ensures parents involvement in the course of learning of students.

With average schools, one (1) respondent (50%) stressed that the school has no mission statement. Another one (50%) has it but is facing a problem of poverty. Most students come from poverty-stricken families, who rarely get what to eat at home, move longer distances to and from school, the parent's don't contribute for the extra coaching for teachers, and the parent's don't fulfill the responsibility regarding the education of their children, the insufficiency of salary for teachers. All these factors combined, poor performance is inevitable.

Support for teaching activities, 100% of relatively higher -performing schools assist their teachers on a regular basis with any technical support needed. Head teachers visit at least every teacher per term, and visits the class regularly, every Friday they check the teacher' class dairy, helps them to find teachings materials and instructive materials like, markers, Bristol papers, help them to practice the lesson study, outside training are organized, and the trained teachers come and train their colleagues. They make it 2-3 times per individual teacher per term; head teachers also always organize a special meeting with parents who have students in candidate class (P.7) to discuss with them on how to prepare for the national examination. This has maintained the relationship between the school administration and parents, thereby tracking the students' academic progress. According to head teachers, some parents are forcing the students to stay at home because they are busy with the work and going to the cities for looking for money for their living. Some students also are forced to stay home to take care of their young siblings. With this bond between parents, teachers, school environment and the local government, good results are realized.

With average schools, Headteachers don't get enough time to assist teachers. For them, it is not easy, much of their academic work is done by their deputies of studies who always there and make supervision. They are usually busy with other issues out of school; they rarely make classroom observation for like twice in a month. There is no time for other things outside classroom teaching. In some, (50%) teachers are encouraged to have an academic discussion with their colleagues (Professional staff meeting). They collaborate with SBMs (School-Based Mentors), and SSL (School subject leader), and make peer learning; teachers organize in-service training within the school? They help each other through peer learning with School Based mentors. In some schools, only an average of 40 % of parents contributes to the assistance of the school in running the school activities. This is because; the parents are poor and can rarely save. A number of factors contribute to the failure of students from average schools. No single factor is blamed rather a combination of them. They should be rectified for high performance. Head teachers should distinguish between school administrative activities and personal businesses. They should give much of their time to school.

Creating and maintaining the school climate. The policies employed by relatively higher -performing schools in Bukomansimbi District to improve student' academic performance is to give Incentives to teachers and makes them are responsible for the management of parent' fund. This m makes them try their best in their teaching for improving students' achievement. Relatively higher -performing schools support poor pupils through organizing fundraising on the annual parent meeting day. Sometimes, poor children and vulnerable families are fed with milk,

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provided with some school materials, and those who are more vulnerable are given school uniforms. High performing students are always awarded as an incentive to encourage them to struggle hard. Tests are always given to students especially in p.6 to measure and evaluate their level of performance. High performing teachers are similarly rewarded. The environment is made conducive to students. Gardens are always groomed, cleanliness is prioritized, health clubs established among others. These create a conduncive study environment for learners, hence, high academic achievement.

Low achieving schools need to be more creative with teaching activities to lower the gap between them and their counterparts.

Identification of students' academic performance
It has been proved that academic performance in Uganda increases year by year though, at a slower rate. Some public schools are trying while others are lagging behind. Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. This is based on the number of students passed at the national exams per grade. In Uganda, grades include Grade1, 2, 3, 4, and Ungraded (U) basing on the research conducted, relatively higher -performing schools pass in grades 1, 2, and a few in 3. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement (Annie Ward; Howard W. Stoker; Mildred Murray-Ward (1996), "Achievement and Ability Tests," Educational Measurement).

Hypothesis testing and validation
The Implication of School Management in Improving Students Academic Performance at Public Primary Schools was based on the views and the opinions of the teachers, head teachers and students, and parents. The findings in this study came up with the results which are similar to the earlier studies in the Literature review of the positive hypothesis," Does school management have a positive impact on students' academic performance?, Evidence from the respondents and other data available from the different sources show that there are positive impacts of school management on the student' academic performance in Bukomansimbi and entire Uganda. These are evidenced by the above observations. Therefore, based on the above information, it can be clearly concluded that the above positive hypothesis cannot be rejected at any ground. However, this should not be the only reasons to rely on instead other collective findings should be obtained to ensure the validity of the responses on how to overcome existing problems.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter deals with a summary of the research undertaken, General Conclusions and Recommendations. The discussions of the concepts and the analysis have been dealt with properly; therefore, the present chapter will cover mainly the conclusion for further research.

5.2 Summary of the findings

As the general objectives of the research is aimed at assessing the Implication of School Management in Improving Students Academic Performance at Public Primary Schools in Butenga sub-county Bukomansimbi district. The case study for the research is four schools, two of which are average schools and the other two are relatively higher -performing schools. Both, poor performing and good performing data sources were collected through, questionnaires, documents study and research on the websites. Respondent's views were gathered from 100 respondents who were selected purposively, and this comprised of teachers, students, and head teachers.

The background information of the respondents comprising of Age group, Sex, Marital status, Education and Experience of the respondents in service to the organization

The analysis of the data was done through the calculation of the percentage and was presented in the form of the table using SPSS version 23. This software assisted the researcher in compiling, analyzing and interpreting data to make it meaningful. The findings show that the Implication of School Management in Improving Students Academic Performance at Public Primary Schools in Bukomansimbi is not only done by merit but it follows the related laws concerning education in Uganda. Such as the MINEDUC, chapter, international educational standards, regional integration procedures (East African Community) and the education code of 1995. From the research, it was found out that, the head teacher's personal presence and strong involvement in the process of learning greatly influence the final performance of students. Basing on the qualitative findings, head teachers from relatively higher -performing schools get enough time to draft the school' mission statement, coaching, mentoring, and assisting teachers throughout the process of teaching. It was established that teachers in public primary schools prepare lesson plans, schemes of work, and notes preparations among others. Basing on the research findings, none of the respondents indicated that some teacher's don't lack skills of preparing lesson plans and schemes of work. According to the head teachers, public primary schools employ people who are trained enough to perform such responsibilities. According to student' response, teachers from relatively higher -performing schools always make significant efforts to improve teaching and learning, thereby ensuring high score grades. The school management in relatively higher -performing schools spearheads fund management which is used to appraise teachers for their great work done. With this, they felt happy and valued, thereby working hard for high output. It was evident that some parents whose children study from average schools have a high level of education while others are from well-off families. According to respondents, parents from well-off families at times are busy with work, spending less time with their children; they rarely assist them hence, limited parental involvement in the course of education.

5.3 Conclusion

With the evidence from the research indicates that school management has a positive impact on students' academic performance as evidenced by the findings of the study. The study involved a comparison of findings from both low performing and relatively higher -performing schools. The researcher used both questionnaires and interviews. The questionnaire was for students and teachers while the head teachers were interviewed.

As the researcher put much effort on answering of the research questions, the objective of the study were achieved as he managed to master the achievement of school management in improving students' academic performance. The school management has tangible positive results, and some weaknesses were a traced and solutions were also laid per table summary.

Concerning the research hypothesis, research findings strongly indicate the relationship between school management and students' academic performance. The evidence indicates that there is a positive relationship between school management and students' academic performance.

On the alternative hypothesis, "school management has a negative impact on students" academic performance was rejected since no figure was indicating that negative contribution.
The study involved the comparison of findings from relatively higher and average schools
With the evidence from the research indicates that school management has a positive impact on student's academic performance,
The school management has tangible positive results,
On the alternative hypothesis, school management has a negative impact on students' academic performance was rejected since non figure was indicating the negative contribution
Concerning the research hypothesis, researches strongly indicate the relationship between school management and student academic performance.
Head teacher leadership has strong impact on student academic performance where head teachers cooperate with parents and teachers and making regular monitoring and guidance
The fair use of schools funds increases the parent's students and teachers' motivation to affect student academic performance.
Even though there are some problems which are encountered with if overcome can lead to more efficient and effective academic performance in low performing public primary schools and these include the following:

Lack of clear guidelines and sufficient preparation by teachers
Insufficient learning aids in classes

Therefore, the effort to overcome those problems is needed in order to improve the academic performance of low performing public primary schools.

It should be noted that this research is merely indicative and not meant to be exhaustive; it only brings questions to be discussed any time by the concerned parties for the good performance and the relationships between school management and student' academic performance, and other stakeholders as well. So, the school management other concerned parties should design a program of action for the realization of more future results affections with academic performance and curtail the gap between high performing and average schools.

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5.4 Recommendations

Having cited the weakness/problems encountered in the implementation and administration of school management systems and the cost-benefit analysis out of the personal observation and on the basis of the findings of the study the following are recommended;

To maximize academic performance, the scope of work of head teachers in public primary schools should be significantly narrowed to concentrate on students" learning spheres as it is shown in the research carried out that most head teachers do not get enough time due to work and meetings outside their school work duties. They should concentrate on the high-quality delivery, syllabus coverage, lesson supervision, mentoring and coaching, and any other assistance in the process of learning. The MINEDUC should strictly monitor schools and head teachers to determine where to improve. The government should emphasize the private sector to employ well-equipped personnel in order to solve the problem of incompetence of teachers mentioned in the research and those involved in the practice of absenteeism and delayed classroom attendance should be seriously punished because it is among the ways to minimize poor performance of public primary schools

The Ugandan education system should refer to the international education plan in determining the quality of teachers, materials, and resources to be used in education. The national education program should make clear that only there is uniformity in term of manpower, their quality, quality of work and materials / resources used.

Education control and follow-up procedures should be strengthened in particular school control of qualities and procedures. Teachers and head teachers should be always sent for training at both the national level, district level and school level to update their knowledge, skills, and abilities. Such training should be conducted especially in line with the new methods of teaching

5.5 Recommendations for further research

The present study was carried out on the specific head teachers, teachers and students of the targeted 4 public primary schools so as to detect the impact of school management on students" academic performance.

Due to lack of resources, the research was not purely completed because some aspects were not covered. So, further research is recommended to be carried out to exhaust the topic under research about the Implication of School Management in Improving Students' Academic Performance at Public Primary Schools in Butenga Bukomansimbi district Uganda.

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APPENDICES
APPENDIX A: SELF ADMINISTERED QUESTIONAIRES FOR RESPONDENTS ON IMPLICATION OF SCHOOL MANAGEMENT IN IMPROVING STUDENTS ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN BUKOMANSIMBI DISTRICT (BUTENGA SUB-COUNTY)

Dear respondents, am Kasaana Sharifu pursuing bachelor's degree of Arts with education at Kampala International University. I am carrying out a research on implication of school management in improving student's academic performance in public primary schools in Bukomansimbi district. This questionnaire is designed to collect data for academic purposes only in research; it is an academic requirement in partial fulfillment of the requirements for the award of a degree of Arts with education at Kampala International University. Therefore Information given will be kept confidential. Kindly I request you to avail me with the information needed.

Thank you.

Yours Faithfully,

....

KASAANA SHARIFU

INTERVIEW FOR HEAD TEACHER

Profile

1. Age_____years old. Sex __?

2. How many years have you been a head teacher in this school?_____years

3. How many years have you been a head teacher? _____years

4. Did you attend any training of school head teacher in school management?

5. What is your highest level of academic education?

School certificate ☐   Diploma ☐   Bachelor ☐ Master Degree ☐

6. Do you have a mission statement of your school?

7. How did you set the mission statement?

8. Are there any problems facing on your school?

9. How do you make plan to solve the problems?

10. How many times you make the meeting with parents?

11. What content is usually discussed on with parents during the meeting?

12. How many times do you make the meeting with teachers and what contents usually discussed on?

13. When/how does the school check the attendance of pupils?

14. What is the main reason for pupils' absence?

15. How do you make efforts to improve pupils' punctuality and attendance?

16. When/how does the school check the attendance of teachers?

17. What does the school do to teachers who come late or absent from the school?

18. How do you make efforts to improve teachers' punctuality and attendance?

19. How many times do you observe the class?

QUESTIONNAIRE OF TEACHER

1. Gender: ☐ Male ☐ Female

2. Age_____ years old

3. How many years are you working at this school?

4. How many years have you been a teacher? ____years

5. What is your highest level of academic qualification?

Diploma ☐ Bachelor ☐ Others_____

6. In which position are you in school?

Deputy headteacher ☐ Senior teacher ☐ Teacher ☐

7. Which type of In-Service training have you attended?

National level ☐ District level ☐ School Based ☐ None

8. Total number of lessons you teach per week: _____

9. Which grade are you teaching? _____

Development plan process

10. Do you think that the mission statement is shared among teacher?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

11. Do you think that the school mission statement and the plan are achieved each year? Strongly

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Supervision

12. . Does the head teacher observe your teaching?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

13. Does the head teacher check teacher's attendance?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Attendance of teachers

14. . Do teachers come to the class on time?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

15. Are teachers absent from the school?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

16. Does the head teacher encourage teachers to come to the school/class?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

17. Does the head teacher give any punishment to the teachers who come late or absent from the school?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Teaching process

18. Do teachers prepare the lesson plan for each class?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Do teachers make teaching materials to use in the class?

19. Do teachers use activities such as discussion, role –playing and problem solving in the class?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

20. Do teachers give assignments (homework) to pupils?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

21. Do teachers use outside resources such as parents and communities in the lessons?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

22. Do you think that headteacher gives good advice to your teaching process?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

23. Do teachers use teaching aids (e.g maps, /globes, pictures, and experimental equipment)?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Teacher's professional development

24. Did you have the opportunity to attend the in-service training program?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

25. Do you think that these programs are useful to improve teachers training programs?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

26. Does the head teacher encourage teachers to attend these training programs?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

27. Do teachers organize in-service training?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

28. Do you think that more training opportunities should be provided to teachers?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

29. Do you think that the in-service trainings are useful to improve your teaching skills?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

30. Do you think that the head teacher is very supportive to teacher's professional development?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

School budget

31. Do you think that the head teacher is making an effort to get funds?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

32. Do you think that the school budget is properly used for the improvement of the school?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

33. Do you think that the teachers are positively participating in the decision-making process for the budget?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

34. Do you think that the headteacher is monitoring the school expenditure properly to keep the transparency of the budget?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

About head teacher

35. Do teachers talk to the head teacher about their teaching problems?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

36. Do you think that the advice of the head teacher matches the needs/ideas of teachers?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagre ☐

37. Do you think that the headteacher has a strong leadership to organize the school?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

38. Does the head teacher come to the school every day?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Incentives to teachers

39. Are there any incentives to teachers who are working hard?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Meeting
40. Are teachers positively participating in the staff meeting?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

41. Do you think that teachers' opinions are taken into consideration well in the meeting?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

42. Does the head teacher hold the meeting with community/parents properly?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Relationship with community/Parents

43. Do teachers/head teacher visit pupil's house to give parents the school information?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Questionnaire of pupils

1. Age____years old
   Grade: Primary 4 ☐ Primary 5 ☐ Primary 6 ☐   Gender: Male ☐ Female ☐
2.
3. Do you have parents (not guardians)?

both ☐ Mother only ☐ Father only ☐ None (orphan) ☐

4. What is your father's highest education level?

None ☐ Lower primary ☐ Upper primary ☐ Junior secondary ☐ Senior secondary ☐
College ☐ University ☐

5. What is your mother's highest education level?

None ☐ Lower primary ☐ Upper primary ☐ Junior secondary ☐
Senior secondary ☐ College ☐ University ☐

6. Are there the following things in your home?
   a. Television   Yes ☐   No ☐
   b. Radio   Yes ☐   No ☐
   c. Cell phone   Yes ☐   No ☐

7. How long does it take from school to your home on foot?

Less than 15 minutes ☐ Less than 30 minutes ☐ Less than 1-hour ☐ Less
than 1 hour and half ☐ More than 1 hour and half ☐

Teaching-learning process

8. Are you given assignments by teachers?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

9. Do you make groups discussion in class?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Instructional materials

10. Do teachers use teaching/learning aids (instructional media), e.g. Maps/globes. Pictures, experimental equipment?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Attendance of teachers

11. Do teachers come to class on time?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Attendance of pupils

12. Do you come to class on time?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

13. Do teachers encourage you to come to class on time?
Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

14. Do teachers encourage you to come to the school?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

15. Do teachers give punishment to pupils who come late or absent from the school?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

School climate

16. Do you think that the school is organized well?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

17. Is the head teacher friendly to everyone?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

18. Do you feel safe and secured at school?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Classroom climate

19. Can you consult teachers freely or friendly about any learning and personal problems?

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

Thank you for your participation