

**OPERATIONAL MANAGEMENT AND ITS EFFECT ON THE ACADEMIC  
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN  
KAWEMPE DIVISION**

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### DECLARATION

I KASI ENOCK hereby declare that this work is my original and has not been submitted for the award of degree in any other university or institution of learning.

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### **APPROVAL**

This is to certify that this work of KASI ENOCK is approved and has been under my supervision.  
and is now ready for submission.

Sign.....

Date.....

**Supervisor: MR.SEKANDI**

### DEDICATION

I dedicate this work to my late father mr. kasirye Stephen, my mentor mr. katende joseph, my mother namukasa Florence and my son kasi junior

To God be the glory.

### **ACKNOWLEDGEMENT**

I am grateful to the following without whose contributions and support, this work would have been a failure.

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All the lecturers for providing conducive learning environment and all the other friends who helped through prayer for me to reach to this far.

May God bless you abundantly.

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## ABSTRACT

The purpose of this study was to investigate the effect of management by educational personnel, management of instructional materials, management of educational facilities and management of finances on the performance of secondary school students in Kawempe Division. The researcher used a cross-sectional survey design, which employed quantitative and qualitative approaches. Out of the many schools, the researcher selected three second. The target sample for students and teachers was 152 but 149 questionnaire were received and key informants were 10 out the 16 targeted. Frequencies and percentage accompanied with chi-square, correlation and regression analysis were used to test the effect of management by educational personnel, instructional materials, facilities and finance on performance of secondary school students. The research found out that management by educational personnel accounted for 6.2% change in students' academic performance in Kawempe division. Management of instructional materials accounts for 6.6% change in students' academic performance in Kawempe Division. Management of educational facilities accounts for 5.3% change in students' academic performance in Kawempe division. Management of finances accounts for 5.3% change in students' academic performance in Kawempe division. The research concluded that head teachers need to be adequately trained in their managerial roles so as to regularly supervise their teachers and other school activities. Among others, they should plan for staff development, staff houses, means of transport because most teachers are diploma holders, who commute from their homes far from school which is negatively affecting students' academic performance. There is no reading culture and research by both teachers and students since they are inadequately exposed to the use of instructional materials, consequently affecting academic performance of most schools in Kawempe division negatively. There is a significant positive relationship between management of educational facilities and students' academic performance. Lack of laboratory and library facilities in one case and lack of electricity and running (taped) water in most schools cannot provide students conducive environment for studying. Most head teachers do not raise enough finances to adequately cater for all running and development costs. Meagre funds are used for administrative purposes other than for purchasing laboratory equipments, chemicals, instructional materials and paying teachers' salaries and allowances. That is why teachers are reluctant to teach. The research recommended that head teachers should be adequately trained by the Ministry of Education and Sports to enhance their managerial roles more effectively. Teachers and students should be more exposed to the use of instructional materials in order to develop reading culture and research. Head teachers should budget for the provision of essential facilities like electricity, running water, laboratory and liry facilities, which will improve on the learning environment. Head teachers need to be trained in resource mobilization skills to diversify sources of income for their schools. Hence, ensure adequate remuneration for teachers to boost their natural interest and commitment to work.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

The global concern of governments and Uganda in particular has been amongst others, performance of secondary school education. According to Odubuker (2004:2-3), and Kaggwa (2003:5), academic performance is defined as the quality and quantity of knowledge, skills, techniques, positive attitude, behavior and philosophy that students acquire. The ability to achieve is evaluated by marks and grades obtained in a test or examination, at the end of atopic, term, year or education cycle. The authors further assert that the quality of grades and the number of candidates who pass in the various grades determine the level of academic performance of a given class or institution in a given period of a particular examination whether internal or public. In the sampled schools out of the total number of 1,523 candidates who sat senior four in three sampled schools over the last five years, 2001-2005, only 466 obtained first and second grade. The remaining 1,057 were in third, fourth, seventh, and ninth grade. This means that 31% of students qualified for higher education and 69% may not have been admitted for advanced studies within this period of five years. However, the national performance for the last five years, 2001-2005, out of 2,689,930 candidates who sat senior four, 1,592,369 obtained first and second grade. The remaining 1,097,561 were in third, fourth, seventh, and ninth grade. This means that 59% of students qualified for higher education compared to 31% of sampled schools in Kawempe division.

According to the working group on Strategic Planning of Secondary Education Development (1999), other indicators of performance apart from national examinations are; classroom atmosphere, the professional and social competence level of teachers, the quantitative and qualitative level of text books and other scholastic materials, the competence and effectiveness of management and governance of the school, the support and participation of parents and the community at large, the schools' responsiveness to monitoring and inspection and others. In this study, Uganda National Examinations Board (UNEB) record of results will be used to characterize student's academic performance. Operational management refers to the management of processes that transform a given quality of inputs into required outputs (Okumbe 1999:9). According to

Hanagan (2002:8-9), it involves organizing, supervising, and controlling processes in transforming inputs that add value to outputs. It is concerned with routine activities. According to Wanda (1995), the main school inputs are teachers, classroom resources, school plant, school management, class-size, attendance, library facilities and extra-curricular expenditure (p.15).

However, the nature and quality of resource inputs that determine the output of educational provision that will be used in this study include educational personnel, instructional materials, educational facilities and educational finance (Ankomah, Koomson, Bosu, Oduro 2005). Amongst other researches, none was on the effect of operational management on performance in kawempe hence the need for this study.

Educational inputs must undergo a transformation process, which is a crucial component of operational management. These processes are the teacher-pupil interaction in class management and control, the daily time-on-task with the class, the regularity and punctuality of the teacher in the school for instructional activities, length of school day and term, days effectively available for schoolwork in a term (Ankomah et al, 2005).

Educational personnel include administrators, teachers, and support staff (Musaazi 2006: 274). Head teachers are important because they motivate both staff and students to work (Aganze 1998:2, Musaazi 1982:172). According to (Ankomah et al, 2005) educational personnel are teachers and non-teaching staff. Mulkeen, Chapman, Dejaeghere and Bryner (2005) reported research findings across the world to indicate principals the most powerful determinant of overall quality and effectiveness of schools. The same author said a recent research in USA found teacher quality the most important variable in determining student performance. This is because you may have books, buildings, or anything but when people are not committed, your success is limited (Troy, 2002) Instructional materials are any form of material used to facilitate teaching and learning process in school setting (Bitamazire 2005). They include textbooks, visual aids, scholastic equipment (Musaazi 1982). Effective use of these materials facilitate learning, they can attract and hold students' attention, increase retention and enhance understanding of the abstract concepts thus, improving performance (Ajuago 2002). Lockheed in Aganze (1998) advances scholastic materials to include blackboards and chalk. According to Muhiire (2002), availability of scholastic materials like textbooks and space determine performance. Educational facilities refer to school space, classrooms, furniture, libraries, toilets water, the standard of construction and

conditions of facilities and others (Ankomah et al, 2005). Buildings provide teachers and students optimum environment for learning (Muguluma 2004). Aganze (1998:26) stated infrastructure in Ugandan schools to include classrooms, libraries, laboratories, and toilets and staff houses. Studies done by McGuffey (1982), Earthman and Lemasters (1996, 1998) cited in Schneider (2002:2) reported correlation between building quality and test scores.

According to Ankomah et al (2005), finances are categorized into capital and recurrent expenditure. Schools need sufficient money for buying textbooks, paying teachers salaries, buy science equipment, construct new buildings, and maintain other educational services. Higwira (1993) stated availability of funds enables a manager to create a suitable climate and tone conducive to produce positive and desirable results. Aganze (1998:2) advanced that academic performance was influenced by funds, which are used for attracting good teachers, good infrastructure and good instructional materials.

Theory about improving performance was started by Frederick Taylor who advocated for quality inputs in production process. Thus, the theory that was used in this study was the scientific management theory. Frederick Taylor's scientific management theory advocated for definition of daily tasks, use of appropriate tools and materials, pay commensurate with work done, and selection and training of staff that was essential for good performance (Musaazi 1982: 28-29). Good performance of secondary schools therefore means obtaining quality grades, first grade and second (Odubuker 2004: 2-3). The above issues need to be explored to establish the number of well-qualified teachers and their management of school activities, nature of inputs from government and contribution from parents. It is also important to establish the quality of head teachers and how they manage schools with meager resources. There was also need to assess how the above challenges affect performance of students in national examinations.

### **1.1 Statement of the problem**

Performance of secondary school education is a global concern. In Uganda, performance in secondary schools has been varying in many schools. Currently government is committed to reform secondary school educational curriculum by providing educational hardware and software such as infrastructure, furniture, teachers, instructional materials and

revised curriculum (Bitamazire 2005). Despite these efforts, academic performance in selected schools remains low at ordinary level. Few secondary students in these schools get either first grade or second grade, which can allow them to go for further

education and job market. The bigger number always get third grade, fourth or fail. This may affect the students' prospects for further higher education with such low levels of achievement and failing to meet the entire educational objectives. It is not clear whether it is the quality of managers (head teachers and board of governors) or management of schools with inadequate resources in the district, or the quality of teachers, and students that contribute to this poor academic performance. The researcher investigated the contribution of operational management on academic performance of students in selected secondary schools.

## **1.2 Purpose**

The purpose of this study was to investigate the effect of management by educational personnel, instructional material, educational facilities, and finances on academic performance of secondary school students in selected schools.

## **1.3 Objectives**

1. To investigate the effect of management by educational personnel on the performance of students in selected schools in kawempe division.
2. To establish the effect of management of instructional material on the performance of students in selected schools in kawempe division.
3. To establish the effect of management of educational facilities on the performance of students in selected schools in kawempe division.
4. To investigate the effect of management of finance on the performance of students in selected schools in kawempe.

## **1.4 Hypotheses**

The hypotheses for the study were;

1. Good management by educational personnel positively affects academic performance of secondary school students in kawempe division.

2. Good management of instructional materials positively affects academic performance of secondary school students in kawempe division.

3. Good management of educational facilities affects academic performance of secondary school students in kawempe division.

4. Good management of finances affects academic performance of secondary school students in kawempe division.

### **1.5 Scope**

This study was concerned with operational management and its effect on the performance of secondary school students in selected schools in kawempe division. The study specifically sought to investigate the effect of management by educational personnel, instructional materials, educational facilities and finances on the performance of students in kawempe division.

### **1.6 Significance**

Teachers are implementers of the broad aims of education broken down into specific, short-term goals and objectives.

The findings and recommendations may be useful to education officers; operational managers namely head teachers, teachers, students and all stakeholders of schools who monitor the operation of schools. It may help teachers in their day today management of school and classroom activities and improve students' performance, as quality education may be provided.

The researcher hopes that the study may form a basis for further research on operational management and the management of educational institutions in general. This may lead to new ideas on operational management that would improve students' performance in kawempe division and other secondary schools in Uganda and the world at large.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter reviewed related literature concerning operational management and its effects.

The literature review encompassed the theoretical and conceptual framework as well as analysis of themes of the study under; the effect of management by educational personnel (head teachers and teachers), instructional materials, educational facilities and finances on students' academic performance in kawempe division.

#### 2.1 Theoretical frame work of the study

The theory that could explain, describe, help to understand and predict performance to operational management was the scientific management theory. Frederic Taylor's scientific management theory advocated for definition of daily tasks, use of appropriate tools and materials, pay commensurate with work done, and selection and training of staff, which are vital for good performance. All head teachers, teachers, and students needed to know school objectives, to work towards achieving them. Teachers need to scheme and prepare lessons daily. Students and teachers also need textbooks, visual aids, good science equipment, laboratories and the schools require trained teachers and school administrators to enhance good performance (Musaazi 1982: 28-29, Okumbe 1999:21). This theory was relevant to the study as it explained the relationship between management by educational personnel, instructional material, facilities, finance and academic performance in educational process.

#### 2.2 Conceptual framework of the study

Operational management affects students' academic performance. Management by educational personnel, instructional materials, facilities and finances was related to students' academic performance. Guided by Frederick Taylors' scientific management theory, it was clear that definition of daily tasks, use of appropriate tools and materials, pay commensurate with work done and selection and training of staff lead to good academic performance if there was adequate



teacher pupil interaction in class management and control, daily time on task with class, regularity and punctuality of teachers for instructional activities. and supervision activity by head teachers. The model for this study is as below; Figure 1. The relationship between operational management and students' academic performance built on Frederic Taylors' management theory.

Source: Adapted and modified from Ankomah, Y., Koomson J., Bosu R., & Oduro G. K. T (2005).

-Educational personnel (head teachers and teachers) -Instructional materials -Educational facilities  
-Educational finances Educational inputs Independent Variable Process -Tr. Pupil interaction in class mgt and control -Daily time on task with the class - Regularity & punctuality of the teacher for instructional activities - Supervision activity by H/T Dependent Performance  
-Record of UNEB results - First grade - Second grade

Extraneous Variables

-Socio – economic status -Quality of admission - Family background

### **2.3 Interpretation of the model**

The conceptual framework implied that educational inputs of the school system such as personnel (head teachers and teachers), instructional materials, facilities and finances, interact and determine the quality of teaching and learning processes whereby effective interaction may lead to good performance and vice versa. For instance, teachers' effective interaction requires availability of instructional materials, facilities and finances that can be used for effective teaching. Managing and controlling the class, and teachers' punctuality and regularity for instructional activities throughout the school schedule in the term would enhance performance. The opposite is also true if the teacher is ineffective. Nevertheless, other extraneous variables affect performance. These include socio-economic status of the student; quality of admission in terms of enrolling students with poor or good grades and family background.

### **2.4 Management by educational personnel and students' performance**

Management is a process of working with and through people to achieve organizational goals. It involves planning activities to achieve set objectives (Mafabi, Higwiri, Osire, and Agwai

1993:31). It describes what managers do, which involves organizing, supervising, and controlling (Hanagān 2002:9).

#### **2.4.1 Head teachers**

Many scholars found that among other factors that enhance pupils' good academic performance in schools, effort exerted by head teachers, teachers, and parents are a major contributing factor (Nambuba-Namusole 2005:1). According to Musaazi (2006:274), educational personnel are administrators, teachers and support staff. However, the roles of a head teacher have direct influence on managing teaching and learning process. According to Nambuba-Namusole (2005:4), the roles are; being custodian of good education standard in his or her school, aiming at high educational standards and ensuring observation of punctuality for teachers, pupils and others. These roles were stipulated mainly for primary school head teachers but they also apply to secondary school heads.

To exhibit these roles a head teacher should have been adequately trained in educational planning, management and administration. Unfortunately Mulkeen et al. (2005), Colby, Witt et al. (2000), and Mafabi, et al. (1993) concur that in developing countries, Uganda in particular; few head teachers have been trained. They may lack academic and instructional leadership, time management, school vision and mission, tradition of performance, learning environment and school and community relations (Ankomah, et. al., 2005). This could render the head teacher ineffective in exercising his role. Wanda (1995:23) affirms that if management was equipped with skills, the work of administering and guiding the decision makers of the school on how to achieve an optimal mix of inputs would be smooth; because management motivates both staff and students to work (Aganze 1998:2, Musaazi 1982:172). However, Nsubuga (2003) reported that most head teachers work hard, with average working week of over 65 hours, less than 20% received any induction management training, efforts have been made to train all head teachers in management and administrative skills and all newly appointed head teachers get induction in management training. Despite training efforts, the researcher wonders why performance in some schools especially remain low. The researcher disagrees with Nsubuga (2003) that induction in management training does not make a person professional in management; it is inadequate. Therefore, the researcher believes that besides induction, head teachers need training and should practically apply managerial skills acquired that will effect on performance.

Researches across the world indicate that school head teachers are one of the main determinants of overall quality and effectiveness of schools (Mulkeen, et. al. (2005). However, many head teachers neglect instructional supervision and support of staff (Colby, Witt and Associates June 2000, Nsubuga 2003). Yet one of their major tasks is management of curriculum, ensuring effective instruction within the school by checking schemes of work, listening to teachers discussion of school curriculum, coordinating with the Ministry for supply of textbooks, chalk, science equipment and among others (Musaazi 1982:234). This enhances improved performance. The researcher agrees with the view of Musaazi (1982), because in some schools head teachers do not supervise their teachers. The researcher wished to find out whether it was the head teachers' low level of professionalism that affected students' academic performance or not.

#### **2.4.2 Teachers**

Recent research in USA revealed teacher quality as the most important variable in determining student achievement (Mulkeen et al (2005). A research done by BYU Uganda International Volunteers Program, Troy (2002) reported 29 schools out of 34 agreed that teachers are the most important resource that contributes to the success of their schools because of the commitment they exercise. Ankomah, et. al. (2005) advanced that teacher performance is affected through inadequate number of teachers, pupil- teacher ratio, academic qualification, pedagogical training, content knowledge, ability, and experience. Kinungu-Kirindiriza (1989:3) reported teacher competence to include; lesson preparation, proficiency in subject instruction, maintaining order in classroom, encouraging pupil participation in the lesson, punctuality, discipline, participation in extra-curriculum activities, integrity, and participation in community affairs.

Poor working conditions cripple secondary schools teachers in Uganda, no incentives and career structure, only grade V upgrade and 1.8 attended refresher courses since 1993 (Ward, Penny, and Read 2006, Bitamazire 2005, Colby, Witt and Associates June 2000, Nsubuga 2003). Mulkeen et al (2005) confirmed that 15% are unqualified, and 28% have a bachelor's degree. However, Nsubuga (2003), argued that there was improvement in secondary school teachers' qualification and experience profile but some schools are ineffectively managed others have poor working conditions resulting in decline in overall quality of teaching in many secondary schools.

International studies also showed that opportunity to learn and time on the task enhances student performance. However, most teachers face transport and housing problems, do not get to school on

time and stay until school hours are over, others hold second jobs, sometimes absent from school (Colby, Witt, and Associates June 2000:13). In Uganda and Zambia, World Bank (2004), reported teacher absenteeism rate at 26% and 17% respectively.

Ankomah, et. al. (2005:15-16) supports this view. Similarly, Mulkeen et al (2005), and Nsubuga (2003) affirm that this reduces teaching hours, which are low in Sub Saharan Africa by international standards. Thus reduce performance due to unscheduled school closing and teacher and student absences, less classroom time and irregular homework, (Aganze 1998:27), because real quality improvement depends on what happens in the classroom (De Grauwe and Naidoo 2004). Time management is crucial and in the researchers' view, if performance in Adjumani secondary schools is to improve then teachers should spend more time in classroom activity.

Mulkeens et al (2005) further observes that there is positive correlation between teachers' knowledge of their subject and impact in the classroom. Some teachers may have little knowledge of the subject content to be taught thus practice remote teaching whereby they write notes on the board or use a class prefect to readout of a textbook while absent and this impedes good teaching. Nsubuga (2003) confirmed that teachers are not regularly appraised and schools are not adequately inspected. School head teachers do not supervise their teachers in class. Thus, teachers may become reluctant in teaching. If teachers are reluctant in teaching what should make a school healthy, alive and a positive place of learning? According to the researcher, the most critical issues for a vibrant place of learning have to do with spirit, commitment, the challenge of being a teacher, reverence and awe for the privilege of being called to teach. If teachers do not love what they do, how they hand on excitement about learning? Teachers cannot pass on joy about learning unless they posses it.

No one can give what he or she does not have. It should be noted that review above offered literature on role of head teachers, training, and supervision. About teachers, it reviewed teacher competence, qualification, time and knowledge. This research study investigated management by head teachers and class management by teachers and students' academic performance in kawempe division.

## **2.5 Management of instructional materials and students' performance**

Secondary schools in Uganda lack quality and quantity of instructional materials. Wanda

(1995:20) cited World Bank Staff working paper (1988), "without some basic revitalizing of inputs particularly textbooks and instructional materials almost no learning can be expected to occur". These are any form of material used to facilitate teaching and learning process in school setting (Bitamazire 2005). They include; textbooks, visual aids, scholastic equipment (Musaazi 1982). Aganze (1998) stated scholastic materials to include blackboard and chalk.

Ajuago (2002) reported that availability of textbooks and other instructional materials have a positive correlation on students' performance because they facilitate understanding of abstract concepts, help in class control and others. She affirmed that a research done between 1979 and 1981 reported 68 types of different teaching aids supplied by government of Nigeria were never utilized. The researcher concurs with Ajuago (2003), but adds that it is not utilization alone rather teachers' commitment to professionalism; schemes of work, lesson planning, creative mind and interest in students' learning and performance, by having in mind what they want their students to achieve at the end of an education cycle that will propel teachers to make proper use of teaching aids.

According to Ward, Penny, and Read (2006), secondary schools in Uganda consider textbooks essential for performance but only few schools have satisfactory levels, many have none. Sources of subject information to students are from blackboard or dictated notes, teachers' past notes as secondary school student, pamphlets amongst others. Libraries too are short of relevant books, there is a general undeveloped reading skills and capacity to research and access information. Nsubuga (2003), asserted that the shortage of textbooks and other instructional materials is a major factor contributing to the poor quality of education in some secondary schools in Uganda. Surely, quantity and quality of textbooks is important but one thing to be added to it is that, a smartly laid out library with relevant books and control system is not a guarantee for good performance if the books are not read. This is where the researcher agrees with Ward, Penny and Read (2006), and argues that students need to cultivate reading culture by developing personal initiative driven by goal orientation, what one wants to be after school that makes them read and perform.

The above review considers literature about availability and use of instructional materials. It does not bring out the link between management of instructional materials and students' performance. This research study will investigate this missing link.

## **2.6 Management of educational facilities and students' performance**

According to Muguluma (2004:21-22), many scholars who have researched on determinants of educational performance show that an increase in the amount of resources used does not lead to an increase in educational performance. In USA, there was lack of strong and systematic relationship between resources and performance. While Latin America established a positive relationship between infrastructure indicators including buildings, furniture, access to electricity or water and academic performance - they provide for teachers and students a good environment for learning. However, buildings have to be accompanied by other practices for performance to be good, they have to be maintained to provide conducive environment for teaching and learning.

Education Standards Agency list for school infrastructure are; play ground, head teachers' office, staffroom, classroom, library, and toilet (Muguluma 2004). Aganze (1998) added laboratories and staff houses. Ankomah, et. al. (2005) included; boards, furniture, water, standards of construction, conditions of facilities and specialized rooms.

Many school in Uganda and Adjumani in particular lack these resources. In (Monitor 26th Jan. 2006), Bukenya lamented that 31.5% of Uganda Certificate of Education (UCE) centers have no functional laboratories, basic equipment, and chemicals which was the cause of poor performance in science subjects. The same paper reported Bitamazire stating construction of 54 laboratories countrywide by African Development Bank (ADB) to improve performance. In kawempe division, the researcher observed that in 2005, the Chief Administrative Officer (CAO) closed seven secondary schools that never met the minimum standards.

The available literature review is about educational facilities. No research has investigated the management of educational facilities and students' performance in kawempe division. Hence, the need for this research study.

## **2.7 Management of educational finances and students performance**

Financial constraints are experience by both government aided and private schools. Finances are needed for capital development and recurrent costs such as for constructions and staff salaries. Troy (2002) reported that most successful schools in Mukono put more emphasis on teachers and financial resources that can be used for meeting all the capital and recurrent expenditures and enhance performance.

However, Ward, Penny, and Read (2005) revealed that government financial support for aided secondary schools in form of salaries, maintenance grants and development grants was merely 30% of the annual operational budget. Parents fund most of the operational and development costs in aided and private schools as the fee levels are similar. Fee defaulters are common so most schools prioritize their budgets for tuition costs and boarding, excluding textbooks and libraries.

Nsubuga (2003) affirms that textbooks account for less than 2% of total expenditure for most secondary schools. Government contributes less than one third of it. The researcher agrees with the findings of Nsubuga (2003) and Ward, Penny and Read (2005), and believes that parents in Kawempe division need sensitization, to develop a positive attitude and interest towards the education of their children, have initiative and awareness of their role to educate them. There is a saying that where there is will, there is way. So they need to plan for school fee and other educational requirements as priority, exploit government loan schemes for small-scale investments to generate income for education purposes and find other alternatives for school fee as well.

Inadequate finances need to be properly managed for effective performance. Itaaga (1995:37) stated there are many variations in the nature of financial management in grant aided secondary schools such that set plans cannot be implemented because of inflation, inadequate funds, and inefficiency of budgetary control agents that result secondary schools running in financial deficits at the end of the year. Higwira (1993:18) concurs with Itaaga (1995) that most head teachers operate within tight budgetary controls, which influence the pattern of delegation, participation and accountability by heads of departments.

Higwira (1993) further advocated for a clear system for reaching decisions over priorities, methods of distribution, responsibility for ordering, the keeping of stock records and the justification of expenditure. This brings about transparency and accountability that enhances good performance.

The researcher agrees with the issues of variation in financial management raised by Itaaga (1995), that brings about financial deficits and Higwira (1993) stating inadequate finances affecting management and therefore advocating for a clear system of financial management but adds that, one may have a perfect record of finances yet use the system to defraud the accounts.

Thus, it is important for one to have the desire and willingness to be self-monitoring for effective performance. This research study will investigate the management of educational finances and students' performance.

All in all, the literature review echoed that management of processes that transform inputs into outputs, namely operational management (Okumbe 1999:9) affected students academic performance. Management by educational personnel, instructional materials, facilities are related to students' academic performance (Musaazi 1982:28-29, Okumbe 1999:21). For instance, good academic performance required inputs to undergo a process of management like teacher pupil interaction in class management and control, daily time on task with the class, regularity and punctuality of teachers for instructional activities, head teachers supervising school activities. However, few head teachers and teachers are adequately trained thus negatively affecting head teachers' supervisory roles of promoting teacher performance, competence, quality, conditions of service, and knowledge of subject.

In the same vein, provision of and maintenance of facilities and proper management of inadequate funds by making clear decisions over priorities, method of distribution, delegation, responsibility for ordering, keeping stock records, justification of expenditure without using the system to defraud accounts are being compromised.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter covers the research methodology; research design, study population, sample size and sample technique, research instruments, validity of research instruments, reliability of research instruments, procedure of the study and technique of data analysis.

#### 3.1 Study Design

The researcher used a cross-sectional survey design. A cross-sectional survey design involves obtaining information from a wide section of respondents at once without need to follow up the respondents for further information (Amin, 2005). Thus, data collection was done over a short period. Quantitative and qualitative approaches were used with the view of triangulation as being appropriate for the study.

#### 3.2 Study Population

There were many secondary schools in Adjumani District. For purposes of controlling extraneous variables, three schools were purposively selected. The population of students was 1435 (School files 2006). Population of teachers was 70.

#### 3.3 Sample size and sampling technique

From the students' population of 1435 in the three sampled schools, only senior four classes participated because they had lived in the school long enough to objectively explain how activities in the school are managed. Each class was about 45 candidates giving a total of 180 candidates, 70 teachers, and four head teachers. Out of population of 254 teachers and students, 152 were sampled with the help of Morgan's (1970) table (Amin, 2005: 454). Having determined the sample size for teachers and students, a ratio of 3 students to 1 teacher basing on the population of both students and teachers was determined and this ratio was used to come up with a sample of 116 students and 36 teachers, which brings up to the 152 sample size earlier mentioned. Stratified random sampling technique was used in this study to select teachers and students because there was need to represent all groups of the target population, teachers and students. This method is very economical, offers accurate results and a high degree of representative ness and is very useful (Sotirios Sarantakos 1988:145).

Purposive sampling was used to select key respondents who the researcher thought should not be left out in the study. These included head teachers, director of studies, and heads of departments.

### **3.4 Research Instrument**

The researcher used three types of instruments namely; questionnaires, interview guide and observation checklist.

### **3.5 Questionnaires**

According to Amin (2005), questionnaires are pencil and paper instruments designed to gather data from individuals about their knowledge, attitudes, beliefs and feelings. They are useful in gathering data, which is descriptive of current events, conditions, or attributes of a population at a particular point in time. The questionnaire are also useful in generating reliable and valid data from a high proportion of a population within a reasonable time period at a minimum cost and is a relatively cheap and quick means of obtaining information. As a form of data collection instruments, questionnaires offer anonymity and increase the likelihood of obtaining accurate information when sensitive information is required.

For purposes of this study, two sets of questionnaires were used, one for teachers and students. The questionnaires were used to collect data on effect of management by educational personnel, instructional materials, facilities and resources on performance of secondary school students in Adjumani district. The questionnaires contained closed questions so that quantitative data was gathered. Questionnaires were preferred because the target population of teachers and students was literate and experienced in responding to written questionnaire. The open-ended questions allowed the researcher to assess the respondents' attitude, what he/she thought or felt, and also what he/she knew about the subject. The researcher personally administered the questionnaires as this helped in establishing rapport with the respondents.

### **3.6 Interview guide**

The researcher interviewed the head teachers, heads of departments, and director of studies. The interviews were scheduled to be consistent in collecting data on; the effect of management by educational personnel, instructional materials, facilities and finances, on performance of secondary school students in kawempe division. Oral interview was chosen because it allowed full expression of respondents' opinion and in-depth information was obtainable. The use of

interviews was also a complementary method of data collection for this study and was the principal means of determining the understanding of the key actors or stakeholders involved in the policy process (Amin, 2005). This method was also adopted because the respondents varied in their experiences and areas of specialties as well as for purposes of triangulation.

### **3.7 Observation checklist**

This study also employed observation as a method of data collection. Observation as a method of data collection employs vision as its main means of data collection (Amin, 2005).

It offers the opportunity to record and analyze behavior and interactions as they occur. This allowed events, actions, and experiences to be seen through the eyes of the researcher. In this particular study, the researcher acted as a participant observer. The researcher observed the status of instruction materials and school facilities in place and took note of their status in order to determine whether they were well managed or not.

### **3.8 Data collection procedure**

After the approval of the proposed study, the researcher obtained introduction letter from the Dean School of Education, which was used to seek permission of head teachers in order to administer questionnaires to teachers and students as well as interview them, director of studies and heads of departments. The researcher also made some observations. The raw data was field edited, later coded and analyzed.

### **3.9 Validity of research instruments**

Validity refers to the extent to which an instrument measures what it purports to measure (Amin, 2005). To ensure validity of research instruments, the draft instrument was subjected to scrutiny by the supervisor, other lecturers in the department and colleagues who had knowledge in research. Their comments and recommendations were used to improve the final copy of the instruments. The instruments were also subjected to rating by experts and the content validity index (CVI) was computed as;

$$\text{CVI} = \frac{\text{Agreed items by both judges as suitable}}{\text{Total number of items in the questionnaire}}$$

The CVI, which was 0.79 for the teachers questionnaire and 0.72 for the students' questionnaire

was greater than 0.7. Thus, the questionnaires were considered as valid for the study.

### 3.10 Reliability of research instruments

Reliability refers to the extent to which the instrument will produce consistent scores when the same group of individuals is repeatedly measured under the same conditions (Amin, 2005). Reliability of research instruments was established by piloting the instruments in two selected secondary schools out side kawempe division . Consistency of instruments nwas also computed using Cronbachs alpha coefficient.

$$\alpha =$$

$$1 - \frac{K}{K^2}$$

$$\frac{\sum_{i=1}^K \sigma_i^2}{\sigma_t^2}$$

$$\frac{\sum_{i=1}^K \sigma_i^2}{\sigma_t^2} = \frac{\sum_{i=1}^K \sigma_i^2}{\sigma_t^2} = \frac{\sum_{i=1}^K \sigma_i^2}{\sigma_t^2}$$

Where liability Re  $\frac{\sum_{i=1}^K \sigma_i^2}{\sigma_t^2}$  = Sum of the variance of individual item in the questionnaire

$\sigma_t^2$  = Variance of the entire questionnaire.

K = Number of items in the questionnaire

From the results that were collected and analyzed from the pilot study, the researcher found out that the instrument used was significant to the study and that the Cochran's chi-square for alpha was above 0.6 ( 7 .0  $\chi^2$  ). The tool was considered to provide reliable and consistent information that would be used to depict what was happening in this area of study.

### 3.11 Data Analysis technique

The researcher analyzed quantitative data from questionnaires using descriptive statistics, whereby data collected was subjected to frequencies and percentages, because it is easy to interpret, understand and compare frequencies. The frequencies were then accompanied with chi-square to find out if there was an association between the two variables. Correlation analysis was used to test the relationship of management by educational personnel, instructional materials, facilities and finance on the academic performance of secondary school students in kawempe division.

Schools with lowest average percentage of students in first and second divisions were considered having students with a very poor academic performance. Thus, students were categorized according to the average percentage of students in first and second divisions into either „Very poor“, „Poor“, „Good“ or „Very good“. In addition, all teacher responses on management by educational personnel to items 1.1 to 1.7 were computed into an average score for each teacher. Like wise all teachers' responses on management of instructional materials, educational facilities and finances, to items 2.1 to 2.6, items 3.1 to 3.6, and items 4.1 to 4.7 were computed into average score for each teacher. The average scores for all teachers were then categorized into four categories as „1 = Very poor“, „2 = Poor“, „3 = Good“ and „4 = Very good“, whereby a teacher in the lowest average score was considered to hold the view that management by educational personnel, instructional materials, facilities and finances was very poor. The same procedure was followed for students' responses.

Academic performance based on average percentage of students who passed in first and second division was tabulated with teachers' and students average score on management by educational personnel, instructional materials, facilities, and finances. The regression analysis was then used to test the effect of management of educational personnel, instructional materials, facilities and finance on performance of secondary school students. Content analysis was used to analyze qualitative data from interviews and observations where by it was summarized into meaningful statements, which were used to supplement the quantitative data to enrich the interpretation of the findings.

The foregone chapter presented activities undertaken before setting out to collect data, the preliminary plan of action and the manner in which the study was carried out. This covered the research design, study population, sample size and sampling technique, research instruments, validity and reliability of research instruments, procedure of the study and technique of data analysis.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.0 Introduction

This chapter presents interpretation and analysis of the findings of the study. It was divided into five sections. The first section presented findings on the respondents' background information. The second section presented findings on the effect of management by educational personnel on the performance of students in Adjumani district. The third section presented findings on the effect of management of instructional material on the performance of students in kawempe division. The fourth section presented findings on the effect of management of educational facilities on the performance of students in kawempe division. The fifth section presented findings comprising a cross tabulation of category of respondents by the respondents' gender, level of education, and teaching experience. Information about gender was solicited from both students and teachers, while information about level of education and teaching experience was solicited only from teachers. Findings are presented in Tables 2.

**Table 2: Respondents' background information**

Gender

Category of respondent	Total	Teacher	Student
Male	30 (83.3%)	63 (55.8%)	93 (62.4%)
Female	6 (16.7%)	50 (44.2%)	56 (37.6%)
Total	36 (100.0%)	113 (100.0%)	149 (100.0%)

Highest qualification of teachers

Grade V	26 (72.2%)	26
Graduate	6 (16.7%)	6 (16.7%)
Masters	1 (2.8%)	1 (2.8%)
Others	3 (8.3%)	3 (8.3%)
Total	36 (100.0%)	36 (100.0%)

## Teaching experience

### Below

five years	13 (36.1%)	13 (36.1%)
Five years	20 (55.6%)	20 (55.6%)
five and	3 (8.3%)	

### above

Total	36 (100.0%)	36 (100.0%)
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Findings in Table 2 show that information was solicited from 149 respondents (see totals) of whom 36 were teachers and 113 were students. Regarding gender, it was shown that there were more male teachers, 30(83.3%), female teachers were 6(16.7%). In addition, there were more male students, 63(55.8%), and the female students were, 50(44.2%). Findings about highest academic qualification reveal that most teachers, 26 (72.2%), have a Grade V academic qualification and very few have a Graduate or Masters or other level of academic qualifications. The reason why most teachers have a Grade V academic qualification may be attributed to the fact that before 2000, the highest institutions for teachers in the northern Uganda were Teaching Training Institutions. These only awarded certificates and the highest among these certificates was Grade V. Regarding teaching experience, findings show that most teachers 20,( 55.6%), have a teaching experience of five years and slightly over a third have a teaching experience of below five years. This implies that most teachers have recently joined the teaching profession in secondary schools.

## 4.2 Hypothesis I: Good management by educational personnel improves academic performance of secondary school students in kawempe division.

A cross tabulation was used to determine the distribution of teachers' responses on management by educational personnel and students' academic performance. Schools with lowest average percentage of students in first and second divisions were considered having students with a very poor academic performance. The academic performance based on the average percentage of students who passed in first and second divisions was tabulated with teachers' average score on management by educational personnel. Results are presented in

**Table 3.** Note that the management by educational personnel variable in the table has fewer responses compared to those in the questionnaire. This arises because none of the teachers had average score of 4.

**Table 3: Distribution of teachers' responses on management by educational personnel and students' academic performance**

Students' academic performance		Management by educational personnel		
	Very poor	Poor	Good	Total
Very poor	(11.1%)	(11.1%)	(2.8%)	25%
Poor	2 (5.6%)	6 (16.7%)	1 (2.8%)	9 (25%)
Good				
good	3 (8.3%)	6 (16.7%)	0 (0%)	9 (25%)
Very good	1 (2.8%)	6 (16.7%)	2 (5.6%)	9 (25%)
Total	10 27.8%)	22 (61.1%)	4 (11.1%)	36 (100%)

**Table 3 shows that for the 4(11.1%) of the teachers who reported that management by educational personnel was poor, the students' academic performance was very poor while 6 (16.7%) teachers who reported that management by educational personnel as poor, students' academic performance was poor. The implication of the findings is that for 27.8% teachers with the view that management by educational personnel was poor, the students' academic performance as poor.**

Having established a cross tabulation of teachers showing the distribution of their responses on management by educational personnel and students' academic performance, a cross tabulation was also used to determine the distribution of students' responses on management by educational personnel and students' academic performance. The same procedure used to compute management by educational personnel and students' academic performance for teachers' findings was applied for students. Results are presented in Table 4.



Table 4: Distribution of students' responses on management by educational personnel and students' academic performance

	good	poor	Very poor	Total
very poor	6 (5.3%)	0 (19.5%)	28 (0%)	34 (24.8%)
poor	5 (4.4%)	22 (19.5%)	1 (.9%)	28 (24.8%)
Good	5 (4.4%)	21 (18.6%)	2 (1.8%)	28 (24.8%)
Very good	5 (4.4%)	14 (12.4%)	10 (8.8%)	29 (25.7%)
Total	21 (18.6%)	79 (69.9%)	15 (13.3%)	113 (100%)

Table 4 shows that for a small proportion of students, 22 (19.5%), who reported that management by educational personnel as poor, students' academic performance was very poor while for a similar proportion of students, 22(19.5%), who reported that management by educational personnel as poor, students' academic performance was poor. The implication of these findings is that like most teachers, for 39% of students with the view that management by educational personnel was poor, the students' academic performance as poor.

Having established the teachers and students responses as shown in Tables 3 and 4 above, the researcher then combined the results in Tables 3 and 4 as shown in Table 5 and the analysis was guided by the following first hypothesis: Good management by educational personnel improves academic performance of secondary school students in Adjumani district.

In order to test the hypothesis, chi-square ( ) and Pearson Moment Relationship coefficient (r) were computed. Results are as presented in Table 5 and 6.

Table 5: Distribution of teachers and students' responses on management by educational personnel and students' academic performance

	Very poor	Poor	Good	Total
Very poor	10 (6.7%)	26 (17.4%)	1 (.7%)	37 (24.8%)
Poor	7 (4.7%)	28 (18.8%)	2 (1.3%)	37 (24.8%)
Good	8 (5.6%)	27 (18.1%)	2 (1.3%)	37 (24.8%)
Very good	6 (25.5%)	20	12	38
Total	31 (20.8%)	101 (67.8%)	17 (11.4%)	149 (100%)
Chi-square values	Xo2 = 14.3		df = 4	Xc2 = 12.6

Findings show that the hypothesis that “Good management of educational personnel improves academic performance of secondary school students in Adjumani district” was accepted. This is because chi-square observed ( $Xo2 = 14.3$ ) at degree of freedom four ( $df = 4$ ) was greater than chi-square critical ( $Xc2 = 12.6$ ). Thus, the findings show that there was a significant association between management by educational personnel and students' academic performance. In particular, findings reveal that for the 26 (17.4%) respondents who reported management by educational personnel as poor, students' academic performance as very poor while for 28(18.8%) respondents who said that management by educational personnel was poor, students' academic performance was poor. These constitute 36.2%, which was a reasonable percentage. The implication of these findings was that when management by educational personnel was poor, students' academic performance was poor and vice versa. A further analysis of the combined data of the teachers and students using correlation is presented in Tables 6.

Table 6: Relationships between management by educational personnel and students' academic performance

Management of educational personnel

Pearson relationship values	Regression values of R squared
Students' academic performance	$r = .248$
$R^2 = .062$	
$p = .008$	$p = .008$
$N = 149$	

Table 6 shows a significant relationship between management by educational personnel and students' academic performance (For detailed calculation see Appendix 10).

When the findings were tested, the correlation coefficient was found to be significant at a 5% level of significance, i.e. ( $p = .008$ ) was found to be less than the critical value. The findings further suggested that management by educational personnel were related to students' academic performance.

In order to determine the effect of management by educational personnel on students' academic performance in kawempe divi, the regression values of R squared was scomputed during regression analysis and R squared was found to be .062, which was statistically significant. When R squared was expressed as a percentage, findings revealed that management by educational personnel accounts for 6.2% change in students' academic performance. This shows that management by educational personnel accounts for a very small change in students' academic performance.

In particular, interview findings were supportive of the relationship established from quantitative data obtained through questionnaires. For example, an interview with the Director of Studies of one of the schools revealed that management by the head teacher/teachers had a direct correlation to students' performance in that poor management of available resources such funds and labor leads to poor performance. The head teacher of one the school was supportive when he responded thus;

Management of the school by head teachers and teachers affects academic performance either positively or negatively. If the head teachers works closely with teachers while they are

supervising the teaching/learning process to ensure time is managed and teachers adhere to the code of conduct, it will have a positive impact on students' performance. Adequate preparation helps a teacher to deliver to learners.

Good management ensures that textbooks and laboratory equipment are at the disposal of teachers and students. The teachers supplement these with creativity in preparing appropriate teaching aids. Thus, management by head teacher and teachers provides a conducive learning environment for students, which is very essential. A good learning environment should be free from indiscipline, strikes, and hooliganism.

It should encourage competition and it is the role of head teacher and teachers to enforce discipline.

The Head of Science Department of another school during the interview said that poor time management such as late reporting on duty reduces input, thus poor output while proper time management increases yields. The Head of Science Department added that poor resource management results into limited resource availability for productivity. For example, corruption reduces funds for operating educational institutions. The Director of Studies of

one of the schools noted that there was lack of motivation, commitment among the teachers, and teacher-student relationship was not good because of poor management such as non-payment of salary for four years, no close supervision of teachers, failure to involve teachers in planning for the school, lack of instructional materials. All these have contributed to no progress in the school.

The head-teacher of another school was supportive of the Director of Studies when he said that lack of exposure of students to instructional material in the school has contributed to the students' poor performance. In addition, the Head of Department of another school said that when the head-teacher is good in his administration, school programs run effectively and students' performance is improved. However, when the head-teacher does not coordinate with teachers and teachers are not motivated well, then some school programmes may fail and students perform poorly.

The Director of Studies in the same vein responded that good administration would lead to good performance and poor administration contributes to poor teaching and thus poor students' performance.

performance. He added that the administration is expected to encourage and build self-confidence and self-esteem among teachers and students.

The Head of Department of Arts of the school also concurred by saying that regular supervision of teachers' scheme of work, notes and teaching can improve the students performance as it encourages the teachers to remain focused. He added that were teachers use educational facilities well, there are improved learning while inadequate funding limits the availability of resources to students, which would improve students' performance.

The Head of Science Department of one of the schools also agreed that that non-cooperativeness in terms of not having good relationships among head-teacher and teachers

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presented the discussion, conclusions and recommendations of the study.

It was divided into three sections. The first section presented discussion. The second section presented conclusions. The third section presented recommendations and areas for further research.

#### 5.1 Discussion

Effect of management by educational personnel on the performance of students in kawempe division.

There was a significant positive relationship between management by educational personnel and students' academic performance. Thus, the hypothesis that "Good management by educational personnel improves academic performance of secondary school students in kawempe division" was accepted. The findings suggested that management by educational personnel was related to students' academic performance. In particular, findings revealed that management by educational personnel accounted for 6.2% change in students' academic performance. This shows that management by educational personnel accounts for a small change s on the effect of management of finance on the performance of students in kawempe division.

Findings on the respondents' background information

This section presents findings on the respondents' background information. The findings comprise a cross tabulation of category of respondents by the respondents' gender, level of education, and teaching experience. The study findings show that the role of the head teachers and teachers has direct influence on managing teaching and learning process and hence the performance of students.

This is in agreement with Nambuba-Namusole (2005:1) who observed that effort exerted by head teachers, teachers, and parents was a major contributing factor to enhancing pupils' good academic performance in schools. The implication of the findings is that as custodian of good

education standard in their school, head teachers and teachers should aim at high educational standards by allocating duties, supervising instructional activity as well as other school activities. Teachers should always be present for classroom instruction and efficiently organize and manage the class.

Since findings indicated a relationship between management by educational personnel and students' academic performance and yet management by educational personnel was concerned with teacher quality (Mulkeen et al 2005), then it implied relationship between management by educational personnel and teacher quality. That was, the better that teacher quality through management by educational personnel, the better will be students' academic performance. Thus, management of schools in Adjumani district should ensure that there is improved teacher quality through the management by educational personnel in order to improve students' academic performance. In this light, the findings of this study agree with Troy (2002) whose research indicated that teachers are the most important resource that contribute to the success of their schools because of the commitment they exercise. This further implied that the school administration in kawempe division should always make teachers commit themselves to they exercise.

In respect to Ankomah et al (2005), management by educational personnel is also concerned with teacher performance and teacher performance is affected through the following: number of teachers, pupil- teacher ratio, academic qualification, pedagogical training, content knowledge, ability, and experience. The implication of this to the positive relationship between management by educational personnel and students' academic performance was that the study findings concur with Ankomah et al (2005). This was because it was shown that because teaching staff were not properly allocated duties, head teachers did not satisfactorily supervise school activities, and some teachers were always not present for classroom instruction, students' academic performance in Adjumani district was poor.

According to Kinungu-Kirindiriza (1989:3), management by educational personnel involves management of teacher competence. Thus, the relationship between management by educational personnel and students' academic performance, implies a relationship between management of teacher competence and students' academic performance. That is, the more teachers are made competent, the better the students' academic performance. However, Kinungu-Kirindiriza

(1989:3) reported that teacher competence includes; lesson preparation, proficiency in subject instruction, maintaining order in classroom, encouraging pupil participation in the lesson, punctuality, discipline, participation in extra-curriculum activities, integrity, and participation in community affairs. In relation to the findings of the study, this means that the more the schools administration effectively and efficiently oversees teachers in lesson preparation, proficiency in subject instruction, maintaining order in classroom, encouraging pupil participation in the lesson, punctuality, discipline, participation in extra-curriculum activities, integrity, and participation in community affairs, the better will be the students' academic performance in kawempe division.

According to Ward, Penny, and Read (2006), Bitamazire (2005), Colby, Witt and Associates (2000), and Nsubuga (2003), poor working conditions such as no incentives and career structure, non- participation of teachers in refresher courses cripple secondary schools teachers in Uganda. Thus, management of working conditions is part and parcel of management by educational personnel. In relation to the findings of the study, this implies that there was a relationship between management of working conditions and students' academic performance in kawempe division. Thus, the better the management of working conditions, the better the students' academic performance.

According to Mulkeen et al (2005), management by educational personnel also involves the management of teacher qualification. This may be in the form of providing career development to teachers or recruitment of teachers with better qualifications. In respect to the findings of the study, this implied that there was a positive relationship between providing career development to teachers or recruitment of teachers with better qualifications and students' academic performance in kawempe division. Thus, the more the school administration in kawempe division provide career development to teachers or recruit teachers with better qualifications, the better the students' academic performance.

As regards Colby, Witt, and Associates (2000:13), management by educational personnel involves management of time on the task. When related to the finding of this study, the implication was that there was a significant relationship between management of time on the task and students' academic performance. Therefore, the more the school administration makes teachers devote more time on the task, the better the students' academic performance.



Colby, Witt, and Associates (2000:13) observes that the school administration can make teachers devote more time on the task by solving transport and housing problems and other problems that make teachers hold second jobs, which make teachers fail to get to school on time or absent from school. In respect to the findings of the study, if the school administration in kawempe division solved these problems, there will be improvement in the students' academic performance.

According to Mulkeens et al (2005), management of educational personnel is also about management of teachers' knowledge of their subject. Since there was a significant positive relationship between management of educational personnel and students' academic performance, then that findings are in agreement with Mulkeens et al (2005) that management of teachers' knowledge of their subject has an impact in the classroom and to this study the classroom was in the heart of students' academic performance.

## **5.2 Effect of management of instructional materials on the academic performance of secondary school students in kawempe division.**

There was also a significant relationship between management of instructional materials and students' academic performance. Thus, the hypothesis that "Good management of instructional materials improves academic performance of secondary school students in kawempe division" was accepted. The findings suggested that management of instructional materials were related to students' academic performance. This meant that, there was a relationship, that the better the management of instructional materials, the better the students' academic performance. Findings revealed that management of instructional materials accounted for 6.6 % change in students' academic performance. This shows that management of instructional materials accounts for a very small change in students' academic performance.

The findings suggest that with few materials such as textbooks, visual aids, scholastic equipment used to facilitate teaching and learning process in school setting in secondary schools in kawempe division, students' performance was compromised. This finding concurs with Wanda (1995) who observed that without some basic revitalizing of inputs particularly textbooks and instructional materials almost no learning can be expected to occur.

The findings are also in agreement with Ajuago (2002) who reported that availability of textbooks and other instructional materials have a positive correlation on students' performance because

they facilitate understanding of abstract concepts, help in class control and others. Given that the study established that management of instructional material was poor in secondary schools in kawempe division, then it can be deduced that the availability of textbooks and other instructional materials was not sufficient and this contributed to students' poor academic performance. Thus, findings are in agreement with Ward, Penny, and Read (2006) who observed that secondary schools in Uganda consider textbooks essential for performance but only few schools have satisfactory levels, many have none. Thus, the poor students' performance is linked to poor management of instructional materials in form of blackboard or dictated notes being sources of subject information to students, libraries short of relevant books, undeveloped reading skills and capacity to research and access information.

### **5.3 Effect of management of educational facilities on the academic performance of secondary school students in kawempe division.**

Further, it was also noted that, there was a positive significant relationship between management of educational facilities and students' academic performance. Thus, the hypothesis that "Good management of educational facilities improves academic performance of secondary school students in kawempe division" was accepted. The findings suggested that management of educational facilities were related to students' academic performance. The relationship meant that the better the management of educational facilities, the better the students' academic performance. Findings revealed that management of educational facilities accounts for 5.3% change in students' academic performance. This shows that management of educational facilities accounts for a small change in students' academic performance.

These findings are contrary to Muguluma (2004:21-22) who observed that many scholars who have researched on determinants of educational performance show that an increase in the amount of resources used does not lead to an increase in educational performance. In fact, the findings show that an increase of resources used leads to an increase in educational performance and these findings are in agreement with findings in Latin America, which established a positive relationship between infrastructure indicators such as buildings, furniture, access to electricity or water and academic performance. Thus, the findings suggest that head teachers' office, staff room, classroom, library, buildings, furniture, access to electricity, laboratories and staff house, boards, furniture, standards of construction, conditions of facilities and specialized rooms, water and toilet

provide for teachers and students a good environment for learning.

#### **5.4 Effect of management of finance on the academic performance of secondary school students in kawempe division.**

There was a significant relationship between management of finance and students' academic performance. Thus, the hypothesis that "Good management of finances improves academic performance of secondary school students in kawempe division" was accepted. The findings suggested that management of finance was related to students' academic performance. This relationship meant that the better the management of finance, the better the students' academic performance. Findings revealed that management of finance accounts for 5.3% change in students' academic performance. This shows that management of finance accounts for a small change in students' academic performance.

The findings are to some extent supportive of Troy (2002) who reported that most successful schools in Mukono put more emphasis on teachers and financial resources that can be used for meeting all the capital and recurrent expenditures and enhance performance. They also agree with Higwira (1993:18) who concurred with Itaaga (1995) that most head teachers operate within tight budgetary controls, which influence the pattern of delegation, participation and accountability by heads of departments, which affects the students' academic performance. The findings, thus, suggest that inadequate finances need to be properly managed for effective performance and that lack of transparency and accountability compromises good performance.

In short, the foregone discussion stated that there was a positive relationship between management by educational personnel, instructional materials, facilities, finances and students' academic performance. Operational management affects academic performance in kawempe division.

#### **5.5 Conclusions**

From the findings of this research and in line with the theory and hypotheses that guided the study, the researcher drew the following conclusions;

Head teachers need to be adequately trained in their managerial roles so as to regularly supervise their teachers and other school activities. Among others, they should plan for staff development,

staff houses, means of transport because most teachers are diploma holders, who commute from their homes far from school which is negatively affecting students' academic performance.

There is no reading culture and research by both teachers and students since they are inadequately exposed to the use of instructional materials. consequently affecting academic performance of most schools in kawempe negatively.

There is a significant positive relationship between management of educational facilities and students' academic performance. Lack of laboratory and library facilities in one case and lack of electricity and running (taped) water in most schools cannot provide students conducive environment for studying.

Most head teachers do not raise enough finances to adequately cater for all running and development costs. Meagre funds are used for administrative purposes other than for purchasing laboratory equipments, chemicals, instructional materials and paying teachers' salaries and allowances. That is why teachers are reluctant to teach.

Although head teachers and teachers in kawempe division are trying to improve academic performance through management by educational personnel, management of instructional materials, facilities and finances, there is still need to consolidate their efforts for better academic performance.

### **5.7 Areas for further Research**

A study on other factors other than management by educational personnel, instructional material, educational facilities, finances and its effects on academic performance of secondary schools in kawempe division. These could include among other factors; socio-economic status of pupils, quality of admission and family background.

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- Kindly respond to all questions as honestly as possible. The information obtained will be treated with utmost confidentiality for the purpose of this study.

### Section A: Background information

Instruction: Please tick where applicable

1. Gender: Male Female

2. What is your highest academic qualification?

Grade V Graduate Masters Others

3. Teaching experience: Below Five years Five years Five years and

above

NB:

For the following sections use the rating scale below. Please tick in the box the most appropriate rating

### RATING SCALE

(A) = Strongly agree (B) = Agree (C) = Disagree (D) = Strongly Disagree

### Section B:

1.0 Management by educational personnel and students performance A B C D

## Head Teachers

- 1.1 Every teaching staff is allocated duties during well scheduled meetings
- 1.2 The head teacher supervises instructional activity as well as other school activities
- 1.3 The head teacher monitors every school activity closely Teachers
- 1.4 Teachers are always present for classroom instruction.
- 1.5 Teachers get students on task quickly at the beginning of each lesson or instruction activity.
- 1.6 Teachers find no difficulty in efficiently organizing and managing the class
- 1.7 Teachers maintain high level of student time on task
- 2.0 Management of instructional materials and students performance
- 2.1 Teachers have relevant books for the subject(s) they teach
- 2.2 Books in this school are carefully handled
- 2.3 Teachers always effectively use teaching aid to present their lessons
- 2.4 Teachers do not use old notes for students
- 2.5 Chalk is always available for teachers
- 2.6 The school has a well stipulated procedure for controlling use of instructional materials
- 3.0 Management of educational facilities and students performance
- 3.1 The school has a laboratory in which the equipments are well stored
- 3.2 The school has a library set with relevant books arranged orderly
- 3.3 School buildings in this school are well maintained
- 3.4 Office equipment are always well serviced
- 3.5 Teachers on duties in this school always ensure that classrooms, head teachers office and other areas are cleaned every morning before classes Management of finances and students performance

4.1 The school draws annual budget and gets it approved by the Board of Governors (BoG)

4.2 Teachers are involved in the financial budgeting of this school

4.3 The school adheres and implements the school budget

4.4 This school maintains good financial records

4.5 The head teacher accounts for any school funds to the BoG

4.6 Parents pay school fee promptly

4.7 The school finances budget allocation for instructional activity easily

5.0 Performance

5.1 Most students in this school pass in first grade

5.2 Most students in this school pass in second grade

5.3 Most students in this school pass in third grade

5.4 Most students in this school pass in fourth grade

5.5 Most students in this school obtain F.9

Appendix 2: Questionnaire for students

Dear respondent,

Thank you for accepting to participate in the study that requires information on the effect of operational management by educational personnel, materials, facilities and finances on the performance of secondary school students in kawempe division.

Kindly respond to all questions as honestly as possible. The information obtained will be treated with utmost confidentiality for the purpose of this study.

Section A: Background information

Instruction: Please tick where applicable

1. Gender: Male Female

NB:

For the following sections use the rating scale below. Please tick in the box the most appropriate rating

RATING SCALE

(A) = Strongly agree (B) = Agree (C) = Disagree (D) = Strongly Disagree

Section B:

1.0 Management by educational personnel A B C D

Head teachers

1.1 Every student in this school is allocated duties during well scheduled meetings

1.2 The head teacher supervises instructional activity as well as other school activities

1.3 The head teacher monitors every school activity closely

Teachers

1.4 Teachers are always present for classroom instruction

1.5 Teachers get students on task quickly at the beginning of each lesson or instruction activity

1.6 Teachers find no difficulty in efficiently organizing and managing the class

1.7 Teachers maintain high level of student time on task

2.0 Management of instructional materials

2.1 There are enough relevant books for the subjects we learn

2.2 Books in this school are carefully handled

2.3 Teachers always effectively use teaching aid to present their lessons



2.4 Teachers do not use old notes for students

2.5 Chalk is always available for teachers

2.6 The school has a well stipulated procedure for controlling use of instructional materials

3.0 Management of educational facilities and students performance

3.1 The school has a laboratory in which the equipments are well stored

3.2 The school has a library set with relevant books arranged orderly

3.3 The school buildings in this school are well maintained

3.4 Office equipments in this school are well serviced

3.5 Students on duties in this school always ensure the classrooms, head teachers office and other areas are cleaned before classes

4.0 Management of finances and students performance

4.1 The school draws annual budget and gets it approved by the BoG

4.2 Students are involved in financial budgeting of this school

4.3 The school adheres and implements the school budget

4.4 This school maintains good financial records

4.5 The head teacher accounts for any school funds to the BoG

4.6 Parents pay school fee promptly

4.7 The school finances budget allocation for instructional activity easily

5.0 Performance

5.1 Most students in this school pass in first grade

5.2 Most students in this school pass in second grade

5.3 Most students in this school pass in third grade

5.4 Most students in this school pass in fourth grade

5.5 Most students in this school obtain F.9

### Appendix 3: Interview Guide for head teachers

Thank you for accepting to participate in the study that requires information on the effect of operational management by educational personnel, materials, facilities and finances on the performance of secondary school students in kawempe division.

Kindly respond to all questions as honestly as possible. The information obtained will be treated with utmost confidentiality for the purpose of this study.

#### Section A: Background information

1. Indicate your gender.....
2. What is your highest qualification?
3. What is your teaching experience?

#### Section B: Management of Educational Inputs

1 (a) In your opinion, how does management by head teachers and teachers affect students' academic performance.

Explain.....

(b) What is your comment about management of instructional materials affecting students' performance?

(c) In your opinion does management of educational facilities affect students' performance?

Explain .....

(d) According to you, what challenges do you face in managing school finances in relation to improving students' performance?

Explain how you solve these challenges.....

### Appendix 4: Interview Guide for heads of department

Dear respondent,

Thank you for accepting to participate in the study that requires information on the effect of operational management by educational personnel, materials, facilities and finances on the performance of secondary school students in kawempe division.

Kindly respond to all questions as honestly as possible. The information obtained will be treated with utmost confidentiality for the purpose of this study.

### **Section A: Background information**

1. Indicate your gender.
2. What is your highest qualification?
3. What is your teaching experience?

### **Section B: Management of Educational Inputs**

1 (a) In your opinion, how does management by head teachers and teachers affect students' academic performance in your department.

Explain .....

b) What is your comment about management of instructional materials affecting students' performance in your department?

Give your views.....

c) In your opinion does management of educational facilities affect students' performance?

Explain .....

d) According to you, what financial management challenges does your department face in relation to improving students' performance.

Explain how you solve these challenges.....

### **Appendix 5: Interview Guide for Director of studies**

Dear respondent,

Thank you for accepting to participate in the study that requires information on the effect of operational management by educational personnel, materials, facilities and finances on the performance of secondary school students in kawempe division.

Kindly respond to all questions as honestly as possible. The information obtained will be treated with utmost confidentiality for the purpose of this study.

### **Section A: Background information**

1. Indicate your gender.....
4. What is your highest Academic qualification?
5. What is your teaching experience?

## Section B: Management of Educational Inputs

1 (a) In your opinion, how does management by head teachers and teachers affect students' academic performance in your school.

Explain.....

(b) What is your comment about management of instructional materials affecting students' performance in your school?

Give your views.....

(c) In your opinion does management of educational facilities affect students' performance in your school?

Explain .....

(d) According to you, what financial challenges does your school face in relation to improving students' performance.

Explain how you solve these challenges.....

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## Appendix 6: Reliability for Teachers' Questionnaire Management by educational personnel

		Mean	Std Dev	Cases
1.	QN1.1	2.0278	.9706	20.0
1.7222	.5662	20.0	3.	QN1.2
20.0	4.	QN1.3	1.7222	.7411
2.3056	4.	QN1.4	1.9167	.8409
20.0	6.	QN1.5	2.1944	.8218
20.0	7.	QN1.6	1.9167	.6492
			20.0	

Std Dev	Variables	SCALE	N of Statistics for	Mean	Variance
		13.8056	7.5325	2.7445	7

### Item-total Statistics

Item-Deleted	Scale Alpha Deleted	Scale Correlation	Corrected if Item Deleted	Mean Total	Variance if Item	
QN1.1	11.7778	7.2063	-.1182	.6708	QN1.2	12.0833
6.0214	.4284	.7429	QN1.3	12.0833	5.3929	.4621
.7055	QN1.4	11.8889	5.7016	.2798	.7817	QN1.5
11.5000	5.5714	.4348	.7212	QN1.6	11.6111	5.7873

.2706 .7858 QN1.7 11.8889 6.1016 .3148 .7726

Reliability Coefficients

N of Cases = 20.0 N of Items = 7

Alpha = .7286

Management of instructional materials

		Mean	Std Dev	Cases			
1.	QN2.1	1.8333		.7746	20.0	2.	QN2.2
2.0833	.8062	20.0	3.	QN2.3	2.2778		.8819
20.0	4.	QN2.4	2.0000	.8619	20.0	5.	QN2.5
1.3333	.5855	20.0	6.	QN2.6	2.1111		.7848
20.0							

				N of Statistics for	Mean	Variance
Std Dev	Variables	SCALE	11.6389	8.7516	2.9583	6

Item-total Statistics

Item-Deleted	Scale Alpha Deleted	Scale Correlation	Corrected if Item Deleted	Mean Total	Variance if Item	
QN2.1	9.8056	6.5040	.4170	.7486	QN2.2	9.5556
5.5111	.6843	.7516				
76						
QN2.3	9.3611	5.9516	.4700	.6301	QN2.4	9.6389
6.2373	.4115	.7515	QN2.5	10.3056	7.7611	.1985
.7046	QN2.6	9.5278	6.7706	.3342	.7752	

Reliability Coefficients

N of Cases = 20.0 N of Items = 6

Alpha = .7886

Management of educational facilities

Cases

1.	QN3.1	2.1389	.9305	20.0	2.	QN3.2
2.1389	.8993	20.0	3.	QN3.3	1.9167	.6918

20.0	4.	QN3.4	2.1667	.6969	20.0	5.	QN3.5
1.8611		.9305	20.0				

				N of Statistics for		Mean	Variance
Std Dev	Variables	SCALE	10.2222	8.7492	2.9579	5	

#### Item-total Statistics

Item-Deleted	Scale Alpha Deleted	Scale Correlation	Corrected if Item Deleted	if Item Deleted	Mean Total	Variance if Item Deleted
QN3.1	8.0833	5.5071	.5441	.6944	QN3.2	8.0833
5.3357	.6270	.6596	QN3.3	8.3056	6.5040	.5007
.7130	QN3.4	8.0556	6.5111	.4927	.7151	QN3.5
8.3611	5.8944	.4402	.7364			

#### Reliability Coefficients

N of Cases = 20.0      N of Items = 5

Alpha = .7493

Management of finances	Mean	Std Dev	Cases
1. QN4.1	2.0000	1.0690	20.0
2.7222	1.1113	20.0	3. QN4.3
2.0	4. QN4.4	2.0833	.7700
2.1944	1.0370	20.0	6. QN4.6
20.0	7. QN4.7	2.5278	.7741
		20.0	

				N of Statistics for		Mean	Variance
Std Dev	Variables	SCALE	16.8889	20.6730	4.5468	7	

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#### Item-total Statistics

Item-Deleted	Scale Alpha Deleted	Scale Correlation	Corrected if Item Deleted	if Item Deleted	Mean Total	Variance if Item Deleted
.6677	.7684	QN4.2	14.1667	13.7429	.6912	.7634
QN4.3	14.4444	14.5968	.7564	.7553	QN4.4	14.8056
16.1611	.6331	.7811	QN4.5	14.6944	14.6754	.6195
.7781	QN4.6	13.9722	20.4278	-.0657	.8786	QN4.7

14.3611      15.8373      .6876      .7730

Reliability Coefficients

N of Cases =      20.0      N of Items =      7

Alpha =      .8148

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Appendix 7: Reliability for Students' Questionnaire Management of educational personnel

Mean      Std Dev      Cases

1.	QN1.1	2.2743	1.0199	20.0	2.	QN1.2		
1.4690	.6691	20.0	3.	QN1.3	1.6726	.7611		
4.	QN1.4	1.8673	.8609	20.0	5.	QN1.5	2.0531	
.8540	20.0	6.	QN1.6	2.0442	.9579	20.0	7.	QN1.7
1.8407	.9119	20.0						

				N of Statistics for	Mean	Variance
Std Dev	Variables	SCALE	13.2212	13.7631	3.7099	7

Item-total Statistics

Item-Deleted	Scale Deleted	Scale Correlation	Corrected if Item Deleted	if Item Deleted	Mean Total	Variance if Item Deleted
QN1.1	10.9469	10.3186	.3670	.7061	QN1.2	11.7522
10.7238	.5914	.6585	QN1.3	11.5487	11.0891	.4132
.6906	QN1.4	11.3540	10.2129	.5105	.6659	QN1.5
11.1681	11.1590	.3286	.7099	QN1.6	11.1770	10.5398
.3707	.7026	QN1.7	11.3805	10.0593	.4966	.6685

Reliability Coefficients

N of Cases =      20.0      N of Items =      7

Alpha =      .7185

Management of instructional materials  
Cases

Mean      Std Dev

1.	QN2.1	2.1150	.9797	20.0	2.	QN2.2	
1.6460	.6671	20.0	3.	QN2.3	1.9027	.9351	
4.	QN2.4	2.3097	1.1579	20.0	5.	QN2.5	1.2478

.5752	20.0	6.	QN2.6	2.0796	.9649	20.0
Std Dev	Variables	SCALE	11.3009	6.6944	2.5873	6
N of Statistics for						
Mean						
Variance						
Item-total Statistics						
Item- Variance if Item	Item- Deleted	Scale Alpha Deleted	Scale if Item Correlation	Corrected if Item Deleted	Mean if Item Total	Variance if Item Total
QN2.1	9.1858	4.9027	.6917	.7500	QN2.2	9.6549
5.4602	.7531	.7342	QN2.3	9.3982	5.5989	.6500
.6553	QN2.4	8.9912	4.4910	.1758	.7643	

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QN2.5	10.0531	6.3722	.5530	.7572	QN2.6	9.2212
4.8345	.6189	.7285	Reliability Coefficients			

N of Cases = 20.0 N of Items = 6

Alpha = .7249

Management of educational facilities						Mean	Std Dev
Cases							
1.	QN3.1	2.0708	1.1551	20.0	2.	QN3.2	
1.8584	.9716	20.0	3.	QN3.3	1.9735	.9010	20.0
4.	QN3.4	1.9558	.7950	20.0	5.	QN3.5	1.5752
.7884	20.0						

N of Statistics for						
Mean						
Variance						
Std Dev	Variables	SCALE	9.4336	9.2478	3.0410	5

Item-total Statistics						
Item- Deleted	Scale Alpha Deleted	Scale Correlation	Corrected if Item Deleted	Mean if Item Total	Mean Total	Variance if Item Total
QN3.1	7.3628	5.2690	.4987	.7718	QN3.2	7.5752
5.9965	.4848	.7775	QN3.3	7.4602	6.2863	.4758
.7842	QN3.4	7.4779	6.2696	.5894	.6440	QN3.5
7.8584	8.2655	.0796	.7329			

Reliability Coefficients



N of Cases = 20.0

N of Items = 5

Alpha = .7629

Management of finances			Mean	Std Dev	Cases
1.	QN4.1	1.9292	.9610	20.0	2. QN4.2
3.3540	1.0082	20.0	3. QN4.3	1.9558	.9102
20.0	4. QN4.4	1.8496	.8986	20.0	5. QN4.5
1.9823	1.0263	20.0	6. QN4.6	2.3451	.9979
20.0	7. QN4.7	2.0177	.8236	20.0	

Std Dev	Variables	SCALE	15.4336	N of Statistics for	11.8371	3.4405	Mean	Variance
							7	

#### Item-total Statistics

Item-Deleted	Scale Alpha Deleted	Scale Correlation	Corrected if Item Deleted	if Item Deleted	Mean Total	Variance if Item Deleted
80						
QN4.1	13.5044	9.1986	.2942	.7982	QN4.2	12.0796
11.8418	-.1472	.6643	QN4.3	13.4779	8.5017	.4723
.7272	QN4.4	13.5841	8.1558	.5599	.7914	QN4.5
13.4513	8.3927	.4021	.7493	QN4.6	13.0885	9.5992
.2008	.7365	QN4.7	13.4159	9.7987	.2638	.7111

#### Reliability Coefficients

N of Cases = 20.0

N of Items = 7

Alpha = .7454

Applying the following formula

r =

Where;

n= number of paired observations

X stands for management of educational personnel

Y stands for academic performance

= sum of cross products of X and Y. That is, multiply the corresponding values of X and Y and sum these products, and  $\sum X$  and  $\sum Y$  are sums of the X and Y scores respectively.

= Sum of all the squared X scores,

=Sum of all the squared Y scores

= Sum of all X scores, this sum squared,

= Sum of all Y scores, this sum squared.

Substituting in the formula, the following is obtained

$$r = \frac{149(735) - (284)(374)}{[149(588) - (284)^2][149(1126) - (374)^2]} = .248$$

Applying the following formula

$$r =$$

Where;

n= number of paired observations

X stands for management of instructional material

Y stands for academic performance

= sum of cross products of X and Y. That is, multiply the corresponding values of X and Y and sum these products,

and  $\sum X$  and  $\sum Y$  are sums of the X and Y scores respectively.

= Sum of all the squared X scores,

=Sum of all the squared Y scores

= Sum of all X scores, this sum squared,

= Sum of all Y scores, this sum squared.

Substituting in the formula, the following is obtained

$$r = \frac{149(765) - (295)(374)}{[149(765) - (295)^2][149(1126) - (374)^2]} = .256$$

Appendix 10: Calculation for correlation between management of educational facilities and ng  
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