MANAGEMENT STYLES AND ACADEMIC PERFORMANCE OF SECONDARY

SCHOOLS IN KATIKAMU SOUTH - LUWERO DISTRICT
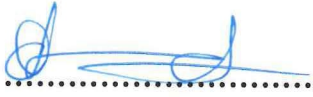

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DECLARATION

I, Okunde Gloria Kamugisha, declare that this research report entitled **"Management Styles and Academic Performance of Secondary Schools in Katikamu South - Luwero District"** is my original work which have never submitted to any academic institution.

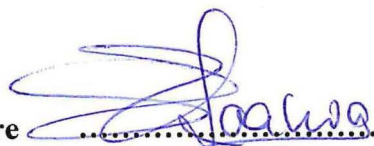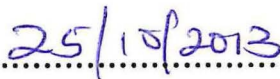Signature .... Date ...24 | 10 | 2013...........

Okunde Gloria Kamugisha

APPROVAL

We certify that this research dissertation entitled "Management styles and academic performance of secondary schools in Katikamu South – Luwero District" by candidate Okunde Gloria Kamugisha was supervised under our guidance. It is now ready to be submitted to Kyambogo University with our approval.

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ACKNOWLEDGMENT

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LIST OF ABBREVIATIONS

SD   -   Strongly Disagree

D   –   Disagree

NS   -   Not Sure

A   –   Agree

SA   –   Strongly Agree

TL   –   Total

SDA   –   Seventh day Adventists

SS   –   Senior Secondary

%   -   Percentage

SPSS -   Statistics package for social science

ABSTRACT

The purpose of the study was to examine the effect of management styles on academic performance of secondary schools in Katikamu South – Luwero District. The study was guided by the following objectives: To establish the effect of supportive management style on academic performance of secondary schools in Katikamu South -- Luwero District; to examine the effect of participative management style of secondary schools in Katikamu South – Luwero District; and to analyze the extent to which instrumental management style on academic performance of secondary schools in Katikamu South – Luwero District. A cross-sectional case study design was used. Both quantitative and qualitative approaches were adopted in the study. The sample comprised of 158 teachers, 20 members of school management and 92 student managers responded to the study. Thus, the response rate was 94.3%. Stratified random sampling was used to select all categories informants. Quantitative data analysis mainly involved use of descriptive statistics (frequencies and percentages). Findings reveal a strong positive relationship between supportive management style and academic performance, a positive relationship between participative management style and academic performance and a negative relationship between instrumental management style and academic performance. The conclusion is that management styles significantly affect academic performance of secondary schools in Katikamu South – Luwero District. It is recommended that school managers should adopt democratic management styles such as participative or supportive. Management should focus on employees capabilities for appropriate support and dynamic assessment is also vital if schools are to improve academically.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003). Since education is an investment, there is a significant positive correlation between education and economic-social productivity.

According to Aikaman & Unterhalter (2005), when people are educated, their standards of living improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development. The straightforward linkage between education and economic development is through the improvement of labor skills, which in turn increases opportunities for well paid productive employment. This then might enable the citizens of any nation to fully exploit the potential positively.

Mass education at secondary education level, may require improved management approaches in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability (Nsubuga, 2003). Through inefficiency much learning time is lost in many Sub-Saharan African (SSA) education systems. Twenty five percent or more of school days may be lost each year in poorly managed schools (Lewin, 2001).

Management at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Management in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000).

Thus, management incorporates the accomplishment of the task, which is the organizational requirement for the satisfaction of employees, which is the human resource requirement (Okumbe, 1999). Maicibi (2005) contends that, without a proper management style, effective performance cannot be realized in schools. Even if the school had all the required instructional materials and financial resources, it may not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Armstrong (2004) defines management as influence, power and the legitimate authority acquired by a manager to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision.

Good performance in any school should not only be considered in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every manager in such a school and the cherished philosophy, structures, and activities of the school to be directed towards the achievement of this shared vision. However, Cole (2002) defines management as inspiring people to perform. Even if an institution had all the financial resources to

excel, it may fail dismally if the management does not motivate others to accomplish their tasks effectively.

What is performance then and how is it measured in the context of schools? Brumbach (1988), as quoted in Armstrong (2004), contends that performance refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes. Behaviors are outcomes in their own right and reactions to the product of mental and physical effort applied to tasks. In school environments therefore, performance should not only be defined in terms of test scores, examination results, students' ability to socially apply what is learnt, and the rate at which students move on to higher institutions of learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival.

Academic performance in the Ugandan context mainly entails; teaching consistently with diligence, honesty and regularity orchestrated by increased good results from students; setting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully and observing academic regulations and instructions (Uganda Teaching Service Commission Regulations, 1996). The feeling by many people, including the researcher, is that this is a shallow understanding of academic performance. The researcher is of the view that performance of any school should not only be considered from the academic outcomes only, but should also focus on other education outcomes such as the affective domains and the psychomotor skills.

Contextually, in Uganda today, there is a desire to ensure that the best school administrators are able to lead schools because of the rapid growth in secondary school education orchestrated by the implementation of the UPE program, which has grown tremendously since its inception in 1997.

The introduction of UPE led to increased enrolment in government aided primary schools from 2.9 million in 1996 to 6.8 million in 2001, up to 7.3 million in 2006 (MoES, 2007). This influx led to the

need to increase access opportunities at the next level of secondary education. However, the increase in secondary education necessitated instituting responsible management in secondary education institutions (MoES, 2007). In addition, government adopted a policy to liberalize education services and since the late 1990s, many private secondary schools have mushroomed; most being run commercially for profit. Since private schools have increased their intake levels, their academic performance is of greater concern than ever before. This brings into perspective the prior thrust for an improvement in standards and performance, which the MoES (2007) is eager to attain. The subsequent introduction of USE in 2007, aimed to ensure that this program does not only increase access, but also improves the school education outcomes on an ongoing basis. However, improvement in performance requires that schools are well led by competent school heads. In fact, the MoES is posting people of the highest education management qualifications to head schools in the hope for a better employment of the best management principles.

1.2   Statement of the Problem

The academic performance of secondary schools in Katikamu South – Luwero District has been an issue of grave concern for some time. This is manifested in the examination results which have consistently been unimpressive over the years. In addition, the MoES has frequently conducted seminars for head teachers and deputy head teachers on management, in order to help them improve their management skills.

Despite the above, academic performance of most schools has remained wanting. Of recent there has been a marked decline in academic performance in some schools mainly in science subjects. The poor performance in science subjects was attributed partly to poor management of the school level. It was therefore deemed necessary to investigate the effect and nature of management styles on academic performance to yield crucial information which could be used in a bid to overcome academic performance challenges in the study area of Katikamu South – Luwero District

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1.3 Purpose of the study

The purpose of the study is to find out the relationship between management styles and academic performance of secondary school in Katikamu South – Luwero District.

1.4 Objectives of the Study

1. To establish the relationship between supportive management style and academic performance of secondary schools in Katikamu South – Luwero District.

2. To establish the relationship between participative management style and academic performance of secondary schools in Katikamu South – Luwero District.

3. To establish the relationship between instrumental management style and academic performance of secondary schools in Katikamu South – Luwero.

1.5 Research Questions

1. What is the relationship between supportive management style and academic performance of secondary schools in Katikamu South – Luwero District?

2. What is the relationship between participative management style and academic performance of secondary schools in Katikamu South – Luwero District?

3. What is the relationship between instrumental management style and academic performance of secondary schools in Katikamu South – Luwero?

1.6 Scope of the study

The study will cover the period 2005-2010. This is the period when the district has had poor performance of its students in the secondary schools.

1.6.1 Geographical Scope

The study was conducted in three secondary schools Katikamu South – Luwero district

1.6.2 Time Scope

The study covered the period 2005 to 2010. This is the period when the district has had poor performance of its students in the secondary schools.

1.6.3 Content Scope

The study examined participative, supportive and instrumental management styles adopted by school administrators and their influence on academic performance.

1.7 Significance of the study

Being an empirical one, the study would be useful to all the stakeholders such as the policy makers for a systematic, concrete and effective policy formulation regarding the establishment of an effective and efficient policy as regards to management styles in secondary school.

This study would provide important research materials for researchers in this area of academic management styles in schools.

The study would provide knowledge on the challenges of management styles in secondary schools in Luwero Town Council.

The findings of this study would assist policy makers in the Ministry of Education and Sports, Board of Governors and Parents Teachers Associations in the formulation of better policies for the improvement of academic performance in Uganda.

The findings of the study would be an enlightenment of the stakeholders in improving education performance in their schools.

1.8   Theoretical frame work

The study was guided by Theory X and Theory Y postulated by McGregor (1960).

According to McGregor (1960), the scientific management and human relations of leadership behavior are summarized by Theory X and Theory Y. The Theory X assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organizing business enterprises. On the other hand, Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals.

1.9   Conceptual Framework

Independent Variables   **Dependent Variable**

| Management   Styles |

| Academic Performance |

Supportive management style
- *Open communication*
- *Respect*
- *Recognition*
- *Coaching*
- *Mentoring*

Participative management style
- *Decision making*
- *Employees confidence*
- *Delegation*

Instrumental management style
- *Facilitation*
- *Standard of performance*
- *Adhoc decisions*

1. Test scores
2. Examination results
3. The rate at which students move to high institution of learning
4. Equipping the learners with skills

Moderating variable

Organizational climate
Working conditions
Wages and salaries
Job security
Health and Safety

Figure 1: Conceptual Framework

Source: Adapted and modified from Silverthorne (2001) based on theory X and Y by McGregor (1960).

Conceptual framework shows the relationship between management styles and school performance.

Management styles are taken as independent variables and measured against dependent variable

(academic performance). Management styles include; supportive, participative and instrumental, while

academic performance is conceptualized to include: test scores, examination results, the rate at which students move to high institution of learning, equipping the learners with skills while the moderating variable is organizational climate.

Although the moderating variable was not of primary interest to the researcher, it is nevertheless important since it has the potential to influence the outcome of the study (Barifaijo, Basheka & Oonyu, 2010). Hence the variables in question were studied for control purposes.

1.10 Definition of operational terms

Management styles are characteristic ways of making decisions and relating to subordinates

Academic performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment

Participative management styles: A type of management in which employees at all levels are encouraged to contribute ideas towards identifying and setting organizational-goals, problem solving, and other decisions that may directly affect them.

Supportive management style: Is management style which is not so interested in giving orders and managing every detail as in giving employees the tools they need to work themselves.

Instrumental management style: can be defined as "goal oriented" management. It is a style of management based around team building specific to a goal or task.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review. It is divided into three sections. The first section is the theoretical review while the second section reviews literature about supportive management style and academic performance. The third section reviews literature about participative management style and academic performance while the fourth section reviews literature about instrumental management style and academic performance.

2.2 Theoretical Review

During the 1950s and 1960s behavioral scientists adopted a humanistic point of view concerned with what people can contribute and how best they can be motivated. The closest the studies being McGregor's theory Y also known as theory of integration (Armstrong, 2009). According to McGregor, whereas the traditional view asserts that people must be coerced into performing an approach he referred to as theory X, on the other hand the humanist approach known as theory Y postulates that people will exercise self direction in the service of objectives to which they are committed.

The practical implication of the above theory is that commitment to objectives is a function of the rewards associated with their achievement. The importance of recognizing the need of both the organization and the individual and creating conditions that will reconcile these needs so that members of the organization can work together for its success and share in its rewards (Armstrong, 2009).

Similar studies have produced findings consistent with the idea that different management styles have diverse effects on variables such as flexibility, responsibility, standards, rewards, clarity and commitment and in some cases, on organizational climate (Goleman, 2000). A fundamental fact is that management style influence subordinates, as the behavior of the manager produces motivation

mechanisms which have effects on the conduct and the performance of individuals in the organization (Shamir et al, 1993).

An understanding and appreciation of this is a prerequisite to effective employee motivation in the work place and therefore effective management. Armstrong, (1998) contrasted tardiness, absenteeism, and industrial relationship problems and staff turnover as probable causes of bottlenecks to institutional mission as much as high morale, commitment, and increased productivity would enhance organizational output and quality.

Another influence of management style on staff motivation was pointed out by Samson, (1997) as cited in Stoner et al, (2003) states that in operation related areas, the role of managers is instrumental in determining the success of operations strategy in an organization. For example, studies on quality management practices have hailed the management roles of senior management as the primary success factors or impediments for successful implementation of staff motivation (Samson, 1997).

In the Ugandan context studies have shown that human resources are now seen as the primary source of a company's competitive advantage. Therefore, the way people are treated in terms of management increasingly determined whether an organization prospered or even survived. In current organizational settings there is an understanding that great gains are derived by linking management styles to their business strategy. Hence, the process of managing ensures that specific goals and outcomes are established, that employees understand their roles in the greater scheme of things and that they understand what they must do. Nel, et al (2001) concurs with this theory and argue that motivated individuals are aware of a specific goal that must be attained and would direct their effort at attaining that goal.

The above is corroborated in this study. In that the study it was found out that there is a significant relationship between the behavior of managers in terms of management style in Microcare Insurance

Limited and the conduct and performance of individual workers. According to this study this is not happening in Microcare Insurance Limited.

Barton et al, (2002) states that studies on staff motivation have shown that top management support is critical for successful motivation, innovation, particularly in shaping a 'fertile' organizational environment (i.e. culture) to nurture motivation of staff. However, none of the fore mentioned studies has indicated the influence of organizational factors and their influence on staff motivation in educational institutions.

2.3   Supportive management Style and academic performance.

A supportive management style, demonstrated through open communication, respect and recognition could greatly improve the satisfaction of employees on the job. Once the employees are satisfied it implies that they are motivated and thus leading to improved performance. It was asserted that lack of connectedness breeds loneliness, low self esteem, isolation, low achievement, low motivation and low productivity (Gibbs, 1995), therefore, a sense of belonging and the feeling of connectedness indicate the presence of trust relationship and togetherness among the workers (Preece, 2000).

The extent to which a job gives an employees' opportunity to interact with other co-workers enhances the sense of supportive community at work (Camman *et al*, 1983), but the organisational climate which will pave way for such interaction is determined by the management style (Buckner, 1988). In occurrence of such a situation in an organisation, managers need to be supportive to the employees so as to raise their morale or else their performance would deteriorate continuously.

Olham and Cummings (1996) examined the influence of personal and contextual factors at work on employees' creativity and found that a supportive supervisory style is one of the drivers of excellent creative performance. Basu and Green (1997) also studied manager-members dyads in a manufacturing plant and demonstrated that employees are more likely to deviate from the ordinary, engage in

unconventional behaviour, and implement innovative ideas if they are sure that they will not be penalized for it.

The supportive management style states that the manager helps subordinates to achieve their goals by providing a clear path for them to follow. House, (1999) argues that managers can adjust their own behaviours contingencies and in this way find the most suitable style for any particular situation.

Silverthorne (2001) describes an effective manager as one who knows which style to use and when to use it. The supportive manager likes a friendly environment and gives strong attention to the needs and wellbeing of his or her subordinates. hows confidence that his or her subordinates will achieve these standards.

The manager should be able to be either task or relationship oriented as the particular situation requires (Wren, 1994). The management behaviour is built around two different hypotheses or propositions. The first is that when subordinates take the managers' behaviour as the source of their present job satisfaction or as instrumental to future job satisfaction.

The second hypothesis is that management style is motivational. Therefore appropriate the managerr's behaviour; the more motivational it is likely to be. Motivational of subordinates is achieved by trying satisfaction of subordinates' needs to effective performance and by complementing the work environment of the subordinates by providing the necessary coaching, guidance, and rewards for their effective performance, (Levanoni & Knoop, 1985).

If the work is unclear or there is a significant amount of environmental pressure, the directive management style will give subordinates more job satisfaction and result in more effective work performance. If the work structure is clear then the supportive management style will allow subordinates to feel more job satisfaction and result in more effective work performance. When

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employees have a high level of ability and experience, the directive management style is probably not the most effective and in fact many hamper employees' performance and job satisfaction. If the organisation has a rigid and clear power system, then the manager needs to be more supportive than directive (Silverthorne, 2001).

The role of the manager is dependent on the subordinate's working environment. Highly structure in the environment that provide a large amount of organisation and the role and task clarity will provide a clear path to work goals. In this situation, the manager should be concerned with his or her relationship with subordinates. The manager supports morale and reduces the tedium of tasks as much as possible. If the nature of the work structure is unclear or changeable, the manager should assist subordinates by providing direction and guidance. In this type of situation the manager should choose task orientation over relationship orientation (Silverthorne, 2001).

Hence it's the opinion of the researcher that supportive management style plays a significant role in creating a positive climate and provides an opportunity for employees to perform in organizations. Thus manager have a direct influence on individual innovation through the way in which they structure the work environment.

Participative management style and academic performance

Participative management defined as joint decision-making or at least shared influence in decision-making by a superior and his or her employees (Koopman & Wierdsma, 1998).

According to Ward (2007) participation in decision making is commonly associated with democratic or delegative management styles Participative manager are primarily concerned with getting the best out of a team as a whole. Hence they encourage contributions from all members of a team and believe that by pooling ideas and coming to a consensus view the best solutions to problems will naturally rise.

They are unlikely to impress their own wishes and opinions onto other members of the group but see their role as an overseer of the democratic process.

In his analysis Evkall et al, (1997) states that this type of style involves the manager including one or more employees in the decision making process (determining what to do and how to do it). However, the manager maintains the final decision making authority. According to him this style is not a sign of weakness; rather it is a sign of strength that your employees will respect. This is normally used when managers have part of the information, and their employees have other parts. Note that a manager is not expected to know everything this is why you employ knowledgeable and skillful employees. Using this style is of mutual benefit it allows them to become part of the team and allows you to make better decisions.

The concept of participation in decision making has provided grist for debates among and between behavioral scientist, social scientists and practitioners. The ongoing debate of when to provide for participation and when senior executives should unilaterally decide has produced volumes of literature while leaving significant questions unanswered.

"Participation" refers to active involvement of subordinates or followers in the making of decisions that directly affect them in the work place (Harrison, 1999). The term "transparency" refers to the gathering of information and openness of discussions related to options involved in the making of a final decision. Transparency does not mean the delegation of final strategic decisions to subordinates or followers. Arguments supporting the need for greater participation and transparency range from the theories that doing so is a sign of enlightened democratic management (Argyrols, 1964; Likert, 1967; McGregor, 1960), to using the process to fulfill a managerial moral obligation (Harrison, 1999), to it is necessary to create an individual's closer identification with the organization thus increasing social pressure which will result in increased output (Patchen, 1976; Miller & Monge, 1986)

Dale (1953) provides an historic point of departure in the study of participation in decision making by providing a worthwhile typology of decision, making styles in American organizations. While his terminology may appear a bit dated, the typology provides a framework, which has been added to by others. If one places Dale's typology on an autocratic - democratic continuum, the one-man control style anchors the autocratic end. While Dale's terminology is not politically correct, the one-man (woman) style is still commonly found in organizations of all sizes and sectors. This oligarchical approach to decision making has a continuation of paternalism and protection of confidentiality of matters related to strategy and processes as its operative goal (the manager knows best).

Moving toward the democratic end of the continuum one finds Dale's oligarchical control system. This decision making style delegates decisions to a few trusted members of a senior staff (those loyal rule). Moving further toward full participation is Dale's integrative or democratic approach to decision making (trust the masses). Dale provides an interesting end to the continuum with the placement of rebuttal of decisions. The rebuttal decision control approach can still be found in organizations subject to oversight by boards of directors, legislatures or a voting public.

Tannenbaum and Schmidt (1958) expanded the decision making typology to seven different styles using the degree of a manager's influence and the degree of subordinate/follower freedom in decision making as determinants. Vroom (00) adapted a more parsimonious approach and collapsed styles into five categories. Vroom's continuum ranges from Dale's oligarchical style now named Decide with other styles along the continuum named Consult Individually, Consult Group (Dale's Integrative/Democratic style), Facilitate, and Delegate to subordinate being the last stage.

The call for a more participatory approach to managerial decisions has a long history. Chester Barnard (1938) reminded senior management that they were part of a system and that acceptance of the authority and decisions of managers is subject to specific conditions by the follower. Follett (1940)

discussed the concept of integration of multiple perspectives into resolution of issues. She defines the process of integration as "involving invention… and the clever thing is to recognize this and not let one's thinking stay within the boundaries of two alternatives which are mutually exclusive. In other words, never let yourself be bullied by an either-or-situation…Find a third way." Thompson (1967) discusses the fluidity of decisions and the need for there to be alignment (harmony, compatibility) between a set of interdependent variables (often from multiple stakeholders), which collectively form a network of organizational relationships.

Maier (1970) warns of the seductive nature of power found at the oligarchical end of the spectrum. "When one has sufficient power, one does not feel the need to make efficient use of facts." The concept of decisions being made in the context of a larger system is further developed by Morgan (1997) who uses a living organism as one of his metaphors for organizations. For Morgan organizations behave in a manner similar to a plant or other living organism. The organism creates behavior that responds to outside stimuli and threats. This adaptive process allows the organism (organization) to survive even in hostile climates.

Senge (1990) provides five disciplines for organizations to be able to learn and thus respond appropriately to their environment. The first discipline is personal mastery (focusing individual energies, clarifying and deepening personal vision, developing patience and seeing reality objectively), second understanding the mental models used to make decisions and to develop a sense of the world, third building a shared vision for the organization, fourth team learning by suspending assumptions and entering into a genuine "thinking together' dialogue. The fifth discipline is system thinking, which requires an understanding of the invisible fabrics of interrelated action which link the organization to its internal workings and the outside world.

In the 1980s other voices supporting greater participation came from those studying Japanese decision making. The most prominent of those was William Ouchi who provided insights into the Japanese decision making method. This Asian focused research found that Japanese organizations tended to form collaborative organizational designs, which involve labor, management and government in all major organizational decisions.

Two studies of employees in the life insurance industry examined the impact of employee perceptions that they had the power to make decisions, sufficient knowledge and information to do the job effectively, and rewards for high performance. Both studies included large samples of employees (3,570 employees in 49 organizations and 4,828 employees in 92 organizations). In both studies, high-involvement management practices were positively associated with employee morale, employee retention, and firm financial performance (Konrad, 2006).

According to Yukl (2002), participative management offers a variety of potential benefits, but whether the benefits occur depends on who the participants are, how much influence they have, and other aspects of the decision situation.

Four potential benefits include higher decision-making quality, higher decision acceptance by participants, more satisfaction with the decision process, and more development of decision-making skills. Some researchers claim employees' involvement has motivational effects of increased employees' job satisfaction and organizational commitment (Guthrie, 2001; Latham *et al.,* 1994; Pearson and Duffy, 1999; Witt *et al.,* 2000); Increased participation is often implemented in an environment of cost cutting, downsizing and de-layering (Callus, 1997; Connell, 1998; Humphreys, 2000; Isaac, 1996)

Miller (2006) also discussed the effect of participative management from an organizational communication perspective. According to Miller (2006), "the most widely studied attitudinal effect of

participation is job satisfaction" Miller (2006:180). According to Yukl (2002), "after more than 40 years of research on participation, concludes that participative management sometimes results in higher satisfaction, efforts, and performance, and at other times it does not" Miller (2006: 86).

Participative management style has become very popular because of the interaction between management and employees. This style of management style keeps employees informed about issues that affect their work and they share decision making and problem solving tasks with their employees. The manager is more of a coach who gets his team of employees to work together for the betterment of themselves and the organizations. Of course he or she always has the final say. This management style produces high quality work and workers for extended periods of time. Employees are trusted and in return they cooperate, have a high moral, team spirit, and go above and beyond the call of duty (Schneider &Schmitt, (1987) as cited in Stoner et al, (2003).

A Participative manager will allow the employees to participate in their own evaluation of their performance, and establish their own goals. It encourages employees to grow and be promoted within the organization and employees are recognized for their achievements. From the overall business's point of view, job satisfaction and quality of work will improve Schneider & Schmitt, (1987) cited in Stoner et al, (2003). It has often been promoted as the quick cure for poor morale and low productivity.

However, according to Barton et al, (2002) this management style is not, appropriate in every organization and at every level. In that employees in the organization must have the skills and abilities to participate, must have the technical background, communication skills, and intelligence to make decisions and communicate those decisions effectively. The organization's culture must support employee involvement and the issues in which employees get involved must be relevant to them. Luwero District Local Government being a public service delivery organization this type of

management style would be very appropriate. However the study found out that it was far from happening. managers were more authoritarian than participative.

Engaged employees care about the future of the company are willing to invest the discretionary effort (Gerard and Dan 2006). Engaged employees feel a strong emotional bond to the organization that employs them this is more related to democratic and delegative management styles.

According to Konrad, (2006), only 29% of employees are actively engaged in their jobs. This employee work with passion and feel a profound connection to their company. People that are actively engaged by their managers in terms of valuing their suggestions help move the organization forward. 84% of highly engaged employees believe they can positively impact the quality of their organization's products, compared with only 31% of the disengaged (Konrad, (2006)). In addition seventy two percent (72%) of highly engaged employees believe they can positively affect customer service 27% of the disengaged 68% of highly engaged employees believe they can positively impact costs in their job or unit, compared with just 19% of the disengaged(Gerard and Dan 2006).

Engaged employees feel a strong emotional bond to the organization that employs them (Dilys and Hayday (2003). This is associated with people demonstrating willingness to recommend the organization to others and commit time and effort to help the organization succeed (Hay (2002). It suggests that people are motivated by intrinsic factors (e.g. personal growth working to a common purpose, being part of a larger process) rather than simply focusing on extrinsic factors (e.g., payment /reward (Adrien, et al 2004).

Eileen, (2000) studied 15 steel mills 17 apparel manufacturers, and 10 electronic instrument and imaging equipment producers. Their purpose was to compare traditional production systems with flexible high-performance production systems involving teams, training, and incentive pay systems. In all three industries, the plants utilizing high-involvement practices showed superior performance. In

addition, workers in the high-involvement plants showed more positive attitudes, including trust organizational commitment and intrinsic enjoyment of the work. The concept has gained popularity as various studies have demonstrated links with productivity is often linked to the notion of employee voice and empowerment

It has been routinely found that employee engagement in terms of valuing their suggestions scores account for as much as half of the variance in customer satisfaction scores. This translates into millions of dollars for companies if they can improve their scores. Studies have statistically demonstrated that engaged employees are more productive, more profitable, more customer-focused, safer, and less likely to leave their employer (Lockwood, 2007).

Employees with the highest level of commitment perform 20% better and are 87% less likely to leave the organization, which indicates that engagement is linked to organizational performance (Lockwood, 2007). For example, at the beverage company of Molson Coors, it was found that engaged employees were five times less likely than non-engaged employees to have a safety incident and seven times less likely to have a lost-time safety incident. In fact, the average cost of a safety incident for an engaged employee was $63, compared with an average of $392 for a non-engaged employee.

Consequently, through strengthening employee engagement, the company saved $1,721,760 in safety costs in 2002. In addition, savings were found in sales performance teams through engagement. In 2005, for example, low-engagement teams were seen falling behind engaged teams, with a difference in performance-related costs of low- versus high-engagement teams totaling $2,104,823.3 (Lockwood, 2007)

However, there might be situational variables which affect the effectiveness of participative management. The author argues that participatory management needs to be examined from a cultural perspective because this style of management viewed as culturally bounded and incorporates the

concept of two way communication. It is the opinion of the researcher that although the relationship between participative management and employees performance has been frequently studied by scholars, the results of previous empirical studies were inconsistent hence the carrying out of this study.

2.5   Instrumental management style and academic performance

Following the review and theoretically derived integration of transformational management approaches recently undertaken by Antonakis and House (2002), we define instrumental management as a class of managers behaviours concerning the enactment of manager expert knowledge toward the fulfillment of organizational-level and follower task performance (see also Nadler & Tushman, 1990). Instrumental management is distinct from transformational (i.e., ideals, inspirationally based, etc.) and transactional (i.e., exchange-based) management and encompasses two subclasses of managers' behaviours. Each of these subclasses, in turn, consists of two factors:

Strategic management-manager actions centered on environmental scanning and strategy formulation and follower work facilitation-manager actions focused on facilitating follower performance.

Strategic management Having knowledge of the deficiencies and opportunities of the external environment and the organisational system is an essential element of management (Katz & Kahn, 1978; Zaccaro, 2001). Strategic management can be conceptualized in terms of two distinct factors evident in the theories reviewed by Antonakis and House (2002): (a) environmental monitoring, as articulated by Conger and Kanungo (1998) and by House and Shamir (1993) and (b) strategy formulation and implementation, as proposed by Sashkin (1988) and by Westley and Mintzberg (1988).

Theoretically, strategic management directly influences and enhances organisational effectiveness. Strategic management might also facilitate the charismatic effect, because the identification of a

deficiency in the status quo and the articulation of a vision that can project a better future is a function of a manager's ability to use strategic management skills.

Follower Work Facilitation: Following Bowers and Seashore (1966), we view follower work facilitation as the type of management that facilitates follower performance directly. Work facilitation includes elements of path-goal theory (House, 1971)—not addressed in contingent reward management (although (Bass, 1985) suggested otherwise)—and an active-constructive outcome monitoring form of management (Antonakis & House, 2002).

Instrumental management style is the manager's ability to motivate followers to rise above their own personal goals for the greater good of the organization (Bass, 1985, 1996 as cited by Murphy & Drodge, 2004). Bass (1985) theorized the instrumental style of management behaviour comes from deeply held personal values which cannot be negotiated and appeals to the subordinates' sense of moral obligation and values (as cited by Chan, 2005). Instrumental managers go beyond transactional management and are characterized as visionary, articulate, assured, and able to engender confidence in others so as to motivate them to surpass their usual performance goals" (Schwarzwald, Koslowsky and Agassi, 2001, p 277).

The instrumental managers attempt to stimulate the undeveloped or dormant needs of their subordinates (Chan, 2005). Bass declared there were four types of instrumental management behavior's, namely idealized influence (charisma), inspirational motivation, individualized consideration, and intellectual stimulation (Densten, 1999).

Idealized influence represents role-modeling behavior where the managers instills pride, faith, and respect, and has a gift for seeing what is really important, and transmits a sense of mission. Inspirational motivation represents the use of images and symbols that enable the managers to raise the expectations and beliefs of their follower concerning the mission and vision. Individualized

consideration represents providing experiential learning and occurs when the managers delegates a project, provides coaching and teaching, and treats each follower as an individual. Intellectual stimulation represents cognitive development of the follower and occurs when the managers arouses followers to think in new ways and emphasizes problem solving and the use of reasoning before taking action (Johnson, 2006).

Instrumental managers encourage their subordinates to bring creative viewpoints to work and stimulate a team vision through positive motivation. With regards to the law enforcement arena, the transformational managers expects their subordinates to be more occupied with problem solving and community-oriented policing which more often than not equate to lower statistics. (Engel, 2003). Instrumental managers are expected to enhance the performance capacity of their followers by setting higher expectations and generating a greater willingness to address more difficult challenges (Bass and Avolio, 1997).

Instrumental managers continuously show concern for their subordinates' needs, treat them with respect and utilize a flexible approach towards them. This does not necessarily mean that the transformational managers never resort to punishment or negative feedback. When these behaviors are used, they are perceived or may be interpreted as exceptional and required for completing the present task (Schwarzwald, Koslowsky, Agassi, 2001).

Instrumental management behaviors alter the higher order needs of followers by changing their attitudes, beliefs, and values. Such behaviors are important to the managers of senior police officers because they can directly influence rank-and-file officers and any process of change. Instrumental management involves raising the consciousness of followers by appealing to higher ideals and values, and moving the focus of followers away from their self-interests encouraged by instrumental

management In other words, the managers encourages their followers to consider their actions beyond simply "what is in it for them."

The instrumental managers motivates subordinates by focusing them on a greater cause, such as justice. Burns (1978) argued that transformational managers have a more significant motivating effect on employees and are preferable to transactional managers because they motivate employees to perform well even in situations that lack any chance of receiving formal recognition.

Chan, (2005) reports that over the last few decades, organizations have had relatively significant success with various kinds of instrumental management models. A leading example is the Kouzes and Posner's (2003) model which offered management model with five distinct practices that outstanding managers use to influence employees' performance. This model consists of some of the key elements of the instrumental management styles. The five practices of exemplary management are: (a) challenging the process: searching and seizing challenging opportunities to change, grow, innovate, and improve, with the willingness to take risks and learn from mistakes; (b) inspiring a shared vision: enlisting followers' support in a shared vision by appealing to the followers' values, interests, and aspirations; (c) enabling others to act: achieving common goals by building mutual trust, empowering followers, developing competence, assigning critical tasks, and providing continuous support; (d) modeling the way: being a role model and being consistent with shared values; and (e) encouraging the heart: providing recognition for success and celebrating accomplishments

This class of management behaviours includes both path-goal facilitation and outcome monitoring. Follower work facilitation management entails monitoring performance outcomes and providing feedback that is instrumental for goal attainment, compensating for followers' abilities and environmental conditions to ensure that followers reach their goals, and increasing the probability that

follower valences are maximized. The researcher concludes that Instrumental management style facilitates employees in organizations enhances employees self-efficacy and motivation.

2.6   Summary of literature review

The discussion of management styles focuses attention on the element of intrinsic values and the impact that they could potentially have on organizational performance. Thus the types of management used by the management on employees and the manner of which it is implemented can have a striking impact on both school performance and organizational effectiveness. In these circumstances Katikamu South in Luweero District secondary schools, should focus and implement a management style that positively impact on school performance. As Arnold and Feldman, (1986). States that management style which puts into consideration the suggestions of the worker by recognizing him is potentially the best to be used to typically on employees to induce them to a desired action.

Romano (2003) support Giles's (2004) view and suggests that those responsible for creating reward and recognition programmes should start by thinking about what make people's chest swell with pride, and then to creatively translate these good feelings to working context. He suggests that managers should make an effort to get know their employees, and then to tie the rewards and recognition to what they know the employees will appreciate the value. Romano (2003) states that the best way of knowing how to improve the working conditions is to meet employees' needs by asking them how they want the conking conditions to be and what the elements are that they value. Thus the management of Katikamu South in Luwero District secondary schools should bear in mind that there should be a very big improvement on the working conditions.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used in the study. The description includes the research design, the study population, the sample size and selection, the data collection methods used, their corresponding data collection instruments and their validity and reliability, data management and analysis and ethical considerations.

3.2 Research Design

A cross-sectional of both qualitative and quantitative methods design were used. The aim was to gain an in-depth understanding about management styles and academic performance in secondary schools with limited time scale (Amin, 2005). In addition, the research design enabled the researcher to target teachers, members of school management and student managers to obtain information without making a follow up of the respondents once information from them was obtained (Sekaran, 2003). Therefore, this survey helped to save on time and resources during data collection. Both quantitative and qualitative approaches were adopted in the study, an approach commonly referred to as triangulation. This was because the quantitative approach allowed the researcher to solicit information about the management styles and academic performance of secondary schools in Katikamu South – Luwero District that were quantified while the qualitative approach allowed the researcher to solicit information about the management styles and academic performance that could not be quantified (Mugenda & Mugenda, 1999). Combining numerical and textual information helped the researcher enrich the interpretation of findings of the study.

3.3 Study population

The study targeted three secondary schools in Katikamu South - Luwero District. Respondents comprised of teachers, members of school management and student managers. A gross total of 270 people were the targeted population.

3.4 Sample Size determination and Sampling strategies

The total population was 270 and comprised of 158 teachers, 20 members of school management and 92 student managers. Using Krejcie and Morgan sample size table (as cited in Barifaijo, Basheka & Oonyu 2010 and attached to this report as Appendix 1), the population of 270 translates to a sample of 159 respondents. Stratified random sampling strategy was employed. In keeping with the proportionally principle the strategy the sample comprised of 93 teachers, 54 student managers and 12 school administrators.

3.4.1 Sampling Techniques and Procedure

Stratified random sampling technique was used to select all categories informants who comprised of teachers, members of school management and student managers. The procedure was preferred given the time constraint and thus using it eased their selection in terms of time required yet giving an equal opportunity to each staff to participate (Barifaijo, Basheka & Oonyu 2010).

The table 1 below describes the sample by category, population, sample size and sampling strategy.

Table 1: Category of respondents, population, sample size and sampling strategy

S/n	Category	Population	Sample	Sampling strategy
1	Teachers	158	93	Stratified random sampling
2	Members of school management	20	12	Stratified random sampling
3	Student managers	92	54	Stratified random sampling
	Total	**270**	**159**	

Source: and Krejcie and Morgan table as cited in Barifaijo, Basheka & Oonyu 2010.

3.5   Data Collection Methods

The data was collected using both primary and secondary methods. Primary data involved direct extraction of information from the respondents and this was by use of self-administered questionnaires and interview guides (Sekaran, 2003). Secondary data on the other hand involved the review of information which will be gathered from available literature.

3.5.1   Questionnaire survey

A self-administered, semi-structured questionnaire was the main research method that the study used. It was administered to teachers and student managers. The questionnaire was structured and open such that respondents were able to give out their detailed views about academic performance. The advantage of using open ended questionnaire by this research was to give freedom to the respondents to air out their detailed views about academic management styles and academic performance. Also close ended questions helped the research in eliciting specific responses which were easy to analyze and also economical in terms of time since they were easy to fill in by respondents.

3.5.2 Face to face interview

In this study a structured interview guide was used. The method was administered to school administrators mainly because they were few. The method was employed with the help of an interview guide to key informants mentioned in the population for the study. This instrument outlined issues to be explored, to guide the interviewer and make sure that all relevant topics were covered. The choice of this instrument was because it was a good method which helped the study to produce data which was ideal with the topic in depth and in detail. It also helped the study to produce data based on informants' priorities, opinions and ideas. The method also helped to help to establish rapport with the respondents while introducing the study, provided clarifications sought by the respondents on the spot.

3.5.3 Document review

The researcher carried out a case and content analysis of numerous documents like textbooks, journals, newspapers, and bulletins containing information about the academic management styles and academic performance. The reviews included legal articles, policy statements and government reports and Internet. This provided the researcher with first hand useful information about management styles, academic performance in secondary schools in Katikamu South – Luwero District.

3.6   Data collection instruments

Three types of data collection instruments were used in the study to collect data. These were questionnaires, interview guides and documentary guides, which are briefly explained in the following subsection.

3.6.1   Questionnaires

Self-administered questionnaires (SAQs) were used to collect quantitative data from the teachers and student managers. SAQs were used for these categories of respondents because it took less time and because this category could adequately comprehend and thus fill in the questionnaires.

3.6.2 Interview guides

An interview guide was used to collect qualitative data from members of school management who were in position to provide in-depth information through probing during the face-to-face interview. The research presented questions to the top managers and their views were written down by the researcher. Data obtained during the interview supplemented that obtained through the questionnaire.

3.6.3 Documentary analysis guides

This involved a list of expected institutional reports, publications, scholarly journals, services brochures and magazines with information pertaining to this study. This list was presented to officials at the organization that were visited to help search for the documents.

3.7 Validity and Reliability of Instruments

3.7.1 Validity

For the instruments to yield relevant and correct data, they were given to two lecturers conversant with the study area to comment on the ambiguity, difficulty and relevancy of questions to ensure construct, content and face validity. A content validity ratio (CVR) was then computed in order to establish the validity of the research instrument. The researcher used the following formula to establish validity of the research instruments as seen below.

Content validity Index (CVI) = Relevant items by all judges as suitable

Total number of items judged.

Table 2: 3.7.1 Validity of questionnaire

Raters	Items rated relevant	Items rated not relevant	Total
Rater 1	74	14	88
Rater 2	70	18	88
Total	**144**	**32**	**176**

Thus, applying the formula CVI = $\underline{144}$ ≈ 0.81

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The CVI was greater than the recommended 0.7 (Nunnally as cited by Kent, 2001). Thus, the

questionnaire was valid for data collection.

3.7.2 Reliability

In order to ensure the degree to which questionnaires would produce consistent results if used under

the same conditions, they were pilot tested on 20 respondents and the results subjected to Cronbach

alpha reliability test using the SPSS programme. The following formula was used to calculate the

Cronbach's coefficient alpha

$$\alpha = \frac{k}{k-1} \quad 1 - \frac{\sum SDi^2}{\sum SDt^2}$$

Where α = coefficient alpha

$\sum SDi^2$ = sum variance of items

$\sum SDt^2$ = sum variance of scale

Table 3: 3.7.2 Reliability of questionnaire

S/n	Variable	Apa	N
1	Supportive management style	.825	33
2	Participative management style	.779	7
3	Instrumental management style	.752	7
4	Academic performance	.877	17
5	Organizational climate	.762	10

The alpha coefficients were above the recommended .70 (Nunnally as cited by Kent, 2001). Thus, the questionnaire was suitable for data collection.

3.8 Data Analysis and management

3.8.1 Qualitative Data analysis

All the qualitative data collected from key informants was edited on a continuous basis to ensure completeness. Data collected with the use of interview schedules was put into meaningful and exhaustive categories. Content analysis was the main method of analyzing the data collected. Data collected was categorized according to emerging variables from each question in the interview guide.

3.8.2 Quantitative Data Analysis

Data collected at the end of each day, was checked to ensure regularity and accuracy; this was useful in ensuring that the objectives of the study were being addressed. Analysis was done according to the objectives of the study, data generated by questionnaires was cleaned, edited and coded before analysis was done; then analyzed using the Statistical Package for Social Sciences (SPSS) program. Summary statistics in form of quantitative measures, frequencies and percentages were made and interpretation, conclusions and recommendations were derived; triangulation of these qualitative and quantitative methods was correlated to improve on the validity and richness of the information gathered

3.9 Ethical Consideration:

According to Sekaran, (2003) an attempt should be made to handle the information given by the respondent as strictly confidential and guarding the privacy which is one of the primary responsibilities of the research. I did not ask the identity of the respondents and asked permission from respondents to answer willingly the questionnaires. The researcher avoided deception in the process of research and was honest and trustworthy about aims and, or goals and procedures of the study.

CHAPTER FOUR: DATA, PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The results presented in this chapter are based on a study that set out to establish the relationship between management styles and academic performance of secondary school performance in Katikamu South – Luwero District. The objectives of the study were: to establish the relationship between supportive management style and academic performance in secondary schools in Katikamu South – Luwero District; establish the relationship between participative management style and management academic performance and to establish the relationship between instrumental management style and management academic performance in Katikamu South – Luwero District. In this chapter, the results of the empirical analysis are reported and presented.

4.2 Demographic Characteristics of Respondents

The demographic characteristics of respondents were from Ndejje Senior Secondary School, Bombo Army Senior Secondary School and Katikamu Seventh Day Adventist. The respondents included 61 teachers, 39 student managers and 9 members of school management. The demographic characteristics of the respondents (age, sex and educational levels) as presented in the tables below.

4.2.1 Age of respondents

Table 4: 4.2.1 Age of respondents

Age		Frequency	Percent
Valid	13 -17	20	18.3
	18 -22	22	20.2
	23-27	35	32.1
	28-32	12	11.1
	33+	20	18.3
	Total	**109**	**100.0**

Source field research

Analysis of the results in table 4 above reveals that most of the respondents 81.7% were above 18 years old. Thus, the implication of these findings is that information about management styles and academic performance was obtained from mainly respondents who were mature in thinking and reasoning. Thus, it was considered that most of respondents applied thinking and reasoning while responding to questions about performance management and organizational performance.

Also since the majority of the respondents being in the 23-27 category representing 32.1 % could be that, Katikamu South - Luwero secondary schools are energetic and highly productive in the competitive education environment.

4.2.2 Sex of Respondents

Gender balance is always at the helm of every organizational goals and programmes so as to create equal opportunities for both male and female.

Table 5: 4.2.2 Information on Sex of respondents.

	Sex	Frequency	Percent
Valid	Male	64	59.0
	Female	45	41.0
	Total	109	100.0

Source field research

It is evident from this sex frequency distribution table that the majority of respondents were male at 59% of the total respondents leaving 41% for females. This implied that schools in Katikamu South - Luwero District were not promoting gender balance.

4.2.3 Highest Education Level

The table below shows the education level of teachers and education managers.

Table 6: 4.2.3 Education Levels for teachers and members of school management

Education Level		Frequency	Percent
Valid	Masters	21	30.0
	Degree	41	59.0
	Diploma	8	11.0
	Total	70	100.0

Source field research

Table 6 above indicates that the majority 59% the respondents were Bachelors degree holders, 30% were Masters Degree holders and 11% were diploma holders. The highest number of respondents being degree holders implies that teachers and education managers in Katikamu South secondary schools are well qualified and likely to be competent and productive.

4.2.4 Length of service

The table below shows the length of service of teachers and education managers.

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Table 7: 4.2.4 Length of service for teachers and members of school management

Length of service		Frequency	Percent
Valid	Less than one year	21	30.0
	1-5years	41	59.0
	6-10years	8	11.0
	More than 10 years	0	0
	Total	70	100.0

Source field research

Table 7 above indicates that the majority 59% of the respondents had served 1- 5 years at the secondary schools, 30% had spent less than a year and 11% had spent 6-10 years. This implies that most of the teachers and members of school management had been around for some time to be conversant with the issues the study sought obtain information about. Therefore, the teachers and members of school management who participated in this study provided dependable information about their schools.

4.2.5 Marital Status

The table below shows the marital status of teachers and education managers

Table 8: 4.2.5 Marital Status of teachers and members of school management

Length of service	Frequency	Percent
Single	7	10.0
Married	57.4	82.0
Separated	5.6	8.0
Divorced	0	0
Widowed	0	0
Total	70	100.0

Source field research

Table 8 above indicates that the majority 82% of the respondents as married, 10% as single and 8% were separated.

4.3 Effect of management styles on academic performance in secondary schools in Katikamu South - Luwero District

In this section, the results which show the relationship between management styles on academic performance in secondary schools in Katikamu South – Luwero District is presented. The general research objective was to establish the relationship between management styles and academic performance. The findings on this objective were got from questionnaires and interview results shown in tables below.

The respondents were asked what management style the school management was using. Their responses are captures in table 9 below.

Table 9: 4.3 Responses on management styles

Category	Ndejje S.S		Bombo Army S.S		Katikamu S.D.A	
	Number	Frequency	Number	Frequency	Number	Frequency
Participatory	12	29.0	9	25	5	15
Supportive	23	57.0	23	70	28	80
Instrumental	6	14.0	1	2	2	5
Autocratic	0	0	0	0	0	0
Total	**41**	**100**	**33**	**100**	**35**	**100**

Source field research

The results in table 9 above show that at Ndejje S .S the management style practiced was supportive management style represented by 57%, followed by participatory at 29% and instrumental at 14%.

At Bombo Army S.S the major management style was also supportive at 70%, followed by participatory at 25% and instrumental at 2%.

At Katikamu SDA SS the management style was supportive at 80% followed by participatory at 15% and instrumental at 5%.

The study noted that in all the three secondary schools the majority of the respondents were of the view that supportive management style is practiced. The respondents argued that this was so because the school managements were encouraging the sharing of ideas.

4.4   Supportive management style and academic performance

The study probed further what management style was really practiced in the secondary schools. The findings on this were got from questionnaires as shown in table 10.

Table 10: 4.4 Supportive management style

Item	SD	%	D	%	NS	%	A	%	SA	%
School management consider employees needs at work.	0	0	11	10.3	8	7.7	28	25.6	62	56.4
School management give attention to employees' wellbeing at the work place.	0	0	14	12.8	14	12.8	17	15.4	64	59
M immediate supervisor exhibit Open communication	3	2.6	11	10.3	14	12.8	39	35.9	42	38.5
My immediate supervisor respects my work	3	2.6	3	2.6	8	7.7	64	59	31	28.2
My immediate supervisor recognises employees' performance at work	3	2.6	11	10.3	11	10.3	67	61.5	17	15.4
My Supervisor encourages employees innovation at work place	7	6	14	12.8	11	10.3	49	45.1	28	25.6
My immediate supervisor treat me as equals	8	7.7	31	28.2	14	12.8	39	35.9	17	15.4
My supervisor continually collaborate with team members	3	2.6	6	5.1	11	10.3	67	61.5	22	20.5
My supervisor treats employees fairly	0	0	14	12.8	11	10.3	50	46.2	34	30.8
My supervisor socialises with me to build relationship at work	8	7.7	25	23.1	17	15.4	39	35.9	20	17.9
My supervisor mentors and coaches me to do my work better	6	5.1	20	17.9	6	5.1	56	51.3	22	20.5
My supervisor allows me to determine the best way I can perform set tasks	6	5.1	22	20.5	11	10.3	59	53.8	11	10.3
My supervisor solves problems in a constructive way at workplace	6	5.1	22	20.5	11	10.3	59	53.8	11	10.3
TOTAL (PERCENTAGES VALUES)		47.1		187.2		136.1		580.9		348.8
OVERALL PERCENTAGES AVERAGES		3.6		14.4		10.47		44.68		26.83

Note: *(Keys; SD=Strongly Disagree, D= Disagree, NS= Not Sure, SA= Strongly Agree, A= Agree, TL=Total)*

From table 10 above, in general the highest percentage of respondents (71.79 percent) strongly agreed and agreed with data collection questions relating to supportive management style (10.47percent) were not sure, while (18percent) both strongly disagreed and disagreed wit h data collection questions relating to supportive management style. This collaborates the results of face to face interviews where 80% (N=92) of the respondents answered in affirmative on whether the school management practiced supportive management.

Further investigation on the existence of supportive management style was done, and it was revealed that 82 percent agreed and strongly agreed that the school managements /supervisors considered employees needs at work which was why the secondary schools were performing well, in the same vein when respondents were asked as to whether their respective school management continually collaborate with team members, the same proportion 82 percent agreed and strongly agreed with the aforementioned role given by the supervisor.

4.5   Participative management style and school performance

The findings of this were got from questionnaires as presented in table 11.

Table 11: 4.5 Participative management style

Item	SD	%	D	%	NS	%	A	%	SA	%
I participate in decision making at the workplace	6	5.1	22	33.12 0.6	19	17.9	56	51.3	6	5.1
I am consulted by my supervisor before making decision	11	10.3	37	33.3	11	10.3	39	35.9	11	10.3
Decision making is through consensus at my workplace	6	5.1	27	25.6	25	23.1	37	33.3	14	12.8
School management retain decision making authority at my workplace	6	5.1	19	17.9	14	12.8	37	33.3	33	30.8
School management have confidence in subordinates' decision	3	2.6	37	33.3	28	25.6	37	33.3	6	5.1
School management recognises employees needs for independence	6	5.1	30	28.2	28	25.6	39	35.9	6	5.1
School management delegates employees to make decisions at the work place	11	10.3	11	28.2	14	12.8	39	35.9	14	12.8
School management encourages and facilitate the flow of information among the employees	6	5.1	8	7.7	14	12.8	56	51.3	25	23.1
My supervisor gives me a considerable degree of autonomy in completing routine work activities	3	2.6	14	12.8	14	12.8	53	48.7	25	23.1
My supervisor encourages and facilities me in making important decisions	6	5.1	14	12.8	11	10.3	61	56.4	17	15.4
My supervisor delegates me to make decisions at workplace	14	12.8	28	25.6	11	10.3	39	35.9	17	15.4
My supervisor recognises my valve contribution in the department at workplace	0	0	84	77	22	20.5	50	46.2	28	25.6
TOTAL (PERCENTAGES VALUES)		69.2		253.6		194.8		497.4		184.6
OVERALL PERCENTAGES AVERAGES		5.76		21.13		16.23		41.45		15.38

From table 11 the highest percentage of respondents (56.8 percent) strongly agreed and agreed with data collection questions relating to participative management style, (16.23 percent) were not sure, while (28.56 percent) both strongly disagreed and disagreed with data collection questions relating to participative management style. However, it should be noted that the proportion of employees that strongly agreed and agreed for the practice of participative management style was slightly above half. Therefore, participative management style was practiced to a low extent. Evidence was shown when respondents were asked whether they participated in decision making and only 56.4% agreed and strongly agreed to be participating and the rest were not. More information reveals that only 38.7 % of the respondents agreed and strongly agreed that school management have confidence in subordinates' decision whereas only 48.7 % of the respondents say school management delegates employees to make decisions at the work place. Therefore, the researcher is compelled to conclude that participative management style was nonexistent the three secondary schools in Katikamu South - Luwero District. This could be affecting performance of the secondary schools.

4.6   Instrumental management style and academic performance.

The findings of this objective were got from questionnaires as shown in table 12 below.

Table 12: 4.6 Instrumental management style

Item	SD	%	D	%	NS	%	A	%	SA	%
School management set employees task instructions at the work place	6	5.1	19	17.9	19	17.9	45	41	19	17.9
School management monitor and control employees tasks at the work place	0	0	6	5.1	17	15.4	64	59	22	20.5
School management facilitate employees to perform their duties	3	2.6	11	10.3	3	2.6	75	69.2	17	15.4
School management provide feedback for goal attainment to employees	6	5.1	19	17.9	17	15.4	53	48.7	14	12.8
School management compensate employees abilities	8	7.7	37	33.3	42	38.5	14	12.8	8	7.7
My supervisor provides me with the tools required to perform my duties	0	0	17	15.4	11	10.3	62	56.4	19	17.9
My supervisor creates a favorable climate for me to achieve my targets	0	0	14	12.8	17	15.4	50	46.2	28	25.6
School management allow employees to introduce new ideas	6	5.1	8	7.7	19	17.9	48	43.6	28	25.6
School management give certain degree of authority to employees to do the work	0	0	11	10.3	14	12.8	73	66.7	11	10.3
School management allow employees to control the amount of work they do	3	2.6	22	20.5	31	28.2	39	35.9	14	12.8
School management allow employees to be creative on their jobs	3	2.6	11	10.3	17	15.4	42	38.5	36	33.3
School management allows employees to decide on the methods of doing work at workplace.	0	0	17	15.4	33	30.3	36	33.3	22	20.5
TOTAL (PERCENTAGES VALUES)		30.8		176.9		220.1		551.3		220.3
OVERALL PERCENTAGES AVERAGES		2.57		14.74		18.34		45.66		18.36

From table 12 above, the results indicate that the majority of respondents (64.02 %) strongly agreed and agreed with data collection questions relating to instrumental management style, while (18.34%) were not sure, and (17.31%) both strongly disagreed and disagreed with data collection questions relating to instrumental management style. It should be noted that since most questions were asked in a positive way and therefore assessing the existence of instrumental management style, then instrumental management exist to moderate extent. Further evidence is shown when respondents were asked if school management compensates employees' abilities and only 8 (20.7%) agreed and strongly agreed that school management compensated employees' abilities at work. Further still, when respondents were asked as to whether school management allowed employees to decide on the methods of doing work at workplace, only 21(53.8%) agreed and strongly agreed that school management allowed employees to decide on the methods of doing work at workplace. This cast doubt as to whether the school managements were supportive to their subordinates.

However, results from the interview portray a contradicting scenario where one respondent reported that,

'We are normally supportive to individuals that are newly recruited in the school. However, the existing employees know their respective roles at work and thus little support is rendered to them when performing their duties'

The reason could be easily extracted from the above respondent's in the interview where support is normally given to the newly recruited personnel at work and not the existing ones.

The respondents were asked further what had been the academic performance of their schools, their responses are captured in table 4.8 below.

4 .7 Responses on academic performance

Table 13: 4.7 Responses on academic performance

	Ndejje S.S		Bombo Army S.S		Katikamu S.D.A	
Category	Number	Frequency	Number	Frequency	Number	Frequency
Excellent	5	5	17	15	11	10
Very good	27	25	5	5	22	20
Good	72	66	49	45	60	55
Fair	5	5	38	35	16	15
Poor	0	0	0	0	0	0
Total	**109**	**100**	**109**	**100**	**109**	**100**

Source field research

The results in table 4.8 above show that the majority 66% of the respondents at Ndejje S .S   stated that the performance of their school was good. At Bombo Army SS 45% stated that the performance of their school was good. However a significant number 35% said the performance was fair. At Katikamu SDA SS the majority 55% sated that the performance was good. The study noted that in all the three secondary schools the majority of the respondents were of the view that the performance of their secondary schools was good. They attributed the good performance to supportive management style. In the school management were encouraging team work.

On the other hand those who said that the performance was fair attributed this to inadequate scholastic materials; par timing by the teachers; lack of clear guidelines by the school administrators, indiscipline of students; parents' negligence of students, poor family backgrounds and lack of adequate training of the teachers.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The general objective of this study was to investigate the effect of academic management on secondary school performance in Katikamu South - Luwero District. In this chapter the results described in Chapter four are discussed and conclusions are drawn and recommendations made. The limitations of the study and the implications for future research are addressed.

5.2 Discussion of the Research Findings

The study revealed that at Ndejje S.S the major factor was teacher training represented by 90%. At Bombo Army S.S the major factors were teamwork and provision of teaching materials at 95% respectively and at Katikamu SDA SS the major factor was teamwork at 98%

The results are in line with a number of studies that have been conducted on academic performance in schools in Uganda. For example, Odubuker (2007) conducted a study to investigate the influence of the head teachers' management competences on the management of primary schools in North Western Uganda in order to improve the teaching and learning process. The findings from the study revealed that the principals or head teachers' management training was critical to the performance of the school. Similarly, Mpierwe (2007) conducted a study to examine the effect of management of instruction materials on teacher performance in primary schools in the Kampala district. The purpose of the study was to determine the influence of coordination of instructional materials on teacher performance and to assess whether teacher involvement in the selection of instructional materials has an effect on teacher performance.

5.3 Supportive management styles and academic performance

The study results revealed that supportive management style was to a lager extent existent in Katikamu South - Luwero District secondary schools since 79.79 % of the respondents had strongly agreed and agreed. This was also supported by evidence of where 82% agreed and strongly agreed that the school management considered employees needs at work and the same proportion agreed and strongly agreed that their respective school management continually collaborated with team members.

This management style was promoted by the school managements through encouragement of innovation among employees, mutual respect; open communication and teamwork. In addition the management treated the workers fairly and promoted the process of mentoring and coaching which are tenets of supportive management style.

Therefore from the research finding, it can be stated that a supportive management style, demonstrated through open communication as supported by 74.4% and respect and recognition cited by 51.3% who agreed and strongly agreed that the immediate school management treats them as equals could greatly improve the satisfaction of employees on the job. Once the employees are satisfied it could imply that they are motivated and thus leading to their improved performance.

These findings conforms to Preece, (2000) argument that the lack of connectedness breeds loneliness, low self esteem, isolation, low achievement, low motivation and low productivity. Therefore, a sense of belonging and the feeling of connectedness indicate the presence of trust relationship and togetherness among the workers. Furthermore the situation in Katikamu South - Luwero District in line with Camman *et al,* (1983), argument that the extent to which a job gives an employee opportunity to interact with other co-workers enhances the sense of supportive community at work but the organizational climate which will pave way for such interaction is determined by the management behavior. This was established when more than half 53.8%) agreed and strongly agreed

that the immediate school management interact with them to build relationship at work. Thus in occurrence of such a situation in an organization, manager need to be supportive to the employees so as to raise their morale.

Furthermore this finding is corroborated by House (1993), who argued that a supportive managers affects the behaviour of his subordinates in two ways: first the manager' makes a job seem more tolerable by creating a friendly, open work environment which leads to the intrinsic reward of more pleasurable work. To reach this reward, employees are motivated to work harder and therefore are able to achieve organization goals in terms of achieving targets. In addition they also feel more satisfied while performing their jobs; secondly when employee under stress believe that their managers support their efforts, they can have more confidence that their hard work will actually lead to successful completion of the task. It is the opinion of the researcher that by boosting the belief that work will lead to performance, the supportive manager encourages employees to increase their efforts to reach the goals of the organization and also helps the employee's to feel more satisfied.

This finding is also supported by House & Dessler, (1974) who state that when subordinates have a task that is unstructured an pleasant manager can make performance of necessary work more tolerable by acting considerate and supportive and by trying to minimize the negative aspects of work environment. Using the language of the expectancy theory, supportive management will tend to increase the intrinsic valence of necessary task behavior, therefore increasing subordinate effort. In addition to increasing subordinate effort, supportive management in this situation will also increase subordinate satisfaction. However, in the situation where the task is interesting, and enjoyable, supportive management will have little or no effect on either subordinate effort or satisfaction. The theory hypothesizes that supportive management will have its most positive effect on satisfaction for subordinates who work on stressful, frustrating or dissatisfying tasks. Hence it's the opinion of the

researcher that supportive management behavior creates a positive climate and gives an opportunity to employees to effectively and efficiently perform in organizations.

5.4   Participative management style and   academic performance.

The study revealed that the majority (56.83%), strongly agreed and agreed with data collection questions relating to participative management style, although the proportion was not big enough to prove that participative management style is exhibited in Katikamu South - Luwero District secondary schools. In addition to the aforementioned argument, (64.1 %) agreed and strongly agreed that school management retained decision making authority at the work place. And only, (56.4%) agreed and strongly agreed to be participating in decision making.

It is the opinion of the researcher that if the school management retained decision making authority and never consulted employees for their input or ideas then the school management is autocratic. In that the communication involved in the decision making was mainly downward, from the school management to the subordinates. In other words it was top down approach to management. The employees were being deprived of the opportunity to give important in put in decisions which were being made for the good of the schools.

Thus due to low levels of participation in decision making in the secondary schools, the benefits sighted by Yukl, (2002) cannot be realized in the organization. Yukl, (2002), sighted that participative management offers a variety of potential benefits such as employee's power to determine own goals, solve their own problems, and make their own decisions. But this to be accomplished depends on who the participants are how much influence they have and other aspects of the decision situation. In this scenario, the participants in are the school management and teachers of the secondary schools.

In addition the findings of the study to do not conform to Harrison's (1999) argument that "Participation" refers to active involvement of subordinates or followers in the making of decisions

that directly affect them in the work place. The term "transparency" refers to the gathering of information and openness of discussions related to options involved in the making of a final decision. Transparency does not mean the delegation of final strategic decisions to subordinates or followers. Furthermore the findings are not in line with arguments supporting the need for greater participation and transparency which range from the theories that doing so is a sign of enlightened democratic management (Argyrols, 1964; Likert, 1967; McGregor, 1960), to using the process to fulfill a managerial moral obligation (Harrison, 1999), to it is necessary to create an individual's closer identification with the organization thus increasing social pressure which will result in increased output (Patchen, 1976; Miller & Monge, 1986)

The findings also were not in line with Chester Barnard (1938). He reminded senior management that they were part of a system and that acceptance of the authority and decisions of managers is subject to specific conditions by the follower. In addition Follett (1940) discussed the concept of integration of multiple perspectives into resolution of issues. She defines the process of integration as "involving invention... and the clever thing is to recognize this and not let one's thinking stay within the boundaries of two alternatives which are mutually exclusive. In other words, never let yourself be bullied by an either-or-situation...Find a third way." Thompson (1967) discusses the fluidity of decisions and the need for there to be alignment (harmony, compatibility) between a set of interdependent variables (often from multiple stakeholders), which collectively form a network of organizational relationships.

Furthermore, due to low levels of participative management style Katikamu South - Luwero District cannot get the benefits according to Yukl (2002), of participative management. Four potential benefits include higher decision-making quality, higher decision acceptance by participants, more satisfaction with the decision process, and more development of decision-making skills. Some researchers claim

employees' involvement has motivational effects of increased employees' job satisfaction and organizational

In addition the findings are not in line with Schneider &Schmitt, (1987 as cited in Stoner et al, (2003). That this style of management style keeps employees informed about issues that affect their work and they share decision making and problem solving tasks with their employees. The manager is more of a coach who gets his team of employees to work together for the betterment of themselves and the organizations. Of course he or she always has the final say. This management style produces high quality work and workers for extended periods of time. Employees are trusted and in return they cooperate, have a high moral, team spirit, and go above and beyond the call of duty

Therefore a participative manager will allow the employees to participate in their own evaluation of their performance, and establish their own goals. It encourages employees to grow and be promoted within the organization and employees are recognized for their achievements. From the overall business's point of view, job satisfaction and quality of work will improve Schneider & Schmitt, (1987) cited in Stoner et al, (2003). It has often been promoted as the quick cure for poor morale and low productivity. This study has established that this is far from happening in Katikamu South - Luwero District. In that the study found out that, the levels of participation in decision, delegation of responsibilities, ownership of programs, valuing employees, responsibility, goal clarity and independence were all very low.

However, according to Barton et al, (2002) this management style is not, appropriate in every organization and at every level. In that employees in the organization must have the skills and abilities to participate, must have the technical background, communication skills, and intelligence to make decisions and communicate those decisions effectively. The organization's culture must support employee involvement and the issues in which employees get involved must be relevant to them.

However the study found out that it was far from happening. Managers were more authoritarian than participative.

However, there might be situational variables which affect the effectiveness of participative management. The author argues that participatory management needs to be examined from a cultural perspective because this style of management is viewed as culturally bounded and incorporates the concept of two way communication. It is the opinion of the researcher that although the relationship between participative management and employees performance has been frequently studied by scholars, the results of previous empirical studies were inconsistent hence the carrying out of this study.

The researcher states that participative management style encourages subordinates in an organization to influence decision making. In that a participative behavioural manager typically encourages his subordinates to play an active role in assuming control of their work. As a consequence, the right kind of participation yields both motivation and knowledge valuable for the effective performance of the employees. Above all, it gives people a sense of accomplishment. The finding is corroborated by Miller, (2006), "the most widely studied attitudinal effect of school performance is job satisfaction which leads to improved performance.

5.5   Instrumental management style and   school performance

The results indicated that the majority of respondents (64.02%) strongly agreed and agreed with the data collection questions relating to instrumental management style. In that the management of the organization promoted this kind of behavior to a moderate extent. This kind of management style was manifested in Katikamu South - Luwero District especially through school management facilitating employees to perform better   (69.2%) and   school management giving certain degree of authority to the employees to do work (66.7%).

It is the researchers opinion that employee's in these schools were being given certain degree of being independent. In that they had a choice on how they could perform their duties. This was because the management was exerting a little control over them which was making them very comfortable and motivated. Employees were putting some independent thinking from that of management in what they were doing and this meant that they were being innovative and creative.

Thus these finding tallies with other scholar's arguments that strategic management can be conceptualized in terms of two distinct factors evident in the theories reviewed by Antonakis and House (2002) environmental monitoring, as articulated by Conger and Kanungo (1998) and by House and Shamir (1993). Further the respondents were asked as to whether school management allowed employees to decide on the methods of doing work at work place, (53.8%) agreed and strongly agreed the aforementioned supervisor's role at work place. On the other hand (61.5%) agreed and strongly agreed that school management provide feedback for goal attainment to employees. This is one of the key characteristics of instrumental management style where managers aim at achieving strategic goals for the organizations.

It is the opinion of the researcher that the school managements were allowing the employees to some extent to know about the direction the organization was taking. In that the organization goals were clear to them and knew what they were doing as far as goals of the organization were concerned.

This finding corroborates with Samson, (1997) who states that in the operations-related areas, the role of management is instrumental in determining the success of operations strategy in an organization. For example, studies on quality management practices have hailed the management roles of senior management as the primary success factors or impediments for successful implementation (Samson, 1997). It is the opinion of the researcher that management styles exhibited by the school managements in the secondary schools in instrumental to a moderate extent where by managers aim at

achieving strategic objectives by encouraging their subordinates to perform duties very well. Thus instrumental management style is an essential element in making employees of the organization to perform more effectively and efficiently.

5.3   Conclusions

From the aforementioned summary discussion the following conclusions are made.

1. The major factors which lead to good performance of secondary schools in Katikamu South are promotion of teamwork, teacher training and provision of teaching materials.

2. Supportive management style was to a lager extent existent in Katikamu South secondary schools. This management style was promoted by the school managements through encouragement of innovation among employees, mutual respect; open communication and teamwork. In addition the management treats the workers fairly and promotes the process of mentoring and coaching which are tenets of supportive management style. Therefore from the research finding, it can be concluded that supportive management style, could greatly improve the satisfaction of employees on the job. Once the employees are satisfied it could imply that they are motivated and thus leading to their improved performance

3. Participative management style is promoted in Katikamu South secondary schools through open decision making, promotion of consultations in all areas of the organization and easy information flow from the management to the subordinates. The study concludes that participative management style encourages subordinates in an organisation to influence decision making this makes them (subordinates) play an active role in assuming control of their work. And as a consequence, this right kind of participation yields both motivation and knowledge valuable for the effective performance of the employees. Although participative management style is exhibited to a low

extent among the school managers in Luwero Secondary schools, it continues to affect employees' performance significantly.

4. The school managements encourages instrumental management style to a moderate extent, limited monitoring and control of workers, facilitation they give to their staff to perform their jobs, by giving employees certain degrees of authority, through a feedback process for goal orientation. The study concludes that instrumental management style exhibited by school managers is a management having knowledge of the deficiencies and opportunities of the external environment to the organization and which takes into account organizational system as an essential element of management. Instrumental management styles were evident to a moderate extent although it was found to be influencing employees' performance significantly. Instrumental management styles are normally portrayed by strategic managers who in most cases are not close to operational employees.

5. School management should provide adequate training and sensitization of teachers on their roles and responsibilities in the school management process. They should also increase the number of staff in the secondary schools to improve on efficiency and effectiveness of the academic function. And also change the management styles from autocratic to more accommodative ones such as democratic and Laize faire.

5.4   Recommendations

1. The school management should endeavor to encourage their teachers to go for further training and also should provide adequate teaching materials.

2. According to the study results, the school management should introduce courses that can enable managers know the type of management styles that would improve employees' performance, which in turn would make the secondary schools perform better. For instance encouraging

managers to use a participative approach as well as instrumental approach which were being used to a low extent but still could cause a significant effect on school performance.

3. Since the school employees do not feel involved in decision making in many instances, there is need to innovate a way in which employees would feel involved in decision making. This can be done through consultations between school management and workers; through consensus. It can also be done through delegation of responsibilities to subordinates by the management and also through accurate information flow from subordinates to managers and vice versa. This is anticipated to improve employees' motivation and thus increase performance at the organization.

4. Managers' supportive role was evidently not the best according to the results in the study and therefore, school managements should refocus on getting to know the employees capability so that when support is need in certain tasks employees do not struggle to get solutions. Supportive roles should not only be technical but also social and economic. For instance an employees' needs support when facing family problems because if the close supervisor does not recognize a change in employees' behavior, the employees' performance might dwindle with time.

5. The school managements should always carry out an employees' dynamic assessment exercise whereby factors that could impede employees' performance can be known in time. This would help identify employees' attitudes towards managers and their behaviors. Since relations at work play a significant role, such assessment can help the human resource managers to know how employees' performance is likely to falter.

6. .The Ministry of Education and Sports must play a central role in providing training to the secondary schools and technical guidance and ensuring compliance to all set rules. There is a need for investing time in training the various actors on the critical stages of the academic system. The

local government stakeholders should also invest in training the technical staff on how to supervise the secondary schools to promote good academic performance.

7. The communities should be encouraged to get involved in the management of schools.

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APPENDIX 1

Table for determining sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	373
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	225	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

QUESTIONNAIRE FOR TEACHERS IN THREE SECONDARY SCHOOLS IN KATIKAMU SOUTH – LUWERO DISTRICT

Section A:

Background Information

You are requested to tick the appropriate level

1. Age (a) 13 – 17   (b) 18 – 22   (c) 23 – 27   (d) 28-32 (e) 33+
2. Sex (a) Male   (b) Female
3. Educational level of education attained (a) Certificate   (b) Diploma   (c)   Bachelor's Degree
   (d) Post Graduate Diploma   (e) Masters

4. What is your marital Status?
5. How long have you been in the Organizational?
   a) Below one year
   b) 1-5years
   c) 6 – 10 years
   d) 11 – 15 years
   e) Above 15 years

SECTION B: **Supportive Management Style**

In the subsequent sections, use the scale provided to tick or circles a number that describes your opinion. 1 strongly disagree, 2 disagree, 3 not sure, 4 agree, 5 strongly agree

1	Supervisors consider employees needs at work.	1	2	3	4	5
2	Supervisors give attention to employee's wellbeing at the work place.	1	2	3	4	5
3	My immediate supervisor exhibits open communication	1	2	3	4	5
4	My immediate supervisor respects my work	1	2	3	4	5
5	My immediate supervisor recognises employees' performance at work	1	2	3	4	5
6	My supervisor encourages employees innovation at work place	1	2	3	4	5
7	My immediate supervisor treats me as equals	1	2	3	4	5
8	My supervisor continually collaborates with team members	1	2	3	4	5
9	My supervisor treats other employees fairly	1	2	3	4	5
10	My supervisor socialises with me to build relationship at work	1	2	3	4	5
11	My supervisor mentors and coaches me to do my work better	1	2	3	4	5
12	My supervisor allows me to determine the best way I can perform set tasks	1	2	3	4	5
13	My supervisor solves problems in a constructive way	1	2	3	4	5

SECTION C: **Participative Management Style**

1	I participate in decision making at the workplace	1	2	3	4	5
2	I am consulted by my supervisor before making decision	1	2	3	4	5
3	Decision making is through consensus at my workplace	1	2	3	4	5
4	Supervisors retain decision making authority at my workplace	1	2	3	4	5
5	Supervisors have confidence in subordinates' decisions	1	2	3	4	5
6	Supervisors recognise employees' need for autonomy	1	2	3	4	5
7	Supervisors delegate employees to make decisions at the work place	1	2	3	4	5
8	Supervisors encourage and facilitate the flow of information among the employees	1	2	3	4	5
10	My supervisor encourages and facilities me in making important decisions	1	2	3	4	5
11	My supervisor delegates me to make decisions at workplace	1	2	3	4	5
12	My supervisor recognises my valve contribution in the department at workplace	1	2	3	4	5

SECTION D: Instrumental Management Style

1	Supervisors set employees task instructions at the work place	1	2	3	4	5
2	Supervisors monitor and control employees tasks at the work place	1	2	3	4	5
3	Supervisors facilitate employees to perform their duties	1	2	3	4	5
4	Supervisors provide feedback for goal attainment to employees	1	2	3	4	5
5	Supervisors compensate employees abilities	1	2	3	4	5
6	My supervisor provides me with the tools required to perform my duties	1	2	3	4	5
7	Supervisors allow employees to introduce new ideas	1	2	3	4	5
8	Supervisors give certain degree of authority to employees to do the work	1	2	3	4	5
9	Supervisors allow employees to control the amount of work they do	1	2	3	4	5
10	Supervisors allow employees to be creative on their jobs	1	2	3	4	5
11	Supervisors allow employees to decide on the methods of doing work at workplace.	1	2	3	4	5
12	Employees are knowledgeable about Organisation updates	1	2	3	4	5

APPENDIX 3

QUESTIONNAIRE FOR STUDENT MANAGERS IN THREE SECONDARY SCHOOLS IN

KATIKAMU SOUTH – LUWERO DISTRICT

Section A:

Background Information

You are requested to tick the appropriate level

1. Age (a) 13 – 17   (b) 18 – 22   (c) 23 – 27   (d) 28-32   (e) 33+

2. Sex (a) Male   (b) Female

SECTION B: Supportive Management Style

In the subsequent sections, use the scale provided to tick or circles a number that describes your opinion. 1 strongly disagree, 2 disagree, 3 not sure, 4 agree, 5 strongly agree

1	School managers consider student needs at work.	1	2	3	4	5
2	School managers give attention to student wellbeing at the school	1	2	3	4	5
3	School managers exhibit open communication	1	2	3	4	5
4	School managers recognise student performance at school	1	2	3	4	5
6	School managers encourage student innovation at school	1	2	3	4	5
7	School managers treat us as fairly	1	2	3	4	5
8	School managers continually collaborate with student managers	1	2	3	4	5
9	School managers socialises with me to build relationship at work	1	2	3	4	5
10	School managers solve problems in a constructive way at school	1	2	3	4	5

SECTION C: Participative Management Style

1	I participate in decision making at the school	1	2	3	4	5
2	I am consulted by my school managers before making decision	1	2	3	4	5
3	Decision making is through consensus at school	1	2	3	4	5
4	School managers retain decision making authority at school	1	2	3	4	5
5	School managers have confidence in the student management	1	2	3	4	5
6	Supervisors recognises employees needs for independence	1	2	3	4	5
7	School managers delegate decision making at school	1	2	3	4	5
8	School managers and facilitate the flow of information	1	2	3	4	5
9	My supervisor encourages and facilities me in making important decisions	1	2	3	4	5
10	School managers recognise the contribution of student managers in the management affairs of the school	1	2	3	4	5

SECTION D: Instrumental Management Style

1	School managers set student task instructions school	1	2	3	4	5
2	School managers monitor and control staff and students at school	1	2	3	4	5
3	Supervisors provide feedback for goal attainment to employees	1	2	3	4	5
4	School managers provides students with the tools required to perform my duties	1	2	3	4	5
5	School managers create a favorable environment for students to achieve targets	1	2	3	4	5
6	School managers allow student to introduce new ideas	1	2	3	4	5
7	School managers give a certain degree of authority to student managers to do their work	1	2	3	4	5
8	School managers allow student managers to decide on the methods of doing work at school.	1	2	3	4	5
9	Student managers are knowledgeable about events at school	1	2	3	4	5
10	School managers create a favorable climate for students to realize their potential at school	1	2	3	4	5

Thank you

INTERVIEW GUIDE FOR MEMBERS OF SCHOOL MANAGEMENT

Dear Respondent,

Please kindly spare some few minutes to respond to the following questions. Information received from you is for academic purposes and will be kept confidential. You will not be victimized for whatever answer you have given.

SECTION A: Demographic Characteristics of the respondents

1. Gender of respondents

   a) Male ☐   Female ☐

2. Age of respondents

   13-17 ☐   18 – 22 ☐   23 – 27 ☐   28-32 ☐   33+ ☐

3. What is your marital Status? ....

4. Educational level of education attained (a) Certificate   (b) Diploma   (c) Bachelor's

   Degree

5. How long have you served the school?
   a. Below one year
   b. 1-5years
   c. 6 – 10 years
   d. 11 – 15 years
   e. Above 15 years

SECTION B: **Topical Questions**

1. What are the factors that lead to good academic performance in secondary schools?

   ....

   ....

2. Which is the commonest management style used by school administrators in your school?
   a) Participatory;
   b) Supportive;
   c) Instrumental;
   d) Other (specify)   ....

3. What are the advantages of using the chosen style above?

   ....

   ....

   ....

4. Others (specify)

   ....

   ....

5. How do you rate the academic performance of your school?

   ....

   ....

6. What could be some of the reason for the above
   performance?..

   ....

7. How does each of the factors below affect the academic performance of your school?

   a) Working conditions;
   b) Motivation;
   c) Team work;
   d) Interpersonal relations;
   e) Supervisory support;
   f) Decision autonomy;