

**A HISTORICAL ANALYSIS OF SCHOOL MANAGEMENT PRACTICES
AND PUPILS' ACADEMIC PERFORMANCE IN ACABA SUB-COUNTY,
OYAM DISTRICT, NORTHERN UGANDA BETWEEN 2008 AND 2018**

BY

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**A DISSERTATION SUBMITTED TO DIRECTORATE OF RESEARCH
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SEPTEMBER, 2025

DECLARATION

I, Nyana Florence, declare that this research dissertation titled "A Historical Analysis of School Management Practices and Pupils' Academic Performance in Primary Schools in Acaba Sub- County, Oyam District between 2008 and 2018 is my original work and has not been submitted for any award in any University or Institution of Higher Learning.

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APPROVAL

This is to certify that this research dissertation titled "A Historical Analysis of School Management Practices and Pupils' Academic Performance in Primary Schools in Acaba Sub- County, Oyam District Between 2008 and 2018 by Nyana Florence is under our supervision and is ready for submission with our approval.

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DEDICATION

This dissertation I dedicate it to my beloved husband Mr. Okwany Amos, my mother Mrs Rose Agwei, my grandmother Mrs. Pasolina Agwei, Jonathan, Joshua, Michelle and Melissa

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ABBREVIATION AND ACRONYMS

AIDS:	Acquired Immune Deficiency Syndrome
DEO:	District Education Officer
DR:	Doctor
HIV:	Human Immune Virus
LE:	Learning Environment
LRA:	Lord Resistant Army
MOE:	Ministry of Education
PLE:	Primary Leaving Examination
PROF	Professor
PTA:	Parents Teachers Association
SMC:	School Management Committees
UBOS:	Uganda Bureau of Statistics
UNEB:	Uganda National Examination Board
UNESCO:	United Nations Scientific and Cultural Organization
UPE:	Universal Primary Education

ABSTRACT

The main purpose of the study was to examine the historical analysis of school management practices and pupils' academic performance in Acaba sub- County. Oyam district primary schools. The study sought to explore the common school management practices and pupils' academic performance in the area of study between 2008 and 2018. Examine the extent to which teachers' commitment affected the academic performance of pupils in Acaba sub- County between 2008 and 2018; and to examine learning environment and pupils' academic performance in primary schools in the study area between 2008 and 2018. To achieve the study objectives, the researcher employed the historical study design using qualitative approach. A sample of 49 respondents comprising of head teachers, teachers, chairpersons of school management committee, and district education officer was drawn using purposive and stratified simple random sampling techniques. To achieve these, the researcher administered interview guide, documentary analysis guide and in addition held focus group discussions with the respondents. The data obtained from interview and focus group discussions was analyzed qualitatively using content analysis. The results indicated that: head teachers" management practices involved supervision of the teachers teaching assignments in the classrooms and the pupils learning three times in a term, regularly and on daily basis. Management practices to a larger extent affected the academic performance of pupils in primary schools. Management practices negatively affected the pupils learning environment. Headteachers' management styles affected teachers 'commitment towards their work. The researcher recommends that; School management should provide management practices that enhance pupils" academic performance. They should motivate teachers so that they are committed to their work effectively. School management should also provide conducive learning environment for the learners in the district.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This study focused on the historical analysis of school management practices and pupils' academic performance in primary schools in Acaba sub- County, Oyam district between 2008 and 2018. In this chapter the researcher presents; the; background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study operational definition of key terms, conceptual framework, and as well as theoretical framework.

1.1 Background to the Study

The main factor influencing a nation's social and economic development is its level of education. Pupils' academic performance is influenced by the nation's educational system (Iqbal, 2012). Education is intended to change things on a local and global scale (Farooq et al, 2011). They found from their research that teachers' main focus is on investigating the factors that lead to the high pupils' academic performance. In contrast to earlier times, schools now face the difficulties -of trying to work more productively to raise pupils' academic achievement. In this context, the role of school management is influenced by the unique organizational characteristics of each school leadership, the school climate, and the school development plan, which reflects the process of school management (Argyriou, 2014). Oyam district government aided primary schools have long had poor academic performance of pupils, particularly in national examinations, but a report found that these schools receive a lot of support in the form of UPE grants and capitation grants for the recruitment of qualified teachers (Oyam District Education

Department, 2015). As they work to provide all those facilities, one wonders if this was not a major contributing factor to the low academic performance of pupils in Oyam district between 2008 and 2018 up to-date that, is, the viewpoints from a historical, theoretical, conceptual, and contextual standpoint.

1.1.1 Historical Perspective

Globally, numerous nations now understand that pupils are the center of the educational process and that any attempt made to improve academic performance is bound to fail. Parents bear some of the burden for the widespread unhappiness that exists in many nations with the current state of education. This is because the majority of parents engage their kids in gardening and other household chores. Due to the lack of review time and limited time spent with teachers, pupils' academic performance is negatively impacted (Schleicher, 2018).

According to Kajunju's, (2017) research, there has been a gradual decline in primary school pupils' academic performance, which has resulted to poor pupils' achievement in national and international examinations. In fact, some pupils in certain schools perform not better than those who did not attend school at all, which is concerning the given state of education in Africa. This raises questions about whether the management practices used in African schools have any bearing on the current deep learning crisis.

According to Olorundare, (2011), academic achievement in Nigeria has disappeared every year. The country is plagued by pupils performing poorly in national exams; for instance, just 20% of candidates obtained credit levels that are acceptable. Then, Olorundare, (2011) questioned whether the low academic performance was not as a result of institutional or instructional flaws in the schools.

Conversely, a research study conducted by Spaul, (2015) regarding the state of South Africa's education system revealed that, out of all middle-income nations worldwide, South Africa has the worst educational system, with only 50 out of 100 pupils expected to make it to Grade 12, 40 passing, and only 12 eligible for university. Spaul (2015) went on to say that although there are effective management techniques in South African schools, the quality of education is seen as poor and unproductive.

According to Bush et al. (2015), Kenya has committed to offering high-quality instruction in its primary schools by creating a department dedicated to quality assurance and by providing financial and human resources. Amidst these interventions, the academic performance of the pupils between 2007 and 2011, Kenyan pupils' average performance was a D+ .According to Nora &Orodho (2014), the Kenyan National Examination Council claimed that this performance was insufficient because pupils of this grade level are not eligible for most careers' further education and training, casting doubt on the efficacy of the management practices in these schools

In Uganda, Increasing and enhancing fair access to high-quality education is one of the education sector's primary goals (Government White Paper, 1992).For primary education, UNEB has been implementing the National Assessment of Progress in Education (NAPE) program since 2008. This program's goal was to keep an eye on how well the nation's educational system was working. Notably, between 2008 and 2018, there was no improvement in pupils' academic performance in national exams. Schools that did not implement Universal Primary Education showed better results.

Many people are left wondering why such poor academic performance has been so prominent in Oyam district (JICA Report, 2014). Similarly, Mugisha (1991) studied the reasons behind pupils' poor academic performance in a few chosen schools in the Kampala district and showed that children's attitudes and their home environment have a good or negative impact on how well they succeed academically in school. He went on to say that in order to raise pupils' academic achievement, the school and the home should be seen as partners.

Despite all these, the academic performance of pupils had been persistently poor in the period between 2008 and 2018. For instance, according to the Ministry of Education and Sports (2017), report, out of 156 districts in the country (Uganda) which did P.L. E in 2017, primary schools in Acaba sub-county, Oyam district was ranked in position 120 in academic performance. The failure rate was 615 candidates who sat for P.L.E. that same year. Similarly, the results of the academic performance of pupils of Acaba sub-county, Oyam district between 2008 and 2018 have not been very good. For example, only 1.3% of the pupils were in division one in 2008. Meanwhile in 2009, 1.5% of the pupils passed with first grade, in 2010, 2.2% of the pupils were in division one, in 2011 2.0% of the pupils passed in division one, in 2012, 2.6% of the pupils passed with first grade, in 2013, 2.4% of the pupils were in division one, in 2014, 1.9% of the pupils were in division one, in 2015, 1.6% of the pupils passed with first grade, in 2016 2.5% of the pupils were in division one, in 2017, 2.8% of the pupils were in division one and in 2018, 1.6% of the pupils passed with first grade..

1.1.2 Theoretical perspective

The study was informed by Skinner's (1945) "Learning Theory," which states that learning achievement varies among individuals for a number of reasons. The

Theory also emphasizes the importance of motivation, learner involvement in learning, and parental involvement in supporting their children's education. These findings are consistent with Ezewu's (2008) assertion that a family's higher status is associated with a greater likelihood of its members motivating their children to learn and perform better.

Skinner (1945) suggested that learning events need to be directed and managed in order for appropriate learning to occur. This means that for learning to be effective and for achievement to occur, the environment in which it occurs needs to be encouraging and conducive. However, a theorist named Macibi (2005: 169) asserted that in order for our kids to learn at school, for school administration to succeed, and for the school to advance, a positive home environment is necessary. Additionally, Macibi (2005) notes that pupils' family environments have a significant impact on their academic performance. These include the parents' educational attainment, family income, marital status, and attitudes toward their children's education, as well as the attitudes and caliber of pupils admitted to the institution. Regarding the parents in Acaba sub-county, Oyam

District, Northern Uganda, is this possible? Since no research has been conducted in Acaba sub-county on the subject, there is a void in the knowledge of what factors contribute to pupils' poor academic performance in the relevant field of study.

1.1.3 Conceptual perspective

According to Ogunbameru (2009), management is the process of achieving an organization's objectives by skillfully guiding and overseeing its information, financial, human, and physical resources.

Coleman (2015) defines management practices as the processes used to plan,

organize, control, and assess daily operations in order to achieve learning objectives.

According to Santos et al. (2016), performance is the degree to which a task or procedure is completed successfully.

Ferguson (2015) defined academic performance as the amount and quality of behavior, positive attitudes, techniques, knowledge, skills, and philosophy that pupils attain or acquire. The researcher investigates whether these practices were followed during the study period from a historical perspective.

1.1.4 Contextual perspective

The context of the study was Acaba sub-County in Oyam District of Northern Uganda. There are 139 government-aided primary schools in Oyam district. Like other schools in Uganda, Oyam District Local Government has worked with Development Partners to improve the academic performance of pupils in Acaba Sub-County by using positive practices. These included providing training to Parents Teacher Association (PTA) and School Management Committee (SMC) members on their roles and responsibilities in monitoring the efficient operation of the schools with an emphasis on pupils' learning in order to raise pupils academic performance (Oyam District Education Report, 2015). However, the pupils' academic performance scores continued to be unsatisfactory. In spite of these efforts, pupils in these schools performed poorly academically during the Lord Resistance Army (LRA) conflict. Additionally, there are concerns about the quality of education being provided, high pupils enrollment, low attendance rates, lack of instructional materials, insufficient teachers, and lack of school meals (DEO Oyam District Report, 2016). The DEO reports that a number of significant factors,

including a teacher shortage, inadequate basic facilities, low reading proficiency among pupils, community disruptions, poor teaching strategies, and administrative issues like inefficient resource management in schools, have been identified as having an impact on pupils' academic performance in Acaba Sub-County. As a result, pupils performed poorly academically in both internal and national exams because the majority of test results between 2008 and 2018, showed that the primary leaving exams have been inconsistent. For instance, according to the Oyam District Education Report (2016), 70% of pupils in the region did not meet the minimal standards for academic performance in English and mathematics, and just 60% met the required level. The research also revealed that 60% of the pupils were consistently in grade four, while less than 40% of the pupils achieved first, second, and third grades in PLE. The contextual evidence presented above demonstrated that pupils' poor academic performance persisted even after schools made an attempt to improve it. The contextual information raised unresolved empirical questions about the relationship between the academic achievement of the pupils in those primary schools and the school administration practices.

1.2 Statement of the problem

Management plays a key role in promoting quality education and enhancing academic outcome of pupils but this has not been the case in Acaba sub- County, Oyam district between 2008 and 2018. In the last decades the Ministry of Education and Sports together with the local education officials have made efforts to strengthen the management in primary schools in Acaba sub- County, Oyam district through staffing and regular training of School Management Committees, Head teachers, among others.

Could this be because of inappropriate management practices used by the head teachers and teachers in the school? There was therefore a need to ascertain whether the management practices significantly influenced the academic performance of pupils in the selected primary schools in Acaba sub- County, Oyam district between 2008 and 2018.

1.3 Purpose of the study

The purpose of the study was to examine the influence of school management practices and pupils' academic performance in primary schools in Acaba sub- County, Oyam district between 2008 and 2018.

1.4 Objectives of the study

The study was guided by the following specific objectives;

- i. To explore the common school management practices and pupils' academic performance in Acaba sub-county between 2008 and 2018.
- ii. To examine the extent to which teachers' commitment affected the academic performance of pupils in Acaba sub- county between 2008 and 2018.
- iii. To examine' learning environment and the academic performance of pupils in Acaba sub-county between 2008 and 2018.

1.5 Research questions

The following research questions directed the study findings:

- i. What were the common school management practices that affected the academic performance of pupils in Acaba sub-county between 2008 and 2018?

- ii. ii. To what extent did teachers' commitment affect the academic performance of pupils in Acaba sub- County between 2008 and 2018/?
- iii. iii. How did the learning environment affect the academic performance of pupils in Acaba sub- County between 2008-2018?

1.6 Scope of the study

The scope of the study covers; content scope, geographical scope, and time scope as well.

1.6.1 Content scope

The study investigated the impact of management practices on pupils' academic performance in primary schools in Acaba sub- County. Indicators of academic performance were assessed by looking at PLE results performed by candidates from each primary school during the study period (2008-2018).

1.6.2 Geographical scope

This study was carried out in selected 12 primary schools in Acaba sub- county which included; Awelobutoryo, Anyeke, Obangangeo, Ogwangapur, Dogapio, Atipe, Acaba Wigweng Obot, Oporowie, Alao, Lelalok and Acet, primary schools. The study was carried in these schools because pupils' academic performance had been persistently poor. This therefore, investigate tis study.

Oyam district is located 12 kilometers from Loro Township. Oyam is bordered by the districts of Omoro in the north, Kiryandongo to the south west, Nwoya to the west, Apac to the south East and Kole to the east. The district is divided into Oyam North and Oyam South.

1.6.3 Time scope

The study covered a period of ten years (2008-2018) because this period experienced too many complaints about pupils 'academic performance especially in primary schools of Acaba sub- County. The academic performance of pupils had been too poor despite the fact that peace had returned in the area after Joseph Kony's war (LRA).

1.7 Significance of the study

The study's conclusions may help other non-district schools in the area to improve their management strategies and raise the academic achievement of their pupils.

The results are helpful to educators as they devise strategies to raise the nation's academic standards. The results have added more information about the current understanding of head teachers' management techniques and appropriate areas for future research, which may be useful to the academia. Administrators of primary schools might also benefit from the study since it highlights key tactics for raising pupils' performance. Furthermore, the study will assist Oyam district education officer, school management committees, PTA, head teachers, parents, and other educational stakeholders in their roles as education administrators at UPE schools to devise better managerial strategies to enhance pupils' academic performance.

1.8 Operational definition of key terms

School: Is an educational institution designed to provide learning spaces and learning environments for the teaching of pupils under the direction of teachers.

Pupil: Is a person studying usually in a school under the close supervision of a teacher.

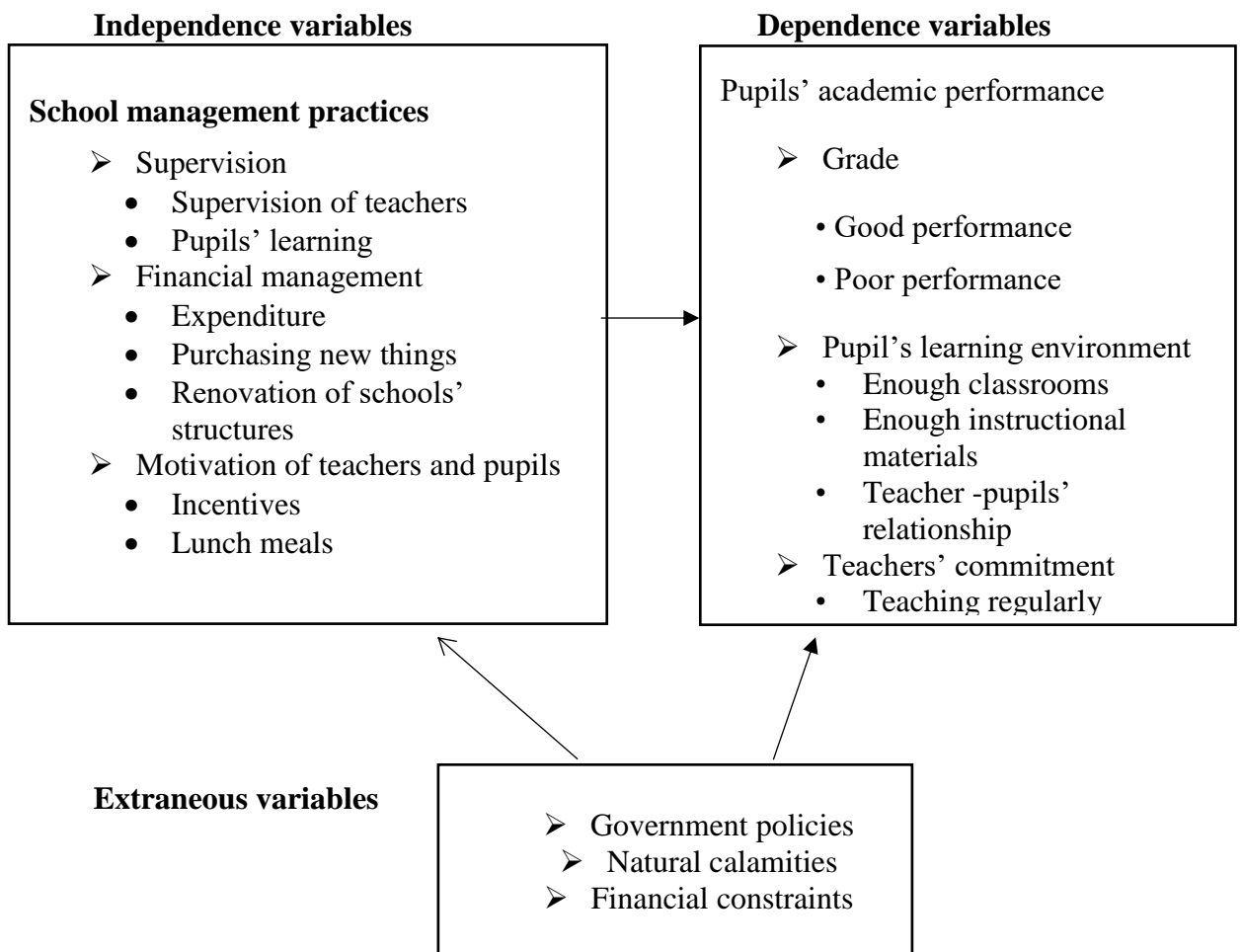
Management practices: Refers to the administration of the educational system in

which a group of human and material resources are combined to supervise, plan, strategize to implement and execute an education system.

Academic performance: Is the extent to which pupils have attained their short or long- term educational goals.

Historical analysis: Is a method of the examination of evidence to understand the past phenomenon.

1.9 Conceptual framework



Source: Adopted from Herzberg two Factor theories and modified by the researcher (2025).

Figure 1: A model showing relationship between independent variable and

dependent variable

The conceptual framework above (figure 1) demonstrates how pupils' academic performance, which is the dependent variable, is directly impacted by school management practices, which are the independent variable. It explains the ways in which grades, teachers; dedication, and pupils' learning environments can be used to gauge pupils' academic performance. The extraneous variables include financial constraints, natural disasters, and government policies.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents related literature by different authors available on school management practices and academic performance of pupils. The information presented under this chapter is a combination of extracts from publications, journals, textbooks, internet websites, and publications related to school management practices and academic performance of pupils. The literature is presented according to the study objectives mentioned in chapter one.

2.1 The common school management practices and the academic performance

According to Beare et.al (2013), management is the capacity to project future events through language and modeling. It also motivates the entire educational system, positively impacting the attitudes, ideas, and actions of those who work in it. By establishing strategic alignment throughout the entire system, management guarantees the people's vision. In accordance with Bonate (2016), the purpose of a school as an establishment is to offer classrooms and other learning settings where pupils can receive instruction from teachers. The organization follows a series of management procedures to guarantee efficient operations. The school's daily operations can be managed with the use of the extensive database known as the school management practices. In this particular context, school management techniques facilitate the storage of nearly all school administration data, including data on pupils, staff, properties, and instructional materials and systems. This data can be readily disseminated to authorized users. According to Warren (2015), management is a creative endeavor that involves everyone in coming up with new ideas and starting things. Instead of focusing only on the bottom line, management

considers the big picture. Good judgments are implied by a goal, direction, objective, vision, and dream made by a manager.

In a similar vein, exceptional managers have a vision for their organizations, according to Naylor (2012). To improve pupils' academic performance, they should have a shared vision of their ideal future that influences their learning and teaching programs as well as the policies, priorities, plans, practices, and procedures that permeate the institution's daily operations. A head teacher or manager who is an educational leader sets goals, collaborates with teachers and staff, and develops new learning opportunities for staff members.

Hoy and Miskel (2016). stated that one of the manager's main responsibilities as an instructional leader is to keep an eye on pupils' progress and evaluate school programs. It has passed the implementation of this function by the instructional leader to allow for the assessment and revision of instructional programs to assess the educational initiatives offered in the school, the instructional leader must be able to analyze data gathered from the pupils' performance levels.

Regarding this study, the effectiveness of the school administrators will be assessed based on the above-mentioned criteria in order to determine the cause of Acaba Sub-County's academic performance of pupils during the study period.

Ololube (2013), on the other hand, claimed that managers' main concern is to establish the best policies and practices that involve the enhancement of administrative services and educational programs aimed at producing competent pupils capable of assuming significant positions in society, and in turn improving educational practices and procedures that enhance pupils' academic performance.

Additionally, Phillips (2013) points out that particular manager/head teacher actions and leadership traits appear to have a favorable impact on pupils' academic achievement. According to this researcher, effective management fosters professionalism, influence, communication feedback, teamwork, and the development of a vision and value system. Furthermore, consistent methods of delegation and empowerment are necessary for excellent management because they allow managers to share responsibility, concentrate on people, nurture employees, and support their professional development Harris and Mjijs (2015) investigated the critical link between teachers' participation in school decision-making and their ability to inspire pupils' academic achievement. According to Moller et al. (2015), effective school management strategies rely on the head teacher collaborating with teams and including a variety of stakeholders in decision-making. This study will also assess the role of the head teacher.

According to Hidi and Harckiewicz (2012), giving pupils more control over their education can help them become more motivated in the classroom, which will improve their academic performance on both internal and external exams. It can also help pupils develop situational interest, which may turn into a more stable and long-term interest.

Turner (2011) also points out that pupils are more likely to be engaged in their work when professors give them the freedom to make decisions about it. Giving pupils options encourages more tenacious behavior. Stipek (2016) agrees with the aforementioned scholars that giving pupils more options can take many different forms, such as giving them more control over when to turn in assignments and giving them the ability to grade their own work. Pupils should be involved in the

learning process to some extent, even at the basic level, even though this argument was effective for older, pupils. As such, this material is pertinent to this study as well. Additionally, Pell et al. (2017) discovered a favorable correlation between improved teacher collaboration inside and across Academic performance of pupils is improved by the practice of schools and organizational growth. Harris and Muijs (2014) also discovered that in situations in which educators collaborate, there is a notable improvement in the expectations, confidence, and morale of educators as well as a higher level of job satisfaction among them.

According to Mulford et al. (2016), effective school managers encourage collaborative decision-making to inspire and empower others in the school community. The teachers of successful schools fostered a culture of collegiality, collaboration, support supervision, and trust, and this culture is firmly rooted in their democratic and social justice, values and beliefs that enable them to be effective and help pupils perform academically well. Mulford et al. (2016) went on to identify successful management practices.

However, according to Jones (2013), school administrators should be in charge of giving teachers access to resources and real professional development, as well as developing new learning opportunities for staff members in order to improve their performance. Zapeda (2015) noted that administrators ought to provide teachers opportunity. School managers can recognize teachers' strengths and shortcomings and help them collaborate basing on needs related to what they see in the classroom. This enables instructors to act as mentors to their pupils within the school system. Their pupils' academic performance would undoubtedly increase as a result.

2.2 Teachers' commitment and academic performance of pupils

According to Mkumbo (2012), the main factors demotivating teachers from being devoted to their work were bad working environment for them, bad work environment from the government, and the attitudes of the community about the teaching profession. On the other hand, signs and Sarkar (2015) have noted that some of the factors impeding teachers' commitment include inadequate supervision of teachers, lack of professional recognition, pupils discipline in the classroom, heavy workload, large class sizes, role ambiguity, lack of transportation, long distance travel, inadequate provision of instructional materials, bureaucracy, low salaries, and few opportunities for professional development. In order to ascertain the state of teaching throughout the post-war era covered by this study, an analysis of all the fore mentioned criteria will be conducted.

Maslow (2014) contends that teachers can afford to meet their fundamental needs, financial benefits in the form of cash payments have greater influence on their dedication. According to Mullins (2016), who concurs with the fore mentioned author that employees would be more dedicated to their profession if they were paid the best earnings and salaries.

Furthermore, Robbins (2015) emphasizes that financial incentives possess the most potent motivating power to enhance teachers' dedication to their work, which can therefore enhance pupils' academic achievement. Musaaazi (2014) asserts that non-monetary incentives such as public recognition, promotion, appreciation, and more responsibility might encourage teachers to be dedicated to their work. Could this be applied to enhance pupils' academic achievement in a post-war area such as Oyam district?

Similarly, Kamuhanda (2017) discovered that poor social status among teachers results in to lack of dedication to their work and inadequate pay and benefits package. However, providing teachers with good pay increases their level of dissatisfaction and raises their social standing hence commitment at work to teach effectively and enhance the academic performance of pupils.

Nakacwa (2015), found out that salaries should be paid promptly and that promotion of teachers should be done through increase in salary they earn and this keeps them on their jobs and be committed. Furthermore, Armstrong, (2014), adds that creating empowered working environment in which teachers are able to use their abilities to do meaningful jobs for which they are shown appreciation. Is likely to be more certain to enhance motivation, and commitment in them. This will be reflected in the context of Acaba sub- County in this study.

According to Venkata and Lokanadha (2015), stated that teachers with a space for growth and development positively contributes to the improvement of the teachers' and management's relationship. Better welfare reduces teachers' strikes and absenteeism, which boosts productivity and efficacy in the classroom. Additionally, it helps teachers feel involved, heard, and cared for. Conversely, Ikenyiri and Thua-Maduenyi (2011) investigated the efficacy of teachers' needs assessments in Omoku, River State, Nigeria. They discovered that improving housing allowance (rent) was a significant predictor of teachers' dedication and efficacy in River State Primary Schools. Despite being conducted in Nigeria, this study's analysis would take place within Acaba sub-county.

Mulkeen (2015) investigated teachers in rural schools as an issue for Africa in country case studies conducted in collaboration with the World Bank in Lesotho, Malawi, Mozambique, Uganda, and Tanzania. They discovered that one of the

main draws for teachers to choose to work in rural locations was housing. Does this apply to this research field as well?

In sub-Saharan Africa, teacher turnover as a result of HIV/AIDS-related disease and death is becoming a persistent issue, according to UNESCO (2014). This paper acknowledges that the health of teachers plays a crucial role in providing high-quality public primary education in developing nations. If teachers are not well, it can negatively impact their work ethic and academic performance of pupils.

Similarly, Adeyemi (2013) investigated the educational backgrounds of primary school instructors in Ondo state, Nigeria, as well as the learning outcomes of their pupils. The study's conclusions demonstrated that pupils' learning outcomes, as determined by their academic achievement on national assessments, are statistically influenced by the teaching experience of their teachers. In the framework of the research area, this study would cross-check the fore mentioned findings of the study.

Furthermore, Aacha (2010) said that concerns about employee performance and management style have gained a lot of traction, particularly in the west. Numerous educational scholars have demonstrated that head teachers' management philosophies have a significant impact on how to motivate their staff members to work. Because of their claims that their salaries were too low due to a variety of causes, including the management approaches head teachers used to run their schools, the majority of these teachers are currently performing below standards. Conversely, Barlow and Fleischer (2011). Claimed that in order to fulfill public tasks like voter registration, election oversight, and public health campaigns, the South African government pulled teachers out of the classroom to avoid the

classroom eventually show lack of commitment to their work, which causes pupils to miss a lot of lessons and perform poorly academically.

In 2005, Rosenblatt and Shirom observed that certain school administrators publicly criticize and mistreat teachers, creating an environment that discourages teachers from attending classes. Because of this, homes are a better option than workplaces for these teachers, offering comfort that an educational setting cannot provide. Additionally, this causes teachers to lack commitment to their work, which has an impact on pupils' academic success.

2.3 Learning environment and the academic performance of pupils

According to Baeten et al. (2013), pupils' intellectual characteristics are positively impacted by their classroom environment. They went on to say that how pupils view the classroom has an impact on how they actually learn. Similarly, Dochy and Struyven (2012) agree with the researcher mentioned above that pupils' attitudes about the learning environment (LE) affect their actual learning process. Murray (2015) argues that the learning environment can be viewed as a combination of an individual's personal needs, including their motivations, drives, and learning objectives. Is the unsatisfactory learning environment contributing to the low academic achievement of pupils in this research area? This study would examine the situation of low performance in this field of study and draw a conclusion from it.

Fraser (2013), on the other hand, clarified that the term "classroom learning environment" has multiple meanings and generally refers to the overall atmosphere, procedures, and ethos of classrooms, all of which have a significant impact on pupils' learning. Furthermore, Ranchelor (2016) believes that a

successful classroom and school might be ones that inspire children to learn on their own. In a school culture that values and rewards academic achievement as well as a desire to learn, both teachers and pupils get along well. Creating an environment where kids like learning for its own sake leads to higher academic performance, which is a key feature of a successful school.

In addition, Unanama (2017) stated that teachers ought to assign pupils at random and make sure they don't take it personally when they are seated in order to prevent them from believing that teachers moved them because they weren't doing well enough. This could ensure that the pupils don't become demotivated. According to Fisher (2016), teachers can also pair pupils with varying cognitive abilities in order to give more support to those who require it, give each pupil individualized attention, and give a pupil who performs better academically the chance to teach the material again. Additionally, this will encourage pupils' cooperation and leadership. Is this the answer to Acaba sub-County's low academic performance of pupils? This research will ascertain whether this approach has been used in the research area.

Furthermore, according to Fella (2014), certain classrooms are challenging to manage because they are excessively warm or cold. This can cause pupils to become lethargic or inattentive in addition causing dust or air pollution that aggravates pupils' allergies. A classroom with warm, fresh air circulation helps to foster a positive learning environment.

However, Zpeke and Leach (2010) assert that the concept of learning environment extends beyond the design and amenities of the classroom. It also covers the dynamic between teachers and pupils. In a welcoming classroom setting where

teachers value and respect their answers, pupils become more engaged. Ferguson (2016) argues that subject matter content, new and old content, and the interaction between the teacher and pupils are all important components of learning. Applying it to the real world has a great impact on pupils. Positive relationships between teachers and pupils reduce discomfort in the classroom and improve academic performance.

Lawrence (2012) discovered in his research that pupils and the learning process are affected in a number of ways by the physical atmosphere of the school learning environment. As a result, pupils find it difficult to learn and receive instruction in environments with poor lighting, noise, and fluctuating temperatures.

Furthermore, according to Haastrup and Osalusi (2010), inadequate upkeep of school buildings and unfavorable ventilation system result in unhealthy pupils, who then exhibit lower academic performance and increased absenteeism rates.

Furthermore, Akinsolu (2015) discovered that a clean, well-ventilated classroom with a play area that is free from noise had a positive impact on elementary school pupils' academic achievement. However, Ajayi and Haastrup (2017) contended that the learning environment can impact pupils' academic performance in tests, instruction, and education as well.

Similarly, Lumpkin (2015) claims that it would be very difficult for effective teaching and learning to occur in crowded classrooms with loud pupils. It is somehow difficult for teachers to conduct accurate assessments of their pupils' academic achievement. These circumstances constitute part of the insidious negative influence of school and learning environment on pupils' academic performance. Alabi (2016). Observe that schools in rural areas lack fundamental

amenities that could improve pupils' effective teaching and learning, such as basic facilities, adequate staffing, and adequate equipment.

Kinuthia (2009) asserted that parents have a significant influence on their children's behavior and academic achievement in the classroom. A common mistake made by some parents is to withhold the resources that would allow their kids to learn and when their kids don't meet their expectations, they point the fingers at the teachers.

In conclusion, whereas the literature reviewed do not come from the study area, triangulation would be done with the data from the field to allow the researcher to come out with concrete conclusion on the reasons of poor academic performance of pupils in Oyam district between 2008 and 2018.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used to conduct the study about the historical analysis of school management practices and pupils' academic performance in Universal primary schools; in Acaba sub- County. It covers a description of research design, population, sampling techniques, data collection, data analysis, ethical considerations, limitations, and delimitations of the study.

3.1 Research design

The research design used in this study was the historical research design, and it was entirely qualitative. Because it dealt with a methodical research and analysis of records as well as a review of current issues and historical past events, this was deemed relevant. The research population's attitudes, feelings, opinions, and interests can be gathered through the use of a qualitative technique (Thyme et al., 2013). In order to gather respondents' perspectives, views, attitudes, and opinions regarding pupils' academic achievement and school management practices qualitative approach was used. The study benefited from this approach.

3.2 Population and sampling techniques

3.2.1 Target population

The study took into account the 169 respondents who made up the target population. Twelve head teachers, one district education officer, one hundred and forty-four teachers, and twelve chairpersons of school management committees (SMC) from twelve different primary schools made up this group. Teachers with degrees, diplomas, and certificates in education were taken into consideration.

The fore mentioned participants were thought to be suitable for this study since

they have personal experience of school management practices and pupils' academic performance. This was predicated on the fact that they were the key actors in the instruction process in primary schools in Acaba sub- county.

3.2.2 Sample technique

Twelve primary schools were chosen at random to participate in the study. These schools had a population of approximately 169 pupils. These schools were categorized according to characteristics such as population size mixed-day boarding, and rural status. Teachers were sampled using stratified simple random selection, and district education officers, head teachers, and chairpersons of school management committees were chosen for the study using purposive sampling.

3.2.3 Sample size

According to Creswell (2012), a sample is a portion of the intended population that has been carefully chosen to reflect the entire population. Out of the 12 primary schools included in the study, 49 respondents made up the sample size when the researcher reached saturation point. Twelve head teachers, twenty-four teachers, twelve chairpersons of school management committees, and one district education officer of Oyam district. This is in accordance to Amin (2005), who revealed that a sample size of 20-30% of the population is adequate to ensure the data validity.

Table 1: Summary of sample size description

Category of respondents	Sample size	Sampling technique
		Cluster
Teachers	24	Stratified random sampling
Head teacher/deputy	12	Purposive sampling
District education officer	01	Purposive sampling
School management committees' chairpersons	12	Purposive sampling
Total	49	

Source: Researcher's sampling scheme (2025)

3.3 Research instruments

The researcher employed focus group discussion guides, documentary analysis guides, and interview guides as data collection tools. According to Saunders and Lewis Thornhill (2009), the instruments of choice were chosen because they were thought to be suitable for obtaining detailed information about the social phenomenon that was being studied.

3.3.1 Focus group discussion

Focus groups were employed by the researcher to investigate the relationship between academic achievement of pupils and school management practices in Acaba sub-County between 2008 to 2018. As per the suggestion made by Barifajo et al. (2010), the focus group discussion included a maximum of eight teachers who had been employed for an extended period of time. Instead of receiving one-phase answers, the researcher addressed open-ended questions to the respondents to elicit comprehensive answers. This made it possible for the researcher to take advantage of the expertise and experience of long-serving teachers.

3.3.2 Interview guide

Face-to-face interviews were undertaken by the researcher with 12 head teachers, 24 teachers, 12 SMC, and 1 DEO in order to obtain comprehensive information regarding the effect of management practices on pupils' academic performance from the respondents. Interviews contributed to the data collection and research supplementation.

3.3.3 Documentary analysis

The main source of secondary data obtained from the field included the following school reports from the district education officers, pupils' performance results sheets for PLE from primary schools and the head teachers' officer. Meanwhile on the other hand, secondary data for literature review was obtained from online browsing, academic journals, statistical abstracts, reports, and publications were examined.

3.4 Research Procedure

The head of Department at Kyambogo University School of Education provided the researcher with an introductory letter, which she used to introduce herself to the head teachers and requested for permission to conduct her study in their particular schools. After introducing herself to the respondents, their verbal consent was sought. They were assured of privacy and anonymity of the data. They were told that the information provided would be for academic purpose only. The researcher made a personal administration of interview guides with on spot collection in twelve primary schools. The researcher analyzed the available documents concerning school management practices and pupils' academic performance in Acaba sub-County.

3.5 Validity and reliability of instruments

3.5.1 Validity and reliability of the instruments

The degree to which results can be reliably understood and interpreted and generated to other population. The research tools were prepared and presented to the supervisors, who verified that they were appropriate. By removing all of the found mistakes, the supervisors' feedback helped to make the interview guide better. Ten respondents from the target audience who were not part of the sample population were given the interview guide as part of a pretesting process. This helped to identify any loopholes in the tool's functionality that needed to be filled in order to increase the reliability of the data obtained. In order to get significant and trustworthy results that were represented by the study's variables, the researcher made sure that the questions were relevant and prolonging in order to have meaningful and reliable results represented in the study (Mugenda & Mugenda, 2005).

3.6 Data Analysis

Edits were made to the interview and focus group discussion responses. After which they were sorted out and put into emerging themes. Similar responses were coded and analyzed descriptively. Some other responses were quoted verbatim.

3.7 Ethical consideration

The researcher provided the respondents the assurance that their opinions would be handled in the strictest confidence and that the tool would be anonymous. Only after receiving permission from the head teachers and receiving consent from each responder to participate in the study here the researcher able to collect information. The respondents were reassured, meanwhile, that any information they submitted

would only be utilized for scholarly research. The researcher generally noted a greater level of transparency on the nature and goal of the study.

3.8 Study limitations and delimitations

The only limitation of the study was that the study was delaminated to 12 schools in Acaba sub-County. The results of this study may not reflect what happened in Northern Region during Konys wars.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

Data presentation, analysis, and interpretation are covered in this chapter. The study's objective was to investigate the historical analysis of the academic achievement of pupils in Acaba sub-County between 2008 and 2018. The study specifically aimed to investigate the following relationship between common school management practices and pupils' academic performance in the study area between 2008 and 2018; examine the extent to which teachers' commitment affected the academic performance of pupils in Acaba sub-county between 2008 and 2018; and examine learning environment and the academic performance of pupils in Acaba sub-county between 2008 and 2018.

In order to accomplish the fore mentioned goals and outcomes, the researcher conducted focus groups discussion with them. The main data collection tools were focus group discussion and interviews. The main interview tool was presented to the head teachers, classroom teachers, school management committees, and DEO. The instruments were divided into five components: the first section gather respondents' background information, while the remaining sections aimed at gathering data on the set objectives. The data obtained through interviews and focus group discussions were qualitatively analyzed according to the study objectives.

4.1 Research instruments and return rate

The researcher conducted interviews with forty-nine respondents, including twelve head teachers, twelve members of school management committees, district

education officers, and twenty-four classroom teachers. As a result, nearly all of the targeted respondents were spoken with. Since the researcher obtained the necessary data for the study on the spot, the overall return rate was less than 100%.

4.1.1 Baseline characteristics of the respondents

The background characteristics of the sample population that was studied. The study took into account the following important themes: gender, experience, qualification, work experience, and age bracket.

Gender was the first component of the respondents' background that was gathered for the investigation. Out of these responders, thirty-three were males and sixteen were female. Of these responders had qualification of diplomas and degrees, with only one respondent had post graduate. Seventeen participants reported that they had working experience of beginner's work experience, twelve participants stated that they had an intermediate experience, and eight participants had a full professional experience.

According to these results, there were less women than men managing primary schools in Acaba sub-County, and those that were active were excluded from important managerial roles. Key managerial roles in the schools under investigation were primarily held by men.

A female respondent clarified, "In this sub-county, there are very few female teachers, and those that are available are not in the management positions; even if we show interest for managerial positions, they do not give us the chance. "

Similarly, data on the respondents' experience in their actual position was collected. Few respondents had full-time professional experience, while the majority of respondents had only intermediate experience. These results showed

that most respondents had experience. Their experience level was sufficient to think critically and improve the academic performance of the pupils in the sub-County.

"The majority of the experienced teachers are taken by the big private schools due to their better employment benefits and good salaries so the schools are stuck with unexperienced ones who had just joined the job of teaching. as a result, the schools are left with inexperienced teachers who had recently started teaching," one SMC member clarified.

Information about the respondents' qualifications was gathered. Because most of the teachers in the chosen schools had only completed diploma-level of education and just a small number of them had degrees, the teaching staff were highly skilled. This indicates that the teachers working in the chosen schools were able to impart knowledge in a way that improved pupils' performance. It also suggested that teachers pursued advanced degrees in order to boost their self-assurance and improve their ability to instruct pupils.

"The majority of teachers in the sub-county are diploma holders, but it can be challenging to locate degree holders because most of them are drawn to higher-paying private schools. Nevertheless, the government is pushing teachers to advance their credentials through flexible programs like Kyambogo University's ODEL program", one school inspector explained.

Regarding age groups, the majority of the teachers were middle-aged, in their forties, although a small number were youthful, in their mid-twenties. These findings showed that most respondents in the working population were in their forties.

4.1.2 The common school management practices and pupils' academic performance

The first objective of the study was to investigate the common school management practices and pupils' academic performance in Acaba sub-County during the time scope of the study. The aim of the study was to identify common school management practices related to head teachers' supervision of teachers and pupils, school structure renovation, types of motivation provided by head teachers to teachers, and teachers' involvement in planning for the school program.

4.1.3 Head teachers' supervision of both the teachers and the pupils

Teachers were asked to give their views on the head teachers' supervision of both pupils and teachers and their responses were as follow:

In a concentrated teacher focus group discussion, participants reported that the majority of head teachers observed their colleagues teaching in classrooms and pupils learning once in a term. This was followed by participants who reported that head teachers regularly visited the classroom to supervise teaching and the learning process. The individual mentioned that'

"The head teacher rarely come to class to supervise us and sometimes he keeps on saying that I am going to supervise you and may forget to supervise us therefore we tend to be relaxed and teach the way we want" (Participant, school, A).

The participant disclosed that the head teacher occasionally visits the classroom to oversee the teaching and learning process. This caused the teachers to become sluggish in teaching hence leading to poor academic performance of pupils in the area of study. One teacher said that:

"The head teacher comes to supervise me when I am teaching pupils in the classroom to make sure I am imparting the right knowledge to them. and that I am using instructional materials and methodologies that improve pupils' academic performance." Teacher school B).

According to one respondent, head teachers oversee pupils' learning once a month. This gives the teachers more motivation to educate pupils as they are aware that they will be under the head teacher's supervision each month, which will help the pupils to perform academically well. one teacher stated that:

"The head teacher monitors us while we teach in the classroom each month to make sure we are truly imparting the correct concept to the pupils, as stated in the lesson plan and scheme of work." Following supervision, the head teacher talks with us about our strengths and weaknesses and the way forward to improve on the area of weaknesses "(Teacher school c). The study's findings implied that the head teachers supervised their teachers once in a term. This means that supervision of teachers teaching pupils in the classrooms by the head teachers was still the main challenging the sub- county.

4.1.4 Head teacher's renovations of the schools' structures

After being asked for their thoughts on head teachers' renovation of the school's structure, teachers responded as follows:

Due to budgetary limitations, participants said that their head teachers hardly ever renovated the school's physical structure. The participant went on to say that because our school is underfunded, it takes too long to rebuild damaged buildings. The school repeatedly claims to be broke when parents ask for little financial contribution to help renovate the school's physical infrastructure. Participants

disclosed that;

"It took too long for the school to replace the iron sheets that were blown off from the roofs of our classrooms by a strong wind." The iron sheets that were blown off by the wind were stolen by a few robbers". (Participant school C said).

During the focus group talks, the participants revealed that their head teachers renovates the school's structure once every this is done towards the end of the school holidays and when the school term is about to open. The head teacher usually tells teachers to make sure that those classes which are damaged would be renovated so should pick the valuable items that can be damaged and keep them in safer places. one teacher said that:

"When the floor of our classroom was damaged, the head teacher told us to remove all the desks from the classroom and pack them in another classroom that had the good floor. The head teacher further said that the floor of the classroom was going to be worked upon during holidays". (Teacher school D).

One of the respondents revealed that the head teacher renovates the structure of the school only when they are damaged. This is done when the head teacher told the teachers to move in all the classes to find out the damaged facilities because he was going to call for the carpenter to come and fix them. The teacher stated that:

"When most of our desks were damaged the head, teacher told me to check for the damaged desks and assemble them together because the carpenter would come and fix them". (Teacher school E).

4.1.5 The kind of motivation that the head teachers accorded to the teachers

When asked what kind of incentive head teacher give to their staff, teachers

responded with the following opinions:

According to the teacher, head teachers provide lunches for their staff members at school so that they can arrive on time for the following lesson. This serves as a means of motivating teachers. When teachers have their meals at school, it motivates them to stay and be willing to teach which ultimately improves on pupils' academic performance. One teacher said that:

, "Since the head teacher always thinks of us, we are able to teach the afternoon lessons when we are cheerful because we always eat both breakfast and lunch at school. We squeeze time to give remedial work to our pupils so that those who are weaker than others can benefit from it as well". (Teacher school F).

In an interview, the respondent stated that the head teacher always sends them for the workshop, particularly when they are instructed to inform the concerned teachers to get ready and make sure they attend the session without fail. The head teacher may lend the teachers some money to cover transportation costs if they don't have any. One participant stated that:

"When there are new changes in the educational system, head teachers send teachers for workshops." They become inspired by this and enthusiastically and freely teach. The biggest motivating factor that makes them more devoted to their career is the money they receive when they are going for workshops". (Teacher school G).

One teacher said that the head teacher inspires their staff by agreeing to sign their study leave letters when they choose to pursue additional educational level. This gives the teachers confidence to pursue additional education since they know that their names will not be removed from the payroll. They can now afford to pay for

their tuition without having to apply for a dead year. one teacher said that:

"When they wish to pursue further education, head teachers encourage their colleagues by accepting to sign their study leave application letters. The head teacher agrees to sign the study leave letter and sends it to the district so that the district officials can sign it". (Teacher school I H).

The implication according to the findings showed that majority of the head teachers motivated their teachers by giving them meals at school. This made them to be committed to teach voluntarily during the afternoon sessions since they felt more capable of handling their work.

4.1.6 Management of the school finance by the head teacher.

Following their request for input on how the head teachers were handling the school's finances, the teachers responded as follows:

some teachers said that the head teachers manage the school's finances by budgeting with them in meetings and they had agreed on what to do with the money from development grants being allocated to the school by the government from universal primary education funds. The head teachers informed teachers that there were some funds from UPE which was available in the bank therefore, they should attend the finance meeting and create a budget for the funds. one teacher said that:

"When the government gives money or when parents pay for development funds, we always gather with the head teacher to write the budget. Prioritizing the most critical needs of the school, we budget for them first, putting off less essential demands. The head teacher holds a meeting when we sit down and budget the money when the government's capitation grant comes at the school" (Teacher, school I).

One said that respondents, head teachers made it a priority to collect cash payments from parents and deposit them directly into the bank for future planning. (Teacher school I).

" Based on the replies and findings above majority of head teachers in the district sit and budget together with their teachers.

4.1.7 Head teachers' involvement of the teachers in planning for the school program

Teachers were asked to give their opinions on head teachers' involvement of teachers in planning for the school programs. Their responses were as follow:

in the focused group discussion one participant stated that head teachers rarely involved teachers in planning for the schools' program especially when finances were available. The head teacher purchased the schools' items. Surprisingly, the head teacher showed them the items they had purchased without the original receipt. One teacher revealed that:

"The head teacher only involves us when there is no money for the program other than that he does not involve us when there is money. He added that, we are only told of what will happen during staff meeting, we are never involved in the planning "(Respondents, school K).

In another focus group discussion, the respondent said that head teachers prevented teachers from airing their opinions regarding planning for the schools' program. The respondent went on to say that we get discouraged from teaching successfully because of being undermined by the head teachers. The teacher further explained that sometimes when we present him our budget as teachers and he rejects. The respondent stated that:

"When there is money in the school account the head teachers become parallel to teachers and do not want teachers to know that there is money. The head teacher spends money the way they want without involving teachers in planning for the school" (Respondents, school L).

After consulting with teachers, the head teacher informs them that there is money in the school account. Since there is no proof, the teachers should sit down and budget the money without knowing the precise amount. According to one respondent,

"We always plan with our head teacher for all the school development programs. When there is money the head teacher tells us to sit down and budget for the money by prioritizing what we want to be purchased" (Respondent, school, M).

The above response implies that the head teachers from the study area did not fully involve the teachers in the planning for the schools' programs.

4.2 The extent to which teachers' commitment affected the academic performance of pupils

, The second objective of the study was to examine the extent to which teachers' commitment affected the academic performance of pupils in Acaba sub-County between 2008 and 2018. The research question was "to what extent did the teachers' commitment affect the academic performance of pupils in Acaba sub-County between 2008 and 2018?"

According to the interview held with some respondents they revealed that they were not very committed to their work due to poor management styles of the head teacher. The respondent further added that some head teachers bullied and dictated up on them by being so harsh to them when they are at school. The respondent

stated that;

“The respondent revealed that the head teacher dictates up on us by criticizing and abusing us publically without shame. This demoralized us not to be committed to work willingly hence affecting the academic performance of pupils”. (Respondent school N).

Few teachers revealed that they are overworked and that they have too many pupils in

their classes, which leaves them with little time to assist slower learners in order catching up to faster ones. For instance, we teach more than 100 pupils in a single stream throughout a class. Teachers find it extremely difficult to be dedicated to their work as a result. One respondent stated that:

, "We teach many classes from morning to evening and in the night, we have to supervise preps so we are always Very tired and, in the end, we don't get time to help the slow learners to enable them to catch up with the fast learners" (Teacher school M,).

Another issue raised by the teachers was the dictatorship practiced by the head teachers which prevented them to be fully committed to do their work effectively. The dictatorship demoralized them from doing their work effectively. One teacher said that:

"The head teachers behave like they are small gods in the school, they do not want to listen to anyone, they do not want to be asked any questions what they say is final in the end I cannot enjoy teaching in such a hostile environment, it actually makes me hate my job"(Teacher school O)

The respondents said their head teachers' lack motivation causing them to arrive

late for class because, as employees, they require something to occupy their time. For instance, some schools do not provide breakfast and lunch for their teachers. They became too hungry to teach well as a result, it affected their morale they take longer to go to school because they have to make lunch, which reduces their ability to teach effectively and raises low pupils' academic performance. One respondent revealed that:

' I always prepare what I am going to eat at school for both breakfast and lunch so that it can sustain me up to 5: 00 p.m which is the departure time for all the government aided primary schools in Uganda" (. Respondent School P).

The findings of these study implied that teachers were not committed to their work of teaching pupils effectively as evident in the revolution above that were given by different respondent in the study.

4.2.1 Ways of improving teachers' commitment to their work

When asked what they thought should be done to effectively be dedicated to their work, their responses were as follow:

The majorities of respondents said that in order to be dedication to their work and provide the pupils with the appropriate material, they schemed and lesson to show that they were committed to their work and to one this made them to deliver the right contents to the learners. One respondent revealed that:

""Every beginning of the term we prepare scheme of work and lesson plan and this enables us to deliver the right content to the pupils to perform better and we also become more prepared for teaching. The teacher added, one wonders whether pupils are not performing well academically".

The respondents, suggested that the teachers ought to be motivated so that they willingly to teach the pupils in order to make them perform well academically. and help them achieve academic success, they must be motivated. The answer went on to say that when teachers

are motivated, pupils perform well because they love what they do and they can teach well. Conversely, when teachers lack motivation, pupils cannot perform well because they are not loving what they are doing. The respondent said that:

“The school administration should give incentives to teachers so that they could teach with zeal. The teacher further added the school administration should give them incentives like; transport allowances, lunch and housing allowances so that they can work with enthusiasm and passion so as to enhance the academic performance of pupils in the sub-county ”.

Conversely, a teacher who was interviewed stated that the schools ought to give their teachers adequate teaching resources so that they can impart the appropriate knowledge to their pupils. They went on to say that they encourage their learners to bring learning materials from the local environment and they make together with them. The teacher said that:

“The school does not have enough teaching learning materials; these makes us to use illustration which makes it very hard for the slow learners to understand what is being taught because these are not always available for us sometimes those that are available are not enough. For example, you want to use the ABACUS you find that it has been taken to be used in class this really waste a lot of time”.

Some respondents stated that the teachers taught regularly their pupils to ensure that the lessons were fully covered. The teacher further said that they teach extra

lessons in order to cover all the topics which are supposed to be taught in a particular term. One respondent said that;

"We always ensure that we teach and finish the syllabus within the stipulated time to see that all the topics are taught without skipping any topic. This gives us time to do revision with our learners and teach them with question approach thus leading to better academic performance".

4.2.2 Signs of teachers' commitment to work

Teachers were asked to give their views about their commitment to work and their responses were as follow:

Majority of the respondents said that they prepare their lessons by scheming and lesson planning to show that they are committed to their work and these made them to deliver the right content to the learners. One teacher said that:

"Every beginning of the term we prepare our scheme of work and lesson plan and this enables us to deliver the right content of work to the pupils and makes the learners to perform better and we also become more prepared in doing our job of teaching. "

Some respondents said that the teachers prepare their teaching learning aids in order to consolidate their teaching. This made the learners to understand what they were teaching in the classroom well. One respondent said that:

"The teachers should prepare their own learning aids since it is their job to teach, they can improvise and involve the pupils in making these learning aids so that the learners can understand their subject content well and also teaching material makes teaching to be easy so we also benefit from this. "

Some teachers said they taught their pupils regularly to ensure that the lessons were fully covered. Regular teaching makes teachers to cover what they are supposed to teach in that particular term and this leads to syllabus completion. The teachers stated that;

"I always ensure that I teach regularly the pupils so that the syllabus is completed within the stipulated time so that all the topics are taught without skipping others".

The above responses imply that majority of the teachers prepared their schemes of work and lesson plans because most of the respondents gave positive responses on their commitments towards their work. This means that the teachers were committed to their work because they know what is expected of them as professional teachers.

4.2.3 Management style of the head teachers that affected teachers' commitment towards their work

When the respondents were asked whether the head teachers' management style affected teachers' commitment towards their work and their responses were as follow:

One responder stated that the head teachers' dictatorship caused them to have too low morale to carry out their responsibilities effectively when asked if the management styles of the head teachers influenced the teachers to be 'dedicated to their work. They were intimidated by head teachers as a result, this prevented them from teaching willingly. the respondent said that:

, "The head teachers are dictators and they are always bullying us, how can we be committed to teach in such a circumstance? Most of the head teachers when we

give them our views they reject and under minds us and whatever they say is final, our rights are violated by the head teachers. This demoralizes us to teach effectively and be committed to our work".

One respondent attributed that' poor management style of the head teachers of not motivating teachers affected their commitment towards their work and it also demoralized them from teaching effectively and willingly. One of the respondents mentioned that:

"The head teachers have poor management skills; the way they run the school is very un-professional. They look at teachers like they are of shallow mind without listening to their views and they think that the school belongs to them and no teacher should advise them, They behave like they are second gods of the school".

Some of the teachers said that poor relationship between the head teachers and the teachers contributed to lack of teachers' commitment towards their work and teach willingly. This led to poor academic performance of pupils in the sub-county. The teacher stated that:

"The head teacher is always in his office doing his administrative roles and he does not want to talk to us and also works alone, he hates being given advice and works alone." "It is like we do not matter, he added".

According to the replies above, the majority of teachers were not dedicated to their work because of the head teacher's dictatorships, their poor management style, and poor working relationships between the head teachers. and teachers.

4.2.4 What could have been done to make the teachers motivated to be committed to their work

Teachers were asked to give their opinions about what could be done to make them motivated to be committed to their work and their responses were as follows;

Some teachers revealed that the government should increase their salaries so that they can teach with enthusiasm. The teacher added that little salaries that the government pay with teachers has made teachers to lose morale of teaching because as humans they encounter a lot of problems especially when they want to developmental projects., they cannot meet their personal obligations. This make them not to be committed to their work effectively. The teacher said that;

"We need our salaries to be increased by the government so that we can afford basic needs and also enjoy our work. This will increase our commitment to teach since we do not have to worry about our survival at home".

Some teachers staled that provision of incentives to the teachers would make them to be more committed to their work, when they were motivated in terms of monetary or non-monetary rewards at school, they could be motivated to work willingly with minimal supervision of the head teacher. The teacher revealed that:

"When we were given bonuses and other benefits, we would get excited and teach the pupils to learn better because of the jubilation that we got from our head teacher. This kind of motivation made us to be committed to our work and in the end pupils' academic performance would also improve"

Some teachers said that there should be good working relationships between the head teachers and the teachers so that it could make them to be more motivated and committed towards their work effectively. When there is good communication

between the head teacher and the teachers, they feel motivated and become committed to their work without being chased by their head teachers. The teacher stated that;

"If the head teacher worked with us and valued our input then this would make us to be committed to our work and it would enable the pupils to learn better and understand the concepts that we were delivering to them hence leading to better academic performance of pupils".

Some respondents pointed out that provision of teacher's accommodation at the work place could make them to be more committed to their work because if teachers were accommodated at school, they could manage time better and be able to teach their lessons regularly. One teacher revealed that;

"I had to travel from home every day and I did not own a car so sometimes I could arrive late for work. If the school provided us with accommodation nearby or within the school this would not happen and therefore, I would teach all the lessons and complete the syllabus on time. The teacher added, I could not afford to rent near the school with my little, salary so I had to go to where the rent was within my salary range and sometimes, I would be late for work".

The above responses showed that the teachers would be committed to their work if their salaries and allowances were increased and provided with bonuses.

4.3 learning environment that affected pupils' academic performance

The third objective of the study was to examine learning environment and the academic performance of pupils in Acaba sub- County between 2008 and 2018. The research question was "how did the learning environment affect the academic performance of pupils in Acaba sub- County between 2008 and 2018?"

Teachers were asked to give their views about the learning environment that affected the academic performance of pupils and their responses were as follows; Some teachers said that inadequate learning materials affected the pupils' learning to the extent that they could not perform academically well because they did not grasp the content delivered to them by their class teachers. Teachers used to teach pupils using chalkboard illustration throughout without using instructional learning materials. This made the pupils to perform academically poor because they could not understand what the teachers were teaching them with. The teacher elaborated that;

"If there are no learning aids the pupils do not understand well and they also cannot perform well since the content becomes hard for them to understand it. This made our pupils to persistently perform poor academically".

Another respondent pointed out that poor or inadequate classroom affected learning of the pupils. As a result, some of the learners especially in lower primary classes, studied from outside under the trees on the school compound, therefore, this made them to start avoiding going to schools because of fearing to sit in the cold sometimes they were affected by bad weather like rainfall. The participant said that;

"The classrooms were inadequate so the learners avoided going to school especially those who were in lower primary classes who were marginalized who would study under the trees on the school compound. As a result, there was a lot of absenteeism among pupils and this has made learning and performance levels to be very low, "

Some teachers pointed out that there were inadequate seats in the classrooms

which made the pupils not to like their classrooms since most of the learners had to sit down on the floor making them very dirty. One the teacher stated that;

“There are very few desks and chairs in most of the classrooms and the pupils hale standing during the lessons because it exhausts them and they cannot sit on the floor since it is not properly finished and it is always dirty and dusty”.

Some respondents attributed that poor teacher- pupils' relationships affected the academic performance of their pupils. This made them to start avoiding going to schools since they were not in good terms with their teachers. The teachers could not help such pupils in case they did not understand what had been taught in the classrooms. The respondent stated that; "The pupils and the teachers do not work together, some teachers are very tough on the pupils so the pupils avoid to go to them in case they have not understood the lessons taught by the subject teacher and at the end they cannot easily ask for help from the teacher and the reverse is true the teachers in the end cannot understand the problem of the pupils and therefore cannot offer the necessary help to such pupils ".

This finding from the above study shows that pupils' learning environment was affected by the inadequate learning materials in most of the schools studied; classroom infrastructure and the relationship with their teachers that were not good enough.

4.3.1 Ways of improving pupils' learning environment

Respondents indicated that the provision of enough learning materials can help to make the learning environment more conducive enough to make pupils to be motivated to learn more willingly since they can be taught by using realia. This makes pupils to understand the concept taught in the classroom well. One

respondent revealed that:

"If the learning materials are available the pupils are excited to learn since the lessons look "radical in nature and is according to the level of their understanding and it simplifies the work of the teacher too ".

The teacher said that there should be good teacher - pupil's relationship so that pupils are motivated to like going to school to study since their teachers are in touch with them. By doing this, the learners can air their views to their teachers without fear therefore; they are able to get possible assistance from their teachers in case they have not understood what the teacher had taught them with in the classroom. The teacher stated that;

"If teachers and pupils work together their relationship is improved since they are always in touch and are constantly communicating so it is easy to identify their needs and design for them solutions to mitigate their problems".

Some teachers had the view that schools should modify their facilities that cater for individual differences for instance, if a learner has sight problem should be put to sit in front of the classroom during the teaching learning process or writing on the chalkboard should be boldly written with visible letters. The finding of this study implied that the majority of the respondents stated that teachers should provide enough teaching learning materials to make the learning environment more conducive enough for the pupils to stay in the schools, and there should also be good teacher- pupils relationship so that pupils can stay at school happily.

4.3.2 How pupils' learning environment was catered for in the primary schools?

Teacher's said that they ensured that the pupils' learning environment was catered

for by providing enough learning materials made from the local materials from the environment. They even encourage pupils to bring raw materials from the local environment for making [earning aids in the school. The teacher stated that:

"We always make our own learning aids from the local materials from the environment like counting sticks, banana fibres, bottle lops and. straws to avoid I hem from waiting for I he purchased learning materials since the school has no money to buy the standard teaching materials. We teach our pupils how to make these learning materials and use them during the leaching learning process in the classroom".

Some teachers stated that they could improvise enough seats for all the learners in the classrooms so that their sanitation was maintained. Those who could not sit on the desk we made them to sit on the sacks spread on the floor in the classroom. The teacher said that

" we improvised the seats and made sure pupils were comfortable and those who could not sit on the desk, were made to sit on the cut out of sacks spread on the floor so that their uniforms could remain clean".

Other respondents pointed out that they modified facilities within the school premises like classrooms, latrine and dining hall that could make the pupils' learning environment more conducive enough in order to enhance pupils' academic performance. The respondent stated that:

"If the school secures funding to renovate and construct facilities like classrooms, latrines and dining halls this would make the school environment conducive for learners in order to improve on their academic performance ".

The above findings implied that the head teachers ensured that pupils 'learning

environment was improved by improvising the enough learning materials. As a result, learners could understand and follow what the teachers were giving them more easily and perform well academically.

4.3.3 How teachers encouraged their learners to maintain their learning environment

Respondents revealed that the learners could maintain their learning environment by keeping them clean by sweeping, mopping the classrooms, slashing and clearing the grasses around the classrooms. One respondent said that;

“We encourage our learners to keep their learning environment clean by sweeping and mopping the floor of their classroom and also digging the grass that are around their classroom, we assigned apportion to some learners which they clean them regularly”.

Some respondents pointed out that as teachers they made learners to protect their teaching and learning aids from their classrooms so as to prevent them from being damaged for example, tearing the charts or pulling them down or pouring water on those materials. The teacher stated that;

“We assigned the class monitor to write down the names of those who would damage the leaching learning materials and later on punished those who had damaged those teaching learning materials. When the culprits are punished the rest of the learners could learn from them and tend to keep their learning materials safely”.

However, some respondents asserted that learners should have been involved in the making of some learning materials found within the local environment. This would make them to be more concern and responsible for keeping their own

learning materials. The respondent stated that;

"The pupils should be involved in the making of the teaching materials since this makes them cheap and they are given the responsibility of keeping them safe from being damaged at all times, they get a sense of ownership of the materials and therefore handle them well like they are their personal belongings. "

The above views indicated that learners should be encouraged to maintain their learning environment by keeping them clean and getting them involved in the making of the teaching learning materials since it makes them more responsible.

4.3.4 Factors that affected the academic performance of pupils in Oyam district

When the D.E.O was asked to give her views on the factors that affected the academic performance of pupils of Oyam district between 2008 and 2018, her responses were as follows;

The DEO revealed that teachers did not give continuous assessment to learners.as a result they failed to diagnose the problems and weakness of the learners so that they could help them on their areas of weaknesses so that they could on their improve knowledge and skills in the subjects. The DEO said that;

"Teachers did not give continuous assessment to monitor pupils' understanding of the subject content in the end they could not understand the pupils' weaknesses and how best /hey could help them to overcome those challenges that they faced. The DEO further added that when I moved to those schools for supervision if found out that some teachers did not give continuous assessment to learners and others did not have scheme of work ",

She further added that the primary schools in the district had inadequate number of teachers, making it difficult to teach all the leaching subjects in the primary curriculum effectively. She added that some schools are under staffed and the few teachers who are in those schools are over whelmed with the large number of pupils they teach in a particular class. The DEO said that;

“Most of the primary schools in the district have very few teachers who have overwhelming large numbers of pupils who attend the lessons in the single steam under one teacher and in the end class control becomes a challenge since learners are very many and they make a lot of noise in the classroom. Learners interrupt teachers from giving them what they have prepared to teach them with at that particular time therefore, they end up by under leaching their learners”.

The DEO further stated that the primary schools in the district had high pupils-enrolment and it was difficult for the teachers to attend to learners' individual differences and failed to give them the required assistant to the weak or slow learners because they were overwhelmed with the big number of learners in their classes. The DEO stated that:

"The numbers of pupils are very many and this made it very difficult for the teachers to monitor the academic performance of pupils at an individual level. This made the slow or weak learners lag behind for good because the teacher had no extra time to address the challenges of those pupils "

The DEO further noted that primary schools in the district lacked teaching and learning materials. This made it difficult for the learners to understand the concept delivered to them by their subject teachers. She further added that most of the teachers never bothered to make their own teaching learning aids and this made the

learners not to understand the concept they taught them with in the classroom. The DEO stated that;

" When I when to some schools, I found out that most of the teachers were leaching without the teaching learning materials which made it very difficult for learners to understand what they were teaching them with thus leading to poor academic performance of pupils both in class work, infernal and at national examinations".

The responses from the D.E.O reaffirm and concur with the responses from the other respondents in the study that teachers did not do their part in teaching the learners as expected of them and this made learners to perform academically poor.

4.3.5 Strategy that could be put in place to foster better academic performance of pupils the respondent gave her views as follows;

Teachers of Acaba sub- county should give continuous assessment to the learners and also in addition to that, they should also improve on their weaknesses by looking for the way forward to ensure that they help pupils especially in the subjects they did not perform well by giving a lot of remedial work to the weak or slow learners so that they can be at the same pace with their counter parts.

The DEO further stated that the district inspectors of schools should supervised the teachers regularly and as a result this would make teachers to be more committed to teach more effectively and enhance pupil's academic performance.

Primary schools in the district should put emphasis on teacher - pupil's ratio so that they could have manageable number of pupils to teach in order to help the learners with learning difficulties and ensure that they also understood the concepts like their counter parts. It was asserted that automatic promotion of the pupils who failed in their classes should be discouraged. Therefore, the failed learners should

be made to repeat the classes they had failed. The district should have recruited more teachers to fill the gaps of inadequate number of teachers to cater for large number of pupils in the primary schools. The DEO said that; "Those who do not get the pass mark should be made to repeat the class since this will encourage some hard work from the pupils and improve on their academic performance ". Finally, the DEO stated that school managers should provide breakfast and lunch meals at school so that pupils do not dodge the afternoon lessons. This would motivate pupils to concentrate on learning and improve on their academic performance.

4.3.6 The extent to which school management supervised the teachers

Respondents stated that the management of the primary schools in Acaba sub-County supervised the teachers when they were teaching in the classrooms. As a result, it enabled them to teach out of fear that if they had absented themselves from school, they would face disciplinary actions and be reported to the higher authorities from the sub- County. The respondent stated that:

"The school management always monitors our lesson attendance by giving the pupils attendance sheet to write down those who come late or do not attend and teach pupils would be punished by the school management",

Some respondents stated that management looked at the pupils' exercise books to find out whether the teachers were teaching them regularly by not skipping some topics from that syllabus or subject or delivering to the pupils the right content from the syllabus. The respondent stated that;

"The head teacher always checks pupils' exercise books to find out if we are teaching pupils regularly in all the subjects and also not skipping some topics stipulated to be taught in that particular term".

However, some teachers said that the head teacher checked on examinations mark sheet to find out whether the teachers were giving the learners monthly or weekly test so as to be familiar with examinations in order to avoid examinations fever and improve on their academic performance. The findings of this study showed that most of the school management from the sub- County supervised teachers teaching by supervising those who were teaching assignments in the classrooms so that they would be committed towards their work more effectively.

4.4 SMC and head teachers were asked to give their views about management practices that influenced pupils' academic performance in Acaba sub- County and their responses were as follows;

Most of the respondents revealed that they guided both teachers and pupils and parents on how effective learning should be done at school like making pupils to revise their books, do their homework and form group discussion so that they can improve on their academic performance.

The respondent said that:

"We always give guidance to the teachers, pupils and parents on how best to effectively teach the pupils. For example, how they revise their books and how they form the discussion groups Parents should make sure that they help their children to do their homework. When they are with them at home".

On the other hand, some respondents said that they encouraged the learners to do continuous assessment given to them by their teachers without fail or absenting themselves when the home work would be collected for marking.

Additionally, the respondents revealed that teachers go to supervise their fellow teachers teaching from another school so as to help one another in the areas they

are not well conversant with through support supervision of teaching and learning. This helps them to develop their teaching skills and good service delivery. The respondent said that;

"We always create an exchange program where teachers from other schools come to supervise and assess the teaching and assessment strategies used in our school and we send our teachers too to assess their".

The findings of this study indicated that the SMCs and the head teachers guided the teachers to effectively teach the pupils and encouraged them to do their assignments and submit them to the teachers for marking without absenting themselves the day the assignment would be collected.

4.4.1 Forms of motivation that schools accorded to the pupils to improve their academic performance

The respondents revealed that they motivated pupils to improve on their academic performance by giving them learning materials like: exercise books, school bags, pens, mathematical sets and he mattresses. This would encourage the lazy pupils to work hard and improve on their academic performance. The respondent stated that:

"We always motivate pupils by giving them learning materials like mathematical sets and (he schools also gives bursary program where the school sponsors the best academic giants in the school to study for free every term. "

The respondents also said that they give pupils verbal motivation to encourage them to work harder to perform better and also assigning work to the pupils for example, they give homework and group work to fully engage them so that they become occupied both in the classroom and at home.

From these findings, it was noted that majority of the respondents in the schools studied affirmed that the pupils were motivated by giving them the learning materials which inspired them to perform better academically.

4.4.2 Challenges that schools in Acaba sub- County experience to enhance academic performance of pupils

The respondents pointed out that most of the learners from the schools studied lacked reading skills to the extent that they could not read fluently whatever content that was delivered to them by their teachers. This made them to continually perform poorly academically. On the other hand, some respondents pointed out that the pupils from the primary schools under. study did not have lunch meals at school. This made them to miss the afternoon lessons and other learners did not turn up for the afternoon lessons even those who were present with empty stomach remained inattentive in the classroom because of hunger.

4.4.3 Causes of poor academic performance of pupils

Causes of poor academic performance in Acaba sub- County as revealed by the SMC and head teachers were as follow;

The respondents stated that some teachers and learners were not committed to their work to the extent that some learners did not read their books and some teachers did not complete the syllabus and others taught when they were not prepared.

The respondents also stated the parents had negative attitudes towards the education of their children. There is high parental involvement of children in household chores whereby they do not give time to their children to revise their books and even fail to do the home work given to them by their teachers hence leading to poor academic performance both in internal and at national

examinations. Some learners are engaged in doing domestic chores like; digging and fetching water before going to school. The respondent stated that;

" I have some pupils in my class am always come late to school almost on daily basis. When I asked them why always they come late to school some said that they go to the well to fetch water and others said that they go to the garden to dig while others said that they first tie the goats and cows and then they go to school and then they come to school late. This made them to miss the early morning lessons".

Some respondents noted that shortage of teachers was one of the causes of poor academic performance of the pupils in Acaba sub- County. From these findings, it was noted that the teachers and the pupils were not committed to do their work effectively. This showed that they were negligent towards the roles assigned to them. The respondent revealed that; "Teachers are very few that is why the academic performance of pupils is very low sometimes the teacher is always alone in the classroom leaching all the subjects. The teacher becomes too exhausted and cannot teach the remaining subjects effectively ".

4.5 Ways of improving pupils' academic performance in Acaba sub- county

"The respondents suggested that the education stakeholders of Acaba sub- County should put more emphasis on learners' reading skills so that they could understand the concept given to them. They also suggested that they should have been regular meetings with the teachers, parents and pupils to discuss about the strategies that can be used to improve on the academic performance of their pupils.

However, others suggested that the schools should have provided the pupils with mid-day lunch in order to make them concentrate in learning activities in the school the respondents pointed out that;

"As school management, we need to organize for teacher- pupils- parents meeting so as to look for the way forward to improve on the academic performance of pupils in the sub- County at large ".

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussion of results, draws conclusions according to the findings on each of the study objective and gives recommendations on each objective.

5.2 Discussion

5.2.1 Common school management practices and the academic performance of pupils in the area of study between 2008 and 2018

From the responses and opinions, it was established that school management practices that existed in Acaba sub -county Primary Schools made pupils to perform poorly academically for all the years under the study. From the analysis of the different responses, it was discovered that head teachers supervised the assignments that teachers gave the pupils in the classrooms and the learning activities once in a term, rarely supervise teachers, and other head teachers supervise teachers teaching in the classrooms as they wish sometimes they take the whole term without supervising teachers. Therefore, head teachers" laxity led to poor academic performance of pupils. In some schools however, responses from focus group discussions pointed out that the head teachers rarely supervised their teachers' teaching in the classrooms and they never bothered to check the pupils" learning processes and their academic progress. This study is in line with Zepeda' (2015) who prescribed that school managers should provide opportunities to link what is observed in classroom and they should be able to identify strengths and weaknesses of teachers so that they can easily identify which teachers can serve as mentors and those in need of mentoring.

The findings of the study showed that head teachers carried out supervision of teachers teaching in the classroom and pupils' learning once in a while and this was done to get a firsthand glimpse of what teachers are teaching the pupils and how the pupils are receiving this teaching material. This was also done in order to find out the weaknesses of both the pupils and the teachers in order to mitigate the challenges that led to poor academic performance of pupils and to look for the avenues to improve on the academic performance of the pupils and also help the teachers to improve on their teaching skills. The finding is in agreement with Mulford et al (2016), who revealed that head teachers should provide management practices that involve supervision of teachers and encourage teachers to do support supervision and collegiality in order to enhance the academic performance of pupils.

The findings of this study show that school managers rarely supervised teachers and pupils' learning. In the end the pupils are not able to learn and concentrate on their learning hence affecting their academic performance in the examinations.

The findings of the study showed that teachers were motivated by getting meals at school however the quality of these meals was highly wanting as teachers felt it was not decent enough to motivate them to teach willingly therefore, the teachers ended up carrying food from their homes. The finding is also in line with that of Vekata and Lokananadha (2015). Who said that welfare gives teachers an environment to breathe some air and gain some growth and development and these constructively helps in improving the relationship between the teachers and the school management. Improved welfare minimizes strikes and absenteeism among teachers hence providing efficiency and effectiveness of teachers in schools.

Some respondents stated that they were given opportunities to attend workshops and improve on their skills and transfer this to their classrooms and improve the academic performance of their pupils however these motivational measures were found to have not been regularly. The study confirms the views of Harris and Mjijis (2015). who explored that relationship between teachers' involvement in decision making within the school and motivating teachers in terms of performance is vital. Respondents stated that they sat in management committees' meeting" to plan and budget for the money they received from the government and development funds collected by parents of the pupils from those schools under study. These committees include both the teachers and their head teachers however, the teachers noted that they were only involved in planning when .money was not available, they were excluded from the budget when the funds were available and this made them feel betrayed by the head teachers in the process of doing that.

5.2.2 The extent to which teachers' commitment affected the academic performance of pupils in Acaba sub-County between 2008 and 1018.

According to the responses from the interviews held with the respondents, they pointed out that to a larger extent teachers 'commitment affected the academic performance of the pupils through; poor methodology, teaching workload, poor teachers' welfare, dictatorship from head teachers, long distance travel to schools and loo little salary were all cited as demotivating factors by the respondents. These responses are in agreement with Aacha (2012) who stated that the management style of the head teacher greatly influences the attitudes of the teachers towards their work.

Most of the teachers said they were performing below expectations because their

incomes are too low and they attributed this to poor management by the head teachers. This finding is in agreement with that of Kumba (2012). who pointed out that poor teacher-working environment; poor government policy and community altitude towards the teaching profession demotivates teachers hence making them less committed to do their jobs.

The findings show that in order for teachers to perform their roles well they need to be motivated by giving them incentives like provision of lunch, transport and good housing incentives have been shown through various studies to be a source of motivation of employees and helps improve their performance. Respondents pointed out the school management should provide instructional materials in schools in order to enable them to deliver the syllabus content easily and understandable by all the learners both the slow and fast once.

Respondents showed that they prepared schemes of work every beginning of the term, prepared lesson plans and these enabled them to teach well and give the right content to the pupils and this in the end enables them to complete the syllabus and improves on the academic performance of the pupils. Various studies have correlated that lesson planning improved the academic performance of learners.

The findings showed that management style employed by the head teachers affected the way teachers delivered their work. Behaviors like bullying, lack of professionalism and dictatorship from the head teacher were cited to be the leading causes of lack of motivation of teachers and this in the end leads to poor academic performance of the pupils.

5.2.3 Learning environment that affected the academic performance of pupils in Acaba sub-County in between 2008 and 2018

From the various discussions held with teachers, headmasters, SMC members and the D.E.O all of their views pointed out that pupils' learning environment affected their academic performance.

Factors like lack of learning materials, lack of parental support, negative attitudes of some parents towards education, poor time management by some teachers and pupils, lack of seats for 60 learners and noise from the surrounding were pointed out as contributing factors which led to poor academic performance of pupils.

These findings are in agreement with Lawrence (2012) who argued that the physical ambiance of the school learning environment, has a variety of effects on pupils and the entire learning process. Issues like poor lighting, noise and inconsistent temperature frustrate the teaching and learning outcomes of pupils. Haastrup and Osalusi (2010) was in agreement with the above authors that poor school facilities and uncondusive ventilation system lead to poor health conditions among pupils and this manifests to poor academic performance of pupils and higher absenteeism rates. Moreover Lumpkin (2015) asserts that overcrowded classes with high level of noise make it difficult for effective teaching and learning to take place.

Findings showed that the teachers found it extremely difficult to carryout proper assessment on pupils' academic performance. This situation constitutes part of negative influence of school learning environment on the academic performance of the pupils. Alabi (2016), concurs with the above authors that some schools in rural areas are not properly staffed, are ill equipped, and lack basic facilities

.Moreover these negatively affect the teaching and learning of pupils by making it difficult for teachers to teach the pupils and in the end this leads to poor academic performance.

5.3 Conclusion

The following conclusions were drawn based on the findings of the study. These conclusions are presented according to the study objectives:

To answer the first objective, it was deduced that management practices used by head teachers included supervision of teachers, involving them in planning of the schools" programs and motivating teachers towards their work. The study therefore, concludes that current management practices account for the academic performance of pupils from Acaba sub- County, Oyam district.

In the second objective, the study established that teachers' commitment affected the academic performance through; poor method logy, poor teacher- pupils-relationship, inadequate instructional materials, and large number of learners in the classroom among others.

In the third objective, it was discovered that pupils' learning environment in primary schools of Acaba sub- county, Oyam district affected their academic performance. Gaps like lack of learning materials, lack of parental support, poor time management by both the teachers and the pupils, negative attitude of some parents towards education of their children, lack of seat for learners in the class rooms, and noise from the surrounding were identified as being detrimental to the leaching and learning process of both teachers and pupils respectively. All the above revolutions conclusions that the learning and performance of pupils in Acaba sub-County, Oyam district has been negatively affected by poor management

strategies from the head teachers.

5.4 Recommendations

In line with the findings and conclusions on each of the specific objectives that guided this. The researcher has come up with the following recommendations;

School managers should practice management skills that enhance pupils' academic performance such as providing enough teaching learning materials. More teachers should be recruited so as to match the challenges of the pupils' high enrolment and to improve on teacher- pupils' ratio and ensure there is good teacher- pupil relationship and modification of the school facilities.

The policy of automatic promotion of pupils needs to be revised by the relevant authorities so as to encourage hard work among the pupils. All stake holders need to be involved in the supervision of teachers and this should be done regularly and an appraisal system put in place.

Teachers should be trained and encouraged to give continuous assessment to pupils in order to be up to date with their progress as far as understanding the subject content is concerned.

Funding should be given by the government and other development partners so as to improve on the current school infrastructure like classrooms and chairs in order to create a good learning ambiance for the pupils to learn and for the teachers to teach effectively. Parents, teachers and all stake holders should come together in order to device means and policies of ensuring that the head teachers and the district education officials provide friendly working environment that encourages teachers to be committed to work.

5.5 Areas for further research

More research could be carried out on

Parents "participation and pupils" academic performance in Acaba sub- county.

Oyam District and other parts of the country

Teachers" commitment and pupils" academic performance elsewhere in the country.

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APPENDICES

APPENDIX I: INTERVIEW GUIDE FOR TEACHERS

Dear respondent,

I am Nyana Florence, a student of Kyambogo University conducting a study on, the historical analysis of school management practices and the academic performance of pupils in Acaba sub- County, Oyam district since 2008.

You have been chosen as one of the participants, I therefore request you to spare some time and help to provide information.

This is purely for academic purposes. Therefore, the information given will be treated with confidentiality.

Your response is highly appreciated. Thank you for your cooperation. SECTION

A: Background information

Please give your option about the topic of the study in relation to your school.

1. School
name.....
2. Position of responsibility at school:
3. Age bracket of the respondents... ..
4. Gender:.....
5. Male: :.....
6. Highest educational level attained.....

Qualification	Ordinary Level	Advanced Level	Diploma	Degree

Post Graduate	Any other Please specify

6. How long have you been employed in this school?

Period	1 Yr. and less	1 -2yrs	3-4yrs	5-6yrs	Above 6yrs

SECTION B: THE COMMON SCHOOL MANAGEMENT PRACTICES IN ACABA SUB- COUNTY, OYAM DISTRICT

7. How often did your head teacher carry out supervision of both teachers .and pupils' academic performance?

8. How did your head teacher manage the finance of this school?

9. For the period you have been teaching in this school, how often did your head teacher renovate the structures of the school?

10. For the period you have been in this school, what kind of motivation did your head teacher accord to teachers?

11. As an experienced teacher, did your head teacher involve you in the planning for the school program?

SECTION C AND ACA: TEACHER'S COMMITMENT AND ACADEMIC PERFORMANCE OF PUPILS IN ACABA SUB- COUNTY

i.) As a teacher, what shows that you were committed to your work? ii.) What do you think could be done to make teachers committed to them?

iii.) In your own opinion, what do you think were the factors that affected teachers* commitment to teach?

iv.) As a teacher, how did the management style of your head teacher affect your commitment towards your work?

v.) In your own view, what do you think could be done to make teachers motivated to be committed to the?

SECTION D: LEARNING ENVIRONMENT THAT AFFECTED THE ACADEMIC PERFORMANCE OF PUPILS

i.) As a teacher, what do you think were the factors that affected the academic performance of pupils?

ii.) What do you think were the factors that affected pupils' learning in primary school?

iii.) What did you do in order to improve on pupils' learning environment?

iv.) According to your own observation, how did your head teacher ensure that learning environment of pupils was catered for?

v.) As a teacher, how did you encourage your learners to maintain their learning environment?

END Thank you All

APPENDIX II: INTERVIEW GUIDE FOR DEO

Dear respondents.

I am a student of Kyambogo University perusing a study on the school management practices and performance of pupils in primary schools in Acaba Sub-County, Oyam district. You are among the participants in this study to provide the information for academic performance. The information given will be treated with confidentiality. I therefore request you to spare some time and help provide information. Your response is highly appreciated.

- i. What were the factors that affected the academic performance of pupils of Acaba sub- county? Oyam district between 2008 and 2018?
- ii. What strategy do you think the school management could put in place to foster better academic performance?
- iii. To what extent did the school management supervise teachers teaching?
- iv. iv. As an experienced person, how did you ensure that the learning environment of pupils was conducive enough?
- v. How did you ensure that teachers/ head teachers were committed to their work?

End Thank you

APPENDIX IV: INTERVIEW GUIDE FOR SMC AND HEADTEACHER

1. How did your management system influence pupils' academic

performance in Acaba sub- county Oyam district?

ii. What forms of motivation did your school accord to pupils so as to improve on their academic performance?

iii. What challenges did your school experience in teaching in order to enhance academic

performance of pupils in Acaba sub- county. Oyam district?

iv. What were the causes of poor academic performance in Acaba sub-county. Oyam district?

v. In your own view, what could be done to improve on pupils' academic performance in Acaba sub- county, Oyam district?

End

Thank you for your cooperation

APPENDIX V: INTRODUCTORY LETTER

KYAMBOGO UNIVERSITY



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Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug

Office of the Dean, Graduate School

2nd March, 2021

To Whom It May Concern

RE: LETTER OF INTRODUCTION

Dear Sir/Madam,

This is to introduce **Ms. Nyana Florence** Registration Number **16/U/13430/GMEP/PE** who is a student of Kyambogo University pursuing a Masters Degree.

She intends to carry out research on **"A Historical Analysis of School Management Practice and Pupils' Academic Performance in Oyam District since 2008"** as partial fulfilment of the requirements for the award of Master of Foundations of Education of Kyambogo University.

We therefore kindly request you to grant her permission to carry out this study in your institution.

Any assistance accorded to her will be highly appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'M. Wambode'.

Assoc. Prof. Muhammad N. Wambode
DEAN, GRADUATE SCHOOL

