

**THE INFLUENCE OF SCHOOL LEADERSHIP ON STUDENTS
ACADEMIC PERFORMANCE IN SELECTED SECONDARY
SCHOOLS IN BUSIA DISTRICT, UGANDA**

BY

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DECLARATION

I, Barasa Geoffrey, hereby declare that this research dissertation under the title "*The influence of school leadership on Academic Performance: A case study of selected Secondary Schools in Busia District*" is my original work and has never been submitted for any academic award in any institution or University.

Signed:


.....
BARASA GEOFREY


.....
DATE


APPROVAL

We certify that the study entitled; *“the influence of school leadership on students academic performance in selected secondary schools in Busia District”* has been under our supervision and is now ready for submission.

Kyambogo University Based supervisor

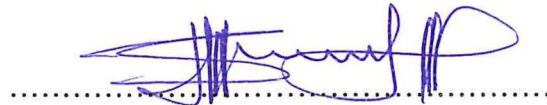


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Date

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DR. LUBAALE GRACE



Date

DEDICATION

I dedicate this book to all my children, relatives and friends.

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I sincerely wish to express my thanks to the following supervisors; Sr. Dr. Kaahwa Maria Goretti (DST), Dr. Lubaale Grace for their close supervision, guidance and the tireless efforts in encouraging me to seeing this research report completed.

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“May the Good Lord reward you abundantly”

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1. A total of 365 respondents was covered in the study24
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ABBREVIATIONS/ ACRONYMS

BOG:	Board of Governors
DEO:	District Education Officer
FGD:	Focussed Group Discussion
H/M:	Head Master
PLD:	Professional Learning and Development
PTA:	Parents – Teachers’ Association
S.S.S:	Senior Secondary School
SACCO:	Savings and Credit Cooperatives Associations
UACE:	Uganda Advanced Certificate of Education
UCE:	Uganda Certificate of Education
UN:	United Nations
UNEB:	Uganda National Examination Board

ABSTRACT

This study is an assessment of the influence of school leadership and its quality students' performance in the schools. Specifically, the study investigated the relationship between school management and its influence on academic performance, explored the types of leadership skills in school and investigated how leadership skills motivate teachers and staff in a school. The study utilized a case study design on a sample of 365 respondents in Busia District. Data was collected mainly through focus group discussions and interview guides. Considering that the data collected was qualitative and quantitative it was organized in the emerging themes of the study, read and summarized according to the objectives of the study. The study established that; there is relationship between school leadership and academic performance of students. This was established as essential because of the fact that quality school leadership attracts and retains quality teachers and staff who are indispensable for academic success for a school. School leadership ensures necessary discipline among students and promotes standard ethical and professional behaviors of teachers and staff which in turn ensures trust from parents and guardians, and this was seen as a great ingredient for sustainability. This study reveals that there was no formal or organised structure of staff development or any attempt to train staff in school management skills. The study hence recommends that; the Ministry of Education and Sports should design a policy that will compel both government and private school leaders to organize formal trainings of their teachers and staff in school management courses. The researcher also recommends that the same Ministry streamlines Monitoring and Evaluation in the schools of Busia and Uganda in general. To ensure constant surveillance of school activities and also evaluate impact of practices, and document uptake of Ministries recommended guidelines.

CHAPTER ONE

INTRODUCTION

Introduction:

This chapter presents the background to the study, the problem statement, research objectives, and the research questions, scope of the study, the study justification, the conceptual framework, and the theoretical framework.

1.0 Background to the study:

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike. (Bossert et al, 2011). Busia is one of the districts with both poorly performing schools and those that perform well. It was the interest of the researcher to find the reasons for the continued variations in performance. Whether this is connected to school leadership in such schools

Grading systems came into existence in America in the late Victorian period, and were initially criticized due to high subjectivity. Different performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done. At the state or national level, students are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet (Tomas; 2011).

Education is an exercise eternally concerned with bringing change in man in order that he could be in a position to develop himself mentally and otherwise in preparation for service not only to himself but also to the society. However, if an individual has been exposed to a process of education and yet ends up with a stunted overall personality, then question will be asked about how academically competent that individual was while in school. Poor academic performance of students is one problem that impedes the smooth actualization of the purpose of education which is to mentally prepare an individual for service to himself and to the society. A student who has a poor academic record would find it difficult to cope in a competitive society. That individual may not also be mentally balanced enough or may lack the needed confidence to face life squarely. Similarly, performing schools in Busia as a district has produced highly ranking citizens while poorly performing schools have produced weak or low graded citizens who have not produced excellently. The researcher therefore has to find out the varying differences in performance if it is connected to school

leadership.

This could give rise to him or her not being able to deliver when given tasks that were not supposed to pose any challenge to them if they were well developed. On the other hand, students who perform poorly in school may suffer psychological problems which could lead them into crime, cultism, prostitution and all manner of social vices. This goes a long way to negatively affect the society thereby defeating the real aim of education. The student becomes disinterested and dissatisfied with activities in the class room making it difficult for him or her to study, make researches or even associate in a healthy way with fellow students and teachers. The student therefore, becomes so alienated from the teachers thereby bringing to naught the essence of student teacher relationship.

Harber (1960) has attributed academic failure to many factors including, Lazy students, school teachers that don't care or they do not have the proper resources, parents who don't value education, lack of funds (money) provided by the government, parent pressure, peer pressure, social influence, mental strain (working too hard or relaxed too much), emotional strain (anger, annoyance, depression etc), stress and so many other factors. Well all these challenging attributes could have a reason that falls within the topic of study. One can easily argue that these challenges could be because of leadership influence

.This has therefore to be related to Busia.

When a student is doing poorly academically, the teachers are disturbed, as a question could be asked about their background. It is always a thing of delight for a teacher to realize that his students are performing above average. But when this is not the case, the teacher is put under pressure. This affects his general output as a staff thereby undermining his personality and integrity. The teacher can also be tempted to give a false account of his students when the situation is beyond his control so as to save his own image. This on the long run may degenerate into production of half baked graduates in the society. Poor academic performance of students is a scourge that is extremely inimical to the well being of the society. It is most frustrating for one to have been engaged in an activity geared towards yielding some specific result only to find out in the end that the result is not exactly what was expected. The aftermath effect could be tragic to the student, the teacher and the society at large.

Every time The Uganda National Examinations Board (UNEB) releases examination results, there is more panic in the country than excitement, and after receiving these results the burden of accepting failure sets in for those that have not made it. The depth of poor academic performance is viewed differently by different people, but many point to poor leadership of the school in question while others blame it on student's weakness, others on genetic limitations, mental incapacity, and others on lack of career guidance. This has been a common phenomenon in Busia district. Schools in Busia have got students from both Uganda and Kenya. This has encouraged

In 2007, Uganda became the first country in Sub-Saharan Africa to introduce Universal Competing Schools like Dabani Girls Lumino High Busia Trust Academy, all these possess students from both

countries This has caused education in these areas to be competitive. One can probably say that this competition is motivated by leadership competition among Secondary Education. Coming 10 years after it introduced Universal Primary Education; it represented a bold step by President Yoweri Museveni's Government. At the time, a UN report said Africa had the worst secondary school enrolment rates in the world. Only 34% of secondary school-age children were enrolled in class. Girls and poorer young people comprised the bulk of those locked out of school by financial and cultural constraints.

Under the secondary scheme, students who got specific grades in primary school-leaving exams study free in public schools and participating private schools. The government pays the schools an annual grant of up to US\$ 141,000 (\$52) per student, spread over three school terms. Parents, though, have to provide the students' uniform, stationery and meals.

According to Nsubuga (2003) director of basic and secondary education at the ministry of education, before the secondary scheme, barely 50% of primary school-leavers went on to secondary education annually. Within a year of the scheme being introduced, that figure rose to 69%. Similarly, the number of Ordinary level candidates in the country rose from 172,000 in 2006 to almost 265,000 last year, an increase of 54%. Nsubuga (2003) further asserts that government has increased funding for secondary schooling, which has meant more teachers being recruited, more classrooms and labs being built, and more textbooks. The government policy is to build at least one public secondary school in each Sub-County.

The scheme faces the same difficulties as primary and tertiary education: there may be increased access, but education standards have not improved (Overseas Development Institute Report, 2010). This has mainly been due to inadequate infrastructure – schools, classrooms, laboratories, and libraries. The government has partnered with about 640 private schools. But the system is fraught with problems: inadequate teaching space and materials, a shortage of teachers, and inadequate and late disbursement of government funds. Busia as a District broke from the District of Tororo in the early 1990's. It's found in the Eastern part of Uganda neighboring the Districts of Tororo in the North, Bugiri in the West, a large surface waters leading to Tanzania in the South and Kenya boarder in the East. Busia District though it has got the Samia as the main speaking people, due to the escalating business between Uganda and Kenya. It has attracted many people from different parts of the country to stay in this area to carry out business. The District has got mainly three constituencies, that is; Samia Bugwe South found in the Southern part of the District, Samia North found in the Northern part of the District and Municipality Busia in the central part of the District. The Sub- counties found in these constituencies are ten and they are as follows; Busitema, Buteba, Bulumbi, Dabani, Busia town council, Masafu, Masaba, Buhehe, Lunyo and Lumino Sub –county. These regions have got both private and Government Aided schools, the researcher chose five Sub- counties with two schools selected from each considering both Government and Private schools respectively as shown

below;

Lumino (Lumino High and Ebenezer S.S.S), Busia town- council (Busia S.S.S and Busia Girls S.S.S), Bulumbi (Buhobe S.S.S and Trust Academy), Dabani (Dabani Girls and Dabani S.S.S) and Buhehe (Buhehe S.S.S and Lwagula S.S.S). Within these schools, there are both competing results in terms of academic performance in their schools and also there are “Luckslustered” schools that produce poor results in this area. It’s therefore against such a background that the researcher made observations in all the chosen schools and find out how school leadership affects the performance of these schools in the District. The researcher also looked at other related factors that may influence academic performance apart from school leadership in the District.

Examination results give a hint of this decline. In 2006, nearly 95% of O-level candidates achieved at least the minimum pass rate to qualify for a national certificate, in 2007 a 54% increase in candidates, 80% qualified for the certificate (UNEB Data; 2006). Within these levels of scores and the highly experienced results, in most cases, Busia District is one of the Districts that produce challenging results in terms of numbers of the people (candidates) who pass. This perhaps may be because of the influence of school leadership in Busia. The researcher needed to find out the level to which this is possible in Busia in relation to the influence of school leadership.

Another challenge that has not been highlighted in a paper or report on academic performance is the possibility of lack of skilled leaders in these schools to promote staff development and enhance academic performance. School leadership has a problem could be the cause of poor performance in the district. This came to be of the extreme variations in performing schools while others perform poorly. Whereas students academic performance in Uganda is generally measured through rigorous summations, numerical methods, there is no standard assessment to school leadership to track performance so that improvements are made to schools which continue to post poor results.

1.1 Statement of the Problem:

Extreme variations in academic performance of students in Secondary schools, is a subject of great concern in the education sector in Uganda. Whereas some schools perform very well, other schools bring back poor performance every time results are released by the Uganda National Examination Board (UNEB). In rural areas in Uganda and Busia in particular academic performance variations at secondary level is often times blamed on pitiable leadership at school management level. In this study the researcher sought to inquire into the relevant relationship or link between academic performance and school leadership. Whereas student’s academic performance in Uganda is generally measured through rigorous summations, or numerical methods, there is no standard assessment of school leadership to track their performance so that improvements are made to schools which continue to post poor results continually. It’s against this background that the researcher did this study to explore tenets of academics of school leadership that inspire academic performance in secondary schools.

1.2 Purpose of the study

The primary goal of this study was to ascertain how school leadership influences academic performance among Secondary school students. Tenets accruing from this study should inform not only policy makers but school administrators, school owners, education supervisors how to manage school leadership to influence positive results on a continuous basis.

1.3 Research Objectives

This study was guided by the following objectives:

- i). To investigate the different types of school leadership skills that inspire academic performance among students
- ii). To establish how school leadership influences academic performance
- iii). To find out how school leadership motivates and inspires school staff to ensure academic progress.
- iv). Ascertain other attributes that inspire students to academic performance

1.4 Research Questions

1. What are the types of school leadership skills that inspire academic performance?
2. How does school leadership influence academic performance among students in secondary schools
3. How does school leadership motivate secondary school staff to perform?
4. What are other attributes that inspire students' performance?

1.5 Significance of the Study

The data acquired through the study will help in recognizing the current existing efforts and weaknesses of both government and private secondary schools in seeking skilled leaders to guide desired performance in schools in Uganda. The study will help with determining the levels of awareness (knowledge), attitude and acceptance of senior staff in the leadership of many schools in the country. Knowledge gleaned in this study will be used to inform policy makers in the education sector, educational entrepreneurs and other stakeholders pertinent issues related to school leadership in Secondary schools in the country and beyond.

1.6 Scope of the study:

1.6.1 Content scope: The study was carried out in Busia District concentrated on the influence of school leadership and how it influences academic performance in Busia District. This involved performances like decision making in the selected secondary schools in the District, motivation of the staff and communication of the school leaders to their subordinates that determined the Uganda National Examination results at senior four (S. 4) and UACE results that later boasted the results positively or negatively in terms of performance.

1.6.2 Theoretical Scope:

This study was guided by the distributed leadership theory, advanced by Spillane, Halverson & Diamond (2001). In contrast to other traditional cognitive perspective, Institutional theories that attempt to situate individual sense-making in institutional sectors, challenging “models of social and organizational action in which relatively autonomous actors are seen as operating with unbounded rationality” The Conceptual underpinnings of the distributed theory have proven especially fruitful in understanding human activity in complex, emergent, and discretionary environments. The theory appropriates an emerging emphasis in psychology in recognizing how social context is an integral component, not just backdrop or container, for intelligent activity.

The study of human cognition has undergone something of a revolution in the past few decades as scholars have focused on understanding the thinking process (Rommetveit 1979).

Cognition is distributed situational in the physical environment, that is, through the environments’ material and cultural artifacts; cognition is also distributed socially through other people in collaborative efforts to complete complex tasks (Latour 1987; Pea 1996). First, school leadership is best understood through considering leadership *tasks*. Second, leadership practice is distributed over leaders, followers and the school’s situation or context. Spillane, Halverson & Diamond (2001) urge that although the distributed perspective they advance can be applicable to leadership in general, they use examples of leadership practice for instructional innovation in schools to illuminate their argument.

They defined school leadership as the identification, acquisition, allocation, coordination, and use of the social, material and cultural resources necessary to establish the conditions for the possibility of teaching and learning. When this is achieved, academic performance of students becomes inevitable.

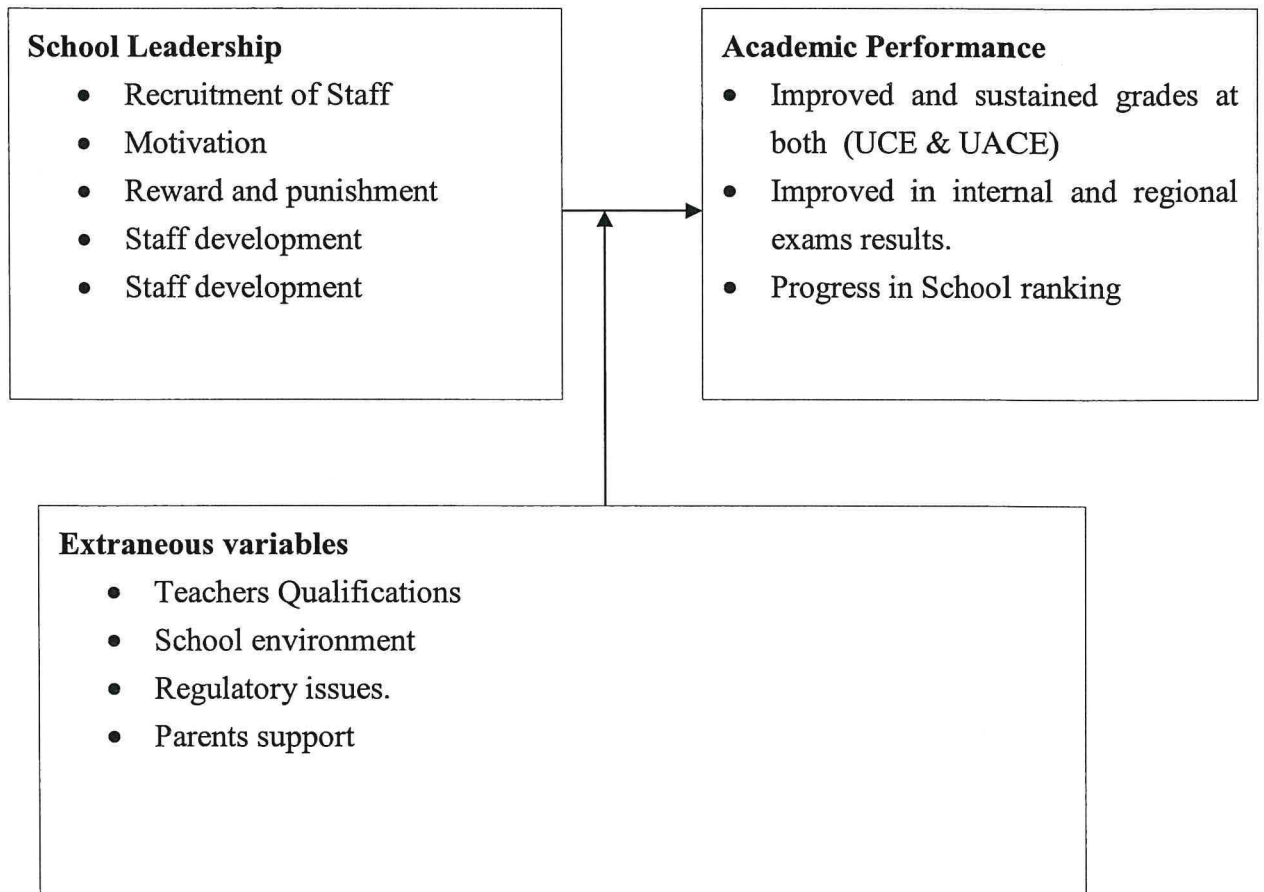
1.6.3 Geographical scope: The study also covered the Ten (10) schools selected by the researcher in the District and these included Buhobe SSS, and Busia Girls SSS found in the division or Bulumbi Sub-county, Busia SSS and Forward Academy within the Municipality, Dabani SSS and Dabani Girls in Dabani Sub-County, St Elizabeth and Masaba College Busia in Masaba Sub-County, Lumino High school and Ebenezer SSS in Lumino Sub-county. The District has got Ten (10) Sub-counties but the researcher chose at least two schools from Five (5) sub-counties. These included Lumino, Masaba, Dabani, Bulumbi Sub-Counties and Busia municipality. Schools were both Private and Government aided.

1.6.4 Time scope: The researcher was keenly interested in the years 2007 – 2016; although not particularly pursuing Universal Secondary Education (USE), it is imperative to underscore what the USE policy tailored in the areas of school leadership, and what those avenues have achieved after almost 8 years.

1.6.5 Sample size scope: Chapter Three, the methodology Chapter details issues concerning sample size and sampling procedures. A total of 365 respondents took part in this study.

1.7 Conceptual Frame Work

Figure 1: Conceptual Frame Work



Source: *Secondary data interface 2014*

The key independent variable in this study is academic performance among students; the researcher was looking at some selected schools in Busia District. The key dependent variable is school leadership. Assessment of schools and their heads is done, looking at their education background, experience, management skills and strategic approaches to teaching and care is explored in Busia schools, and the influence of this on students' academic performance established.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers the review of the literature on how school leadership improves on the academic performance in secondary schools. This involves the pertinent issues like recruitment of the competent staff during the selection exercise and even motivation of the staff by the school authorities. The review will also follow how leadership promotes staff development. This will involve mostly dependent issues like academic performance in the final results at both secondary levels of UNEB for S.4 and S.6 UACE. This will also lead to escalating results in the improved internal and regional exam results at the District Education services and even country wide under the Ministry of Education and Sports.

2.1 Leadership skills and academic performance

According to the Institute of Education (IoE) in London and Seitz (1974) these 8 below and others suggested by other scholars are great qualities to look for in school leadership or school leaders.

- They have consistent, high expectations and are very ambitious for the success of their pupils.
- They constantly demonstrate that disadvantage need not be a barrier to achievement.
- They focus relentlessly on improving teaching and learning with very effective professional development of all staff.
- They are expert at assessment and the tracking of pupil progress with appropriate support and intervention based upon a detailed knowledge of individual pupils.
- They are highly inclusive, having complete regard for the progress and personal development of every pupil.
- They develop individual students through promoting rich opportunities for learning both within and out of the classroom.
- They cultivate a range of partnerships particularly with parents, business and the community to support pupil learning and progress.
- They are robust and rigorous in terms of self-evaluation and data analysis with clear strategies for improvement.

Effective principals (Head Teachers or School Directors) also need to have a high level of emotional intelligence and interpersonal skills. Often, the power of school leaders is vested in their capacity to

persuade and influence, rather than to direct. “You have to take people with you, you can’t be bullish,” Sir David says. “You have got to build collaboration and get people to work together.”

Sir David identifies a sense of moral purpose. While this may be of most significance in disadvantaged areas, the desire to get the best for all children is something every principal should possess.

According to Achua, (2001) leadership, a critical management skill, is the ability to motivate a group of people toward a common goal. These items will help you develop your skills as a leader. The ability to lead effectively is based on a number of key skills (Adair, 1983). These skills are highly sought after by employers as they involve dealing with people in such a way as to motivate, enthuse and build respect. Ideally a leader wants people to follow them because of the trust and respect they have earned – not because they are told to. Leadership roles are all around us, not just in a work environment, and although these pages focus on leadership skills from the perspective of working in an organization, the skills can be applied to any situation where you are required to take the lead (Balunywa, 2000). Weiss (2004) assert that people with vested interests in the subject of leadership (academics and those offering leadership training or literature of some sort) are convinced that leadership skills can be taught. Many successful leaders however have never had any formal training; for them it is a state of mind, their personalities and personas that make them successful leaders. You can of course learn about effective leadership skills and practices but being able to implement them yourself may require an altogether different set of skills and attitudes.

As far as Achua is concerned in his book, this complex thing, leadership, in police leadership in the twenty first century, says it that for school leadership to effectively work then there has to be a motivating skill as far as the area of study is concerned. This will therefore be to the researcher’s task to find out the validity in this statement that motivation greatly enforces leadership to determine performance in secondary schools in Busia District.

The question “Can leadership be taught?” has no simple answer and we do not want to argue for one side or the other, but rather keep an open mind on the subject and provide information about the skills good leaders need. For Litze (2007) he stipulated that the most important skill a leader needs is to be able to make decisions; leadership is all about having a vision of where you want to be and making decisions along the way to get closer to achieving this vision. Decision-making in leadership however involves other people as leaders need followers, so the decision-making process will usually have an impact on your team of followers. With this in mind, a good leader also needs strong ‘people skills’ since a leader needs to be able to communicate the vision and motivate the team to follow.

As one may understand decision making in any institution, truly a secondary school bearing one and

this does not distance the researcher from finding the validity in such statements put forward by litze. Perhaps this will be one of the skills that determine the academic performance in the District of Busia as the researcher will find.

According to Armstrong (2004) along the way to achieving the vision the leader will come upon many problems, hence problem solving is therefore another key leadership skill. Problems come in all shapes and sizes, from those related to the people in your team when mediation skills may be needed, to those of a more strategic nature and everything in between (Balunywa, 2000). A good leader will not be afraid of problems and, with trust and respect, followers will not be afraid to discuss problems or potential problems. With a positive attitude, problems can become opportunities and learning experiences. A leader's biggest asset is information as the more information a leader possesses about the how to achieve the vision or individual goals along the way, the more the leader learns about the direction needed to get there. Problems provide information and therefore good problem solving is a very powerful skill for the leader (Anderson. & Dexter, 2005).

As with anything in life, things do not always go according to plan and leadership is no exception (Anderson. & Dexter 2005). . The direction a leader takes in order to realize their vision is likely to change. Strong leaders embrace change and can adapt quickly and efficiently to new situations since they learn to balance opportunity and risk while being aware of their (and their team's) strengths and weaknesses.

This gives in a mind of thought in terms of management. One of the atmospheres that a successful manager has to live in is being a problem solver. The researcher will yet find out whether if the success or failure of the schools in Busia as a District is based on management and Problem solving as a solution.

Yes, facilitation could be one of the main aspects perhaps one may consider. If materials that run the institutions are not provided, then, management and its success becomes a problem. Therefore, the researcher will find out the extent to which this factor is important to prove the study.

A leader also needs to be a strong facilitator - that is providing the support necessary for the team to achieve their goals. Support may be as simple as words of encouragement or a specific tool needed to perform a task. By listening to team-members, a leader can often learn about the barriers preventing a goal from being achieved and, through facilitation, find a way to an appropriate solution. According to Balunywa (2000) a common mistake of a leader is to try to do everything themselves. A good leader will delegate responsibility to team members and, with the help of motivation and facilitation, aim to enable success. Delegation also allows the leader to learn more about the strengths and weaknesses of the team members and therefore make better informed decisions about individual roles and responsibilities.

2.2 Leadership and Academic Performance in Secondary School:

According to Armstrong (2004) educators have long considered professional development to be their right—something they deserve as dedicated and hardworking individuals. But legislators and policymakers have recently begun to question that right. As education budgets grow tight, they look at what schools spend on professional development and want to know, does the investment yield tangible payoffs or could that money be spent in better ways? Such questions make effective evaluation of professional development programs more important than ever. Attwood (2001) traditionally, educators haven't paid much attention to evaluating their professional development efforts. Many consider evaluation a costly, time-consuming process that diverts attention from more important activities such as planning, implementation, and follow-up. Others feel they lack the skill and expertise to become involved in rigorous evaluations; as a result, they either neglect evaluation issues completely or leave them to “evaluation experts.”

Believing that interviews or surveys of individuals left too much room for personal bias Rodler, Kirchler, and Holzl (2001) turned to the examination of obituaries in their quantitative analysis of leadership qualities that individuals were perceived to have as identified by their former employees or co-workers. These obituaries had been written by the corporations within whom the deceased individual had a leadership role and were published within four different German newspapers. Originally conducted to determine if there was a difference in perception based on the gender of the deceased, this article is still useful to the research as it identifies no less than 58 different descriptive categories of words or terms which were used to describe the deceased individual's leadership by their former employees. The following nine categories are ranked according to the reported percentage of frequency as they appeared within the obituaries over the 24 year span examined (p. 833). Despite the vast amount of research on leadership, there is still more to be learned. The study of leadership commenced in the late 19th century with the focus on “Great Men” (Bass, 1974). This theory examined the lives of great leaders in history. Primarily these were men; however, some women leaders were included in these studies. Some examples are figures such as Moses, Winston Churchill, Thomas Jefferson and many others who have shaped the course of history for good or evil (1974).

The researcher therefore will find out whether interviews or surveys can help to the leaders to determine the performance academically in Busia Secondary school and this perhaps will verify N.A. Soleemi's statement that successful and committed leaders.

Self- regulation may work clearly with in a classroom situation when the learners are grouped and guided by their teachers to adjust on the daily routine work and this could let the learners improve in one way or another hence cause overall positive results if well supervised.

Self-regulation has been singled out by a number of scholars as key to academic performance fronting cognition and behavior as an important aspect of student learning and academic performance in the classroom context (Corno & Mandinach, 1983; Corno &

Rohrkemper, 1985). There are a variety of definitions of self-regulated learning, but three components seem especially important for classroom performance. First, self-regulated learning includes students' metacognitive strategies for planning and modifying their cognition (e.g., Brown, Bransford, Campione, & Ferrara, 1983; Corno, 1986; Zimmerman & Pons, 1986, 1988). Students' management and control of their effort on classroom academic tasks has been proposed as another important component. For example, capable students who persist at a difficult task or block out distracters (i.e., noisy classmates) maintain their cognitive engagement in the task, enabling them to perform better (Corno, 1986; Corno & Rohrkemper, 1985). A third important aspect of self-regulated learning that some researchers have included in their conceptualization is the actual cognitive strategies that students use to learn, remember, and understand the material (Corno & Mandinach, 1983; Zimmerman & Pons, 1986, 1988). Different cognitive strategies such as rehearsal, elaboration, and organizational strategies have been found to foster active cognitive engagement in learning and result in higher levels of achievement (Weinstein & Mayer).

The value component of student motivation involves students' goals for the task and their beliefs about the importance and interest of the task. Although this component has been conceptualized in a variety of ways (e.g., learning vs. performance goals, intrinsic vs. extrinsic orientation, task value, and intrinsic interest), this motivational component essentially concerns students' reasons for doing a task.

From these early studies of great leaders of history, researchers and theorists in the early 20th century identified traits that set these great leaders apart from the average person (Adair, 1983). Later empirical evidence revealed that these lists of traits were inconclusive and failed to capture the essence of leadership or provide a solid framework to identify effective leaders (Johns & Moser, 1989). Through the rest of the 20th century to the present time, researchers have formulated variety of theories in an attempt to explain how leadership works and what distinguishes effective leadership from the ineffective. These theories addressed questions of leadership behavior, effects of situations on leadership, and the relationship between leaders and followers. Among these were those that focused on the leader, on how the leader influences the followers, and how the leader effects change and is changed personally through the process of leadership (Van Seters & Field, 1990).

Leadership continues to be a subject of study in the modern world (Zaccaro, 2007). The extensive research during the past six or seven decades has not exhausted the topic of leadership, on the

contrary, it has discovered new aspects of leadership and opened uncharted territory for further study and research (Bennis, 2007).

To set the stage for the study of the leadership approach of Steve Jobs, this chapter reviews the development of leadership theory. Peter Northouse (2004) in his book, *Leadership: Theory and practice*, provides a chronological overview of leadership theory. This chapter follows the chronology of leadership theory development set out by Northouse, however, it also organizes leadership theory into thematic categories. Leadership theory developed over time but with much overlap. Thus, presenting a truly chronological review of leadership theory development is difficult. Nevertheless, it is helpful to combine both chronological and thematic aspects of organization in this review of leadership theory development.

Pounder & Young (1995), Horn & Jerry (1985) observe that effective recruitment and selection of school administrators continues to be one of the more challenging human resource administration functions in educational organizations. This challenge is due, in part, to the inexact 'science' of attracting, screening, and identifying quality candidates to fit the complex leadership needs of schools today. Factors such as recent educational initiatives, new conceptualizations of leadership, and changing student characteristics are influencing the position demands of administrative roles. Articulation of these changing position demands is foundational to the recruitment and selection process because these job characteristics serve as the guiding criteria for recruiting and selecting candidates. Consistency between position expectations and recruitment and selection criteria not only enhances the legal defensibility of the search process, but also promises to increase the reliability and validity of selection decisions.

Perceived negative aspects of teaching in rural areas, including personal and professional isolation, multiple subject preparation, etc., provide barriers to effective recruitment and retention of quality teachers. The predicted shortage of teachers will likely have a significant impact on an already competitive market for high quality, rural school teachers (Horn& Young, 1985).

In rural Uganda and across the country, private school salaries are substantially high than those in public school systems. Nonetheless, private school heads are as satisfied as public school principals with the quality of their new teachers and substantially more satisfied with their experienced instructors. This difference remains after controlling for school and community characteristics and for the principal's tenure and educational priorities. In addition, appraisals of experienced and new teachers suggest that private schools are more successful in retaining the best of their new teachers and in developing the teaching skills of their faculties. Apparent reasons include greater flexibility in structuring pay, more supervision and mentoring of new teachers, and freedom to dismiss teachers for poor performance. These findings suggest that improvement in the quality of public school

performance will require the use of accountability tools such as pay-for-performance and dismissal.

By focusing on the fundamentals, schools can go a long way towards building a high-retention workplace. Schools and other organizations can start by defining their culture and identifying the types of individuals that would thrive in that environment. Organizations should adhere to the fundamental new hire orientation and on boarding plans. Attracting and recruiting top talent requires time, resources and capital. However, these are all wasted if employees are not positioned to succeed within the company. Research has shown that an employee's first 10 days are critical because the employee is still adjusting and getting acclimated to the organization. Companies retain good employees by being employers of choice (Allen and David, 2008). These two have advanced recruitment, selection, socialization, training and development, compensation and rewards, and employ engagements. In a bid to ensure that the cream of the employees stay on course in the organizations they are employed, employers and managers develop tools that continuously or periodically assesses or monitor the state of those employees. Some of the tools put forward by scholars involve confidential attitude surveys, questionnaires sent to former employees and conducting exit interviews. Adkerson (2000) suggests the following tools for assessing employee attitudes and views about their placements.

2.3 Leadership and staff development:

Involvement in decision-making concerning staff development is a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization (Okumbe, 1998). Involvement in decision-making is a typical characteristic of participatory type of leadership. While lack of involvement in decision making portrays autocratic leadership style, laissez-faire is portrayed when leaders may reluctantly involve subordinates in decision making process. Webster (2002) defines participative leadership style as a way of involving individual participation in decision-making. While Chandan (1987) defines democratic leadership style as one where subordinates are consulted and their feedback is taken into the decision making process.

Involving the subordinates surely is one way the staff can be developed, that is according to (Okumbe 1998). This will now be to the researcher to find out how this statement could be correct and justify the study in relation to the schools in Busia. The researcher will prove whether the escalating positive or poor results in some of the schools in Busia since the introduction of UCE in 2007 is related to the leaders in these schools not involving their subordinates.

This is in line with House (1968)'s Path-goal theory that stipulates that both leaders (head teachers) and subordinates should involve themselves in decision making if an organization is to achieve its

goals. He added that when goals are set together, the subordinates (teachers) become committed; self confident and knowledgeable about the set goals thus making them perform well.

Love (1993) identified that teacher performance as being negatively affected by lack of teachers' participation in decision-making. Love (1993) study in England indicated that some head teachers handle their staff badly for example teachers' decisions are not considered when staff meetings are organized and teachers are undermined in whatever they do. She pointed out that this has made teachers lose morale to perform well and even some resign from the teaching profession. Though Love's (1990) findings were good, her study was carried out in England but not Uganda. This left a contextual gap for this study to fill and the researcher will find out the truth in this statement, "Teachers performance to be linked to school management and administration surely if one is effectively motivated in a coherent administrative system is likely to own the organization". But the researcher will yet prove this in the field the extent to which this could be true.

While carrying out a research study in Kabalore District, Kayizzi (1990) discovered that teacher performance and effectiveness were closely linked to school management and administration.

He established that teachers who are better motivated will perform well. He further fought out that when teachers are involved in decision making meaning that head teachers who interact directly with their teachers or involve them in activities of decision making of the day to day administration of the school like taking turns on weekly duties. Supervision of preps and chairing departmental meetings. This makes the teachers feel important thus motivating them to perform school activities to achieve the school goals. He further found out that assigning such duties will make teachers perform against school odds and challenges because of the esteem derived from good working relations. His findings were good, but his study did not look at leadership styles and teacher performance in secondary schools in Busia District thus leaving a gap for the current study to undertake.

Oxford (2005) defines communication as a process of passing on information from one person to another. Mintzberg (1979) defines communication as a way of passing on information from one level to another. This may be from bottom to top or top to bottom levels of management.

Hannagan (2002) defines communication as a way of passing on information about the effectiveness of particular work behaviours and it is thought to perform several functions. For example, it is directive, by clarifying specific behaviours that ought to be performed; it is motivational, as it stimulates greater effort; and it is error correcting, as it provides information about the extent of error being made. However, the importance of communication in institutions of learning has in most cases been undermined especially in secondary schools in Busia District.

Pritchard and others (1988) as quoted in Hannagan (2002) indicates that communication by itself can lead to higher level of performance if it is properly used. He further asserts that communication

allows the person to track how well he/ she is doing in relation to the goal, so that if necessary, adjustments in effort can be made. He further indicates that communication may be in form of memos, telephone calls, messages, posting notices, writing letters and sending E-mail or fax. Unfortunately, these modes of communication are not properly applied in fields of education more particularly in secondary schools in Busia District.

The concept of communication in leadership is highly internalized by Armstrong and Baron (1998). They endeavored to describe how it is used, operated and thus stressed its importance. They argued that information is usually communicated to employees in form of memos, meetings and telephone calls to enhance their performance. These ideas are supported by Handy (1996) who expressed that for performance to be effective, it is important for employers to communicate on what is to be done and how it is to be done. He added that communication may be presented directly or indirectly to individuals to boost up their performance. However, he emphasized that good counseling and guidance for individual may come as a result of good and open communication provided by heads of human resource departments or heads of institutions like head teachers. This concept of communication is supported by House (1968) path-goal theory that stipulates that for subordinates to perform well the leader has to guide or direct them through verbal or written communication in form of notices, memos or meetings. The theory further stresses that through communication errors are identified and corrected. It also helps one to know how well or bad he or she is performing a given task. This enhances performance in any organization or institution of learning.

If one is leading well, you won't have just one leadership style. You'll mix and match to engage your team and meet your goals. Look over these eight style types to see what you're doing right and what you might be missing. There is a time and place for all leadership styles. No style is good or bad. It's how leaders use them that determine success or failure.

There is no such thing as a born leader. Leadership is an acquired attribute that begins early in school and on the playground. Some children develop take-charge attitudes; some make friends fast, while others are happy just to make the team. As time goes on, education, jobs, and life experiences shape a leader's philosophy and psychology. How best to get the job done and work with others? How to set goals and objectives and manage their results? The answers to these questions become a leader's winning formula for success.

But over time, a leader may find that his/ her winning formula is not producing the results it used to. New challenges require new leadership skills, behaviors, and ways of communicating. It's time for her to unlearn her familiar leadership approach, recognize her limitations, and adapt her leadership style to become the leader she needs to be.

Louis R. Mobley, the director of IBM's executive school in the 1950s and 1960s, first alerted

executives to the need to "wake up" to the comfortable parameters they worked in so they could better "feel" their leadership potential. His lessons still apply today.

Mobley taught that leadership is based in experience and habit, not intellect, noting that success comes 20 percent from knowledge and 80 percent from behavior. For Mobley, waking up to leadership meant being responsible for one's impact on others. He pushed for a "radical revolution in consciousness," believing that great leaders don't know different things from everyone else, but they think in utterly different ways. Leadership lives in how we think, not what we think.

Consider the eight leadership styles outlined here and the real-world leaders who exemplify them. If you are aware of these different ways of leading, you can adapt your style to manage circumstances and advance your intended goals. How do you decide which styles to employ out of the eight suggested? Charismatic, innovative, command and control, Laissez- faire, servant, situational, transitional.

Teaching is a complex and demanding profession. Teachers require high quality support and training throughout their careers to ensure they have the strategies and skills to meet the needs of learners. According to Professional learning and development (PLD-2009) is central to maintaining and improving teacher quality. PLD refers to all the formal and informal processes used to improve the knowledge and practice of teachers. It includes more formal and specifically structured courses and initiatives as well as less formal collaboration and discussion between colleagues. The central purposes of professional learning and development are to improve the quality of teaching and to improve student outcomes. There is no more questions that skill and professionalism is key to performance and no school can afford to ignore this.

2.4 Other Attributes that inspire academic Performance Among Students

Societies all over the world have used education as an instrument for the achievement of their national interests and objectives. Education is an instrument par excellence for effecting national development. It fosters the worth and development of the individual, for the individual sake and for the general development of the society (National Policy on Education, 2004). All these call for functional education for the promotion of a progressive and united country. Therefore, school programs need to be relevant, practical and comprehensive, while interest and ability should determine the individual's direction in education. In Nigeria, for example, in order to achieve the goals and objectives of education, the government set up 3 levels of education: primary education, secondary education and tertiary education (National Policy on Education, 2004). For the purpose of this research, the discussion is limited to secondary education. It is therefore imperative that different avenues be instituted to ensure continues progress of every student's academic performance. Among

the other attributes that contribute to the student's academic performance the following were appraisal from various scholars offer guidance.

Score of scholars including Roehlkeparlain (2003) agree that comprehensive, asset-based approaches to education and youth development have tremendous potential to contribute to the academic success of students from all backgrounds. Closely to this is Oniyama and Oniyama (2005) who ascertained that students motivation is very important for their academic performance, the question to ask is whose duty is it to motivate students? It is also important to quickly understand that students play a major role in motivating themselves for a better academic performance, but also other people have their role to play, what is equivalent to career guidance. In a study by Aluede and Omoregie (2005), Maehr (1990), reveal that both teachers, vice-principals, principals and school organizations have great role to play in the motivation of students for their improved academic performance. Teachers have great role to play in motivation of students. Brown *et al.* (2003) stressed the need to introduce asset building to teachers to encourage them in helping for achievement gains of students.

Further review reveal that a relatively large number of studies (e.g. Chowdhury & Shahabuddin, (2007), Elliot, McGregor & Gable, (1999), McKenzie & Schweitzer, (2001). points to the importance of motivational factors in this respect. According to some research also, these factors contribute to the variance of academic performance above and beyond intelligence (e.g. Steinmayr & Spinath, (2008), Steinmayr, Bipp & Spinath, (2011).

Hence the decline in motivation gradually would affect academic career, especially when passing from one level of education to another most especially in high school.

In studies by (Scales and Roehlkepartain, 2003; Oniyama and Oniyama, 2005) show that parents and home environment have great role to play in the motivation of students for an improved academic performance.

It was discovered that students, who are accepted, supported and encouraged by their families stand better chance of performing better in their academic pursuit. Again, where there is an academic environment in the home, students tend to study harder and better. This study therefore, contributes to the existing evidence to suggest that family and structure of the family have a great role in children performance in their academic pursuits. They hold that if the family has the resources, supports their children and creates academic environment, children reared-up in such families do better in their academic performance. So, one can simply infer here that family and home environment enhance students academic motivation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction:

This chapter presents the methodology upon which the study was executed. It begins with the research design, and then discusses the location of the study, study population, sample size, sampling procedure, data collection instruments, data analysis and presentation, and ethical considerations.

3.1 Research Design:

Mugenda and Mugenda (2003) observe that a research design can be thought of as the structure of research. According to them, it is the “glue” that holds all of the elements in a research project together. A design is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions.

Orodho (2003) defines research design as the scheme, outline or plan that is used to generate answers to research problems. Being a conceptual structure within which research is conducted; the researcher adopted a case study design with a qualitative research approach and quantitative approach, focusing on substantiating issues relating to the performance in Ugandan Educational Institution. In a case study, a great deal can be learned from a few examples of the phenomena under study (Mugenda and Mugenda 2004).

The case study design is useful for testing whether a specific theory and model actually applies to phenomena in the real world (Labaree, 2014) and when a how or why question is being asked about a contemporary set of events over which the investigator has little or no control (Rowley, 2002). The rationale for using the design is to get an in-depth understanding of how leadership in Secondary schools influences academic performance.

Case study design

This involved an imperial investigation of a particular contemporary phenomenon within its real life context. Using multiple sources of evidence (Robinson 2002). Yin (2003) also highlights the importance of context adding that, within the case study, the boundaries between the phenomenon being studied and the context within which its being studied are not clearly evident.

Case study strategy was important because it helped the researcher do gain rich understanding of the context of the research and the processes. Morn’s and Wood 1991 also emphasizes.

With the case study strategy the researcher also got the interest to gain the ability to generate answers to the questions of “why” of when of “what” how form the field. This guided the researcher on to be more explanatory and exploratory. This therefore fostered the data collection techniques to be various

and in combination. These include interviews for key formats like schools leaders, documentary analysis which was used to get information UNEB, district officers and reports from schools. Questionnaires for creating flexibility and focus group discussions, among teachers, students and parents.

This further enabled the researcher to use triangulate multiple sources of data. Triangulation refers to the use of different data collection technique within on study in order to ensure that the data are telling the researcher what to think about for example the qualitative data that was collected using semi-structured group interviews was valuable in triangulating quantitative data collected by other means like questionnaires.

3.2 Population and Sampling Techniques

The target population included 5 Education officers from the District headquarters, 5 heads of private secondary schools and 5 heads of Government secondary schools. The study also included, teachers from five Government - and teachers from five Private secondary schools. The students from five private and five Government secondary schools were also involved. Parents from the three political constituencies of Samia Bugwe South, North and the municipality were interviewed and these were randomly selected - The total number of participants that took part in this study is 365 respondents.

3.2.1 Target / Accessible Population

The target population included 5 Education officers from the District headquarters, 5 heads of private secondary schools and 5 heads of Government secondary schools. The study also included, teachers from five Government - and teachers from five Private secondary schools. The students from five private and five Government secondary schools were also involved. Parents from the three political constituencies of Samia Bugwe South, North and the municipality were interviewed and these were randomly selected - The total number of participants that took part in this study is 365 respondents.

3.2.2 Sample

Where the population is more than 10.000, Bartlet, Kotlik and Higgin's (2001) developed a general sample for categorical data; (see Appendix 1) hence the researcher followed this pre-calculated table. In effect the total number of respondents that took part in this study was 365 respondents. This acted as a presumption of the total of what the researcher used and the number of respondents the researcher is to use as shown in the table below;

Table 1 showing the breakdown of the respondents:

S/n	Category	Number
1	Staff from the district education offices	5
2	Heads from 5 government schools	10
3	Heads from 5 private schools	10
4	Teachers from 5 government schools	50
5	Teachers from 5 private schools	50
6	Students from 5 government schools	100- 50 boys/50 girls
7	Students from 5 private schools	100- 50 boys/50 girls
8	Parents from 4 Sub Counties randomly selected	40
	Total	365

Source: Researcher, January 2013

3.2.3 Sampling Techniques

Purposive sampling was employed in selection of key informants that included officials from the education officers at the district headquarters and the heads/ leaders of both government and private schools. Simple random sampling was employed to select schools and the teachers and students who fall in those schools were selected to participate in this study. Snow ball sampling was employed to identify teachers in selected Sub Counties of the districts. Officials from the district, Heads of schools and Teachers are identified as key informants. These were selected because of the offices they hold, and their experiences in dealing with schools. The decision to employ purposive sampling is based on the premise that careful selecting of stakeholders in this study is a good criterion for matching interviews with respondents. This “investigator responsiveness” to broader and specific contextual issues resulted in “sampling adequacy”, a strategy for good analysis and working with rigor (Mugenda and Mugenda, 2004).

3.3 Data Collection

A researcher described precisely how research data was obtained.

3.3.1 Instruments for data collection:

3.3.1.1 Focus Group Discussions:

Focus group discussions were used in collecting data from teachers, parents and students. Research assistants were employed who come from the district that was instrumental in identifying and selecting these respondents. A total of 5 FGD’s were conducted in each of the 5 selected schools, 1

for teachers, 2 for girl students and the other 2 for boy students. Each FGD comprised of 6-10 participants, the tool for data collection was the FGD guide that was developed according to the themes and objectives of this study.

3.3.1.2 Interviews:

In-depth interviews were used for key informants and for each school leader. Face-to-face interviews are considered appropriate because of their flexibility. Not only can questions be adapted to the context of each interview, but also the respondent feels motivated, (Chris Argyris 1968:63). Also, the response rate or the proportion of the people in the sample from whom completed interviews are obtained is typically high, partly because of the inherent attractiveness of being interviewed (Mugenda and Mugenda 1999); having someone's attention, being asked to talk about oneself, the originality of experience, and also the difficulty of saying "no" to someone asking something in person. The interview guide was developed and this was the key data collection tool for this study. Each category of respondent will had distinct interview guide.

3.3.1.3 Documentary Analysis:

Reports from the Ministry of Education, Uganda national Examination board (UNEB) International reports on the status of education in Uganda and in the region, educational journals District Educational reports, and any other relevant available document were reviewed. Document check list were the instruments used.

3.3.1.4 Questionnaire:

This instrument was the most commonly used in the field. It was used mainly to develop and capture information regarding grades attained number of students passing or failing, percentages and other related figures. It was a key tool that was used to glean data from schools and education officers in the district.

Information from parents was also got using this same instrument.

It was also preferred by the researcher for capturing identical sets of items for all respondents to ease comparison. It was also used because it provided confidentiality of respondents while giving data of the nature that was required. Mugenda and Mugenda (2004) justifies the use this tool while administering to many respondents and it was found to be easier to analyse.

3.3.2 research procedure

Group fomulation was taken into five and this comprised of six to ten participants through intervies the researcher found flexibility in approaching the interviewee and this was done through face to face.

Through documentary analysis different reports were obtained and checking of the findings from the books questionnaire was used to grade common scores by the children in schools showing those who passed and those who failed.

3.4 Quality Control

Validity refers to the integrity of the conclusions that are generated from a piece of research. It concerns if the interview and focus group guides are measuring what they are expected to. Reliability is concerned with the ability of the measurement to give consistent results over time. The researcher used test-retest method (a measure of reliability obtained by administering the same research instrument twice over a period of time to a group of individuals). The test-retest method was carried out among a few selected schools and Research assistants with the latter being done during the training of Research assistants. Tools here were cleaned and essential corrections made to fine tune them before actual data collection.

3.5 Data Analysis:

Seeing that most of the data collected for this study were qualitative and quantitative in nature –the data was read and summarized according to emerging themes and objectives of the study. Verbatim quotations from interviews and key informants were used to highlight the key study findings. The integration of tools went a long way to support the work flow of the researcher. Based on this information, the conclusions were made and possible recommendations identified.

3.6 Assumptions and Limitation

Seeking audience with school leaders during the course of the term and to be granted ample time was a challenge; however the researcher started early enough to allow room for delays and disappointments. Access of both teachers and students was also cumbersome seeing that schools run on strict timetables. Again the researcher began early and spent more time in the field to collect adequate and necessary data required for this study.

3.7 Ethical Consideration:

A letter of introduction was sought from Kyambogo University and used for introduction in the field to avoid mistrust. The researcher visited the offices of the Chief Administrative Officer, the District Education officer and other relevant district officials for formal introduction.

Furthermore to ensure conformity with the research ethical requirements informed consent of all the participants will sought. The objectives and purpose of the study was explained to all the research participants to gain their consent for voluntary participation in the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the analysis and interpretation of the findings of this study. The study aimed at assessing the influence of leadership in schools and its quality on the performance of students and schools as a whole.

The focus of the study was on types of leadership in secondary schools, school leadership and academic performance and school leadership and staff development.

4.1 Presentation

4.1.1 Social Demographic Characteristics of Key informant interviews

The sample description in this presentation is based on the interview guides administered to respondents from Busia Municipality, Dabani Sub County, Bulimbi Sub County, Masaba Sub County and Lumino Sub County. Data was collected from 183 Key Informants presented in Table 4.1.

Table 4.1: Frequency Distribution for the Key informants interviewed

Organization/location	Position	Number
Dabani S.S.S, Dabani girls Buhobe S.S.S, Busia girls school, Masaba college Busia, St. Elizabeth, Lumino High, Ebenezer S.S.S and Forward Academy	Head teachers/Deputies	14
”	Students leaders	17
”	Teachers	112
”	Parents	40
	Total	183

Source Primary Data, 2016

According to Table 4.1 interviews were sought from the Head teachers, their Deputies, student leaders, teachers and parents of Dabani S.S.S, Dabani girls Buhobe S.S.S, Busia girl's school,

Masaba College Busia, , St. Elizabeth, Lumino High school, Ebenezer High School, Forward Academy school and Busia S.S.S.

Interview data was solicited from these respondents because they were in positions of leadership at the time and had good experience of what it is and how it needs to be and how improvement can lead to desired outcomes. Parents were considered key informants because of their vast experiences with different leaders in different sectors and also their aspirations and expectations from the schools they send their children. This helped the researcher in obtaining relevant data for the study in relation to the leadership skills in schools and the performance of the students as a result of leadership.

4.1.2 Social Demographic Characteristics of Respondents

Demographic information on the respondents sought was on their gender, position held at the time and period spent on position. This information was deemed necessary because their ability to give satisfactory information on the study variables greatly depended on their background that determined their understanding of the phenomena.

4.1.3 Gender of the respondents

In the first place, the study looked at the level of education of the respondents. Data collected is presented in Table 4.2.

Table 4.1.3.1: Frequency Distribution on the Gender of the Respondents

Gender	Frequency	Percent
Males	86	47
Females	97	53
Total	183	100.0

Source Primary Data, 2016

Data presented in Table 4.2 shows that the majority of the respondents 53% of the respondents were females and 47% of the respondents were males, giving a fairly gender balanced views and opinions on the topic under study. This provided the researcher the opportunity of collecting reliable and adequate data essential for this study.

4.1.4 Position of the respondents

The study looked at the position of the respondents. Data collected is presented in Table 4.3.

Table 4.1.4.1: Frequency Distribution on the Positions of the Respondents

Positions	Frequency	Percent
Head teachers	7	4
Deputy H/M	7	4
Students leaders	17	9.2
Teachers	112	61.2
Parents	40	22
Total	183	100.0

Source Primary Data, 2016

Data presented in Table 4.3 shows that the majority of the respondents 61.20% were teachers and that was a result of 2 FGD's per school visited. Parents were 22% a result from 5 FGD's carried out in the district, Head Teachers 4% and Deputies 4 % , the student leaders made up for 9.2%.

4.1.5 Number of years in the Position

The study then looked at the length of the experience the respondents had in leadership position. This was by asking the respondents to indicate the number of years they had spent in their current positions held. This aimed at establishing if they had worked long enough to understand the leadership in schools since the longer the time on an activity sometimes denotes increased opportunity of knowing how it operates. The results are presented in table below.

Table 4.1.5.1 shows number of years in the position by the Respondents

Position	Years
Deputy H/Teachers	1 – 3 Years
Teachers	1 -18 Years
Head teachers	4 - 31 Years
Parents	2 - 16 Years

Source: Field Research, 2016

Figure 4.1.5.1 above illustrates that this category of respondents, Deputy Head Teachers had spent between 1 – 3 years in leadership position, teachers had spent between 1 – 18 years, Head teachers had spent 4 to 31 years, and parent between 2 – 16 years in leadership position. This implies that the respondents had attained some leadership experience in the school management since the majority had spent a reasonable number of more than 5 years leadership. This helped the study to obtain

grounded information the respondents could provide necessary information about the management of leadership in schools.

4.2 Analysis and Interpretation of the Results

This section of the study deals with analysis and interpretation of the findings of the study along the themes and objectives. Each Objective or theme is treated separately and statistical data is analyzed basing on theories that are then supported by the qualitative data of the study from the interviews and focus group discussion followed by the discussion of the results with the help of related literature.

4.2.1. Types of Leadership in Secondary School

4.2.1.0 Strong attributes for school leadership

Responses from the field show that some of the strong attributes for school leadership are: Charisma, exemplary, honesty, Integrity, accountability, transparency, efficiency, equity, impartiality, God fearing, charismatic and hard working. Corroborated data show that the key attributes of a strong leader must include the list aforementioned. Honesty, transparency and impartiality were singled out as the top most attributes required for a school leader. Teachers from private schools showed dismay at preferential treatment because the school owners do, say what they wish and will favor who they chose and the rest can find their level. This study shows that preferential treatment was less practiced in government schools than in private schools. This according to the Education Officers office is because the Head of a government school is a Civil Servant with less influence on the teachers and sometimes staff he/she works with.

4.2.1.1 Head teachers' perceptions on strong attributes for school leadership

This research has established that there are no universally acceptable opinions or views on school leadership, and this was depicted in the different views advanced by different heads of schools;

“Tolerance, patience, hard work, cooperation and good organization- Our staff come from different backgrounds, you must be patient, tolerant and cooperate with them if you are to get anything tangible from them ” Mr.Mulawa Jonathan Head Master of Masba College Busia.

“Some of the strong attributes of school leadership are integrity, trustworthy, honesty and intelligent- you must be seen to be hard working so that your staff borrow a leaf from your had work, I wake up early, I leave late Lyaka Agnes Head teacher of St. Elizabeth

*“ I think tolerance is weakness, as a leader I must be seen a strong never compromising my stand or standards, I also do not want my bosses to be tolerant with me, I am a mover of things and when my staff ca not move forward I remove them”*Namenya Wolta Deputy Head Teacher Masaba College Busia a government Secondary school.

There were divergent views on this particular them, but honesty, cooperation future more.

4.2.1.2. Teachers' perceptions on strong attributes for school leadership

Teachers from the different schools had comparable views about strong attributes to school leadership, and these included; linking students to school administration, team work, commitment, hard work, opportunities for skills development and self-determination. Other views included transparency, effective communication, accountability, Time management, Discipline, patience, self-control, listening skills, analytical and evaluation skills, caring, will, friendly and result oriented, having sufficient knowledge about the school management through training, consistent, high expectations, very ambitious, improving teaching and learning with professional staff.

One of the teachers Mr.Nagemi Opondo lumino High School with an experience of 18 years said, *“Strong attributes for school leadership include democracy and opportunities for development” you cannot expect excellence if you do not invest in that excellence. There are less or no arrangements in our circles that elevate us to other levels, if you do not make the arrangement yourself.* This view was echoed by other teachers that were interviewed. This in line with Weiss's observation (2004) who asserted that people with vested interests in the subject of leadership (academics and those offering leadership training or literature of some sort) are convinced that leadership skills can be taught. Many successful leaders however have never had any formal training; Lack of formal avenues for skills development hamper excellence in schools as cited by this teacher. Mr.Mulawa Jonathan Head Teacher Masaba College School a government School and had been on job since 1984 states that, *“the attributes of school leadership are transparency, time management, leading by example and public relations. To acquire and retain these attributes you must be trained and at list annually have refresher courses to keep braced with modern demands and styles of leadership in school”*.

4.2.1.3. Students perceptions' on strong attributes for school leadership

Through direct interviews with student leaders and during focus group discussions with other students, it was revealed that students of Busia district view leadership in the lens of exemplary leadership, ethical approach to work, professionalism, broad minded, knowledge ability, confidence through expression in public gathering, advocacy, approachable, cooperation among leaders and staff and commitment to excellence. The Head Girl of Forward academy Nasirumbi Winne said, *“it requires a leader to be disciplined so as to be focused as well as to determine to perform his / her duties, there is gross indiscipline among teachers now and heads of schools, It is extremely hard to be ill mannered and expect excellent performance, those two can not match”*.

Another student leader Okello Richard from St. Elizabeth stated that, *“one of the strong attributes for school leadership is being God fearing approachable and honest”*. While Nerima Suzan the Head girl of Masaba College said that, *“some of the strong attributes of school leadership are discipline,*

education and self esteem, I have realized that teachers who are well learned, eg with Maters degrees, tend to be more understanding and approachable than those with diploma's".

4.2.1.4. Parents perceptions' on strong attributes for school leadership

The parents in Busia district that took part in this study disclosed that some of the attributes for school leadership include courage, humor, coordination, sense of direction (implementation) planning skills, evaluation and humility, and qualification of the individuals and time keeping. Some parents expressed dismay at how teachers no longer keep time (follow time table) as they are busy with their private dealings and living tomorrow's future dangling in Class. Parents also advised on gross indiscipline by teachers and Head teachers in schools today. A considerable number of parents expressed dissatisfaction with teacher's poor remuneration as one of the key hindrances to students academic Excellency. Respondents from the office of the Education Officer of Busia district had earlier on expressed their fears on the state of teachers being. *"How can everything be increasing, even school fees of student increases five times before a teacher's salary is increased by two thousand shillings? (2000/=)".* There were many dissenting voices on the issue teacher's salary; several respondents singled this one out as the most essential factor to academic performance.

4.2.1.5. Inspiration leadership attributes in particular schools

The researcher thought it fit to engage respondents on the theme of inspirational leadership attributes that are specific with school. Under this theme views and opinions were sought following are some of the factors that inspire leadership attributes in particular schools in Busia district and they include school mission, Mission statement, core values, leaders acting as good example, leaders being hard working and leaders being knowledgeable about their work. The Head Teachers on the other hand thought that remuneration and other indirect rewards like being appreciated and recognized not forgetting work environment. One of the head teachers remarked that:

"To attain and retain staff is an admirable leadership style but to create a comfortable working environment is even a better strategy. Imagine a teacher who has just completed Makerere University in Kampala, has been staying in a city class hostel and comes to Busia to a manyata (grass thatched hut), he/she might work for a short time but cannot stay for long. So it's important as leaders of schools to plan for such high expectant staff in order to get the best from them". This headmaster's view was shared by the other respondents including teachers, students and parents. This is evidenced in the literature review about motivation. Roeheprlain(2003) Explains the relevance of motivating an individual and how it leads to performance positively.

4.2.1.6. Teachers perceptions' on factors inspiring leadership attributes in particular schools

Teachers participating in this study shared their views pertaining leadership attributes, Good working conditions: This as alluded to above was seen as key and that leaders who consider this factor are

likely to attract high caliber staff that would establish and maintain high academic performance levels. Level of academic attained: Students and teachers and even some parents observed that highly trained/skilled teachers have so much to offer to a school than a less learned one. When it comes to leading a school, it becomes imperative that such highly qualified personnel be hired. So hiring, attracting highly learned and deeply skilled staff is a style that breeds quick results.

The time component: when a school establishes a culture of time keeping and time cautiousness the public, community, parents and students develop confidence in such a school and support to such a cause becomes easy.

4.2.1.7. Students perceptions' on factors inspiring leadership attributes in particular schools

Leadership continues to be a subject of study in the modern world (Zaccaro, 2007). The extensive research during the past six or seven decades has not exhausted the topic of leadership, on the contrary, it has discovered new aspects of leadership and opened uncharted territory for further study and research (Bennis, 2007) this has been confirmed as true even in this particular study, perceptions of different categories of respondents may not be extremely different but pointing to a particular leadership style that acceptable by all becomes hard. Students on their part revealed that factors that have contributed to leadership attributes included cooperating with staff and learners, counseling and guiding students, discipline, remodel like teachers, previous leaders inspires leadership as well as cooperation with the whole society, behavior , sympathy, guiding others to be well behaved at school, encourage leaders to work hard so that they can succeed, boosting discipline at school, success as in to pass exams, It has made students learn how to be leaders, when the leader of the school is not involved in as a dictatorship, sharing of academic issues and looking for way forward, sharing problems with students and teachers and come up with solutions, sharing academic ideas at school, exemplary, respect for others and humble, exposure, good intentions, community receptitability, board of governors' behavior and willingness to cooperate with the school, role models, self esteem and intelligence, better performance leads to school development and increase number of students.

Although the above mentioned merely appear like characteristics of good leadership, picking on some of these characteristics and applying them to a school yields results. This study has clearly established that school leadership is not a natural endowment but an acquired skill- so it becomes essential to document all necessary information that would enable leader's access and apply for better results in their schools.

4.2.1.8. Parents perceptions' on factors inspiring leadership attributes in particular schools

To achieve intended academic goals set for any school, cooperation among all stakeholders of the school in question is essential. Parents who took part in this study expressed their views emphasizing

the value of cooperation as a key ingredient. They parents indicated that administrative and management leaders stand to gain from cooperating with all staff.

Some of the parents voices from the field;

Academic performance involves a lot of things among them cooperating with all stakeholders, it is like a conveyor belt, from the Ministry of Education, obeying all their regulations, cooperating with parents and all academic and non academic staff of the school.

This sentiment was shared among a big number of parents who participated in this study. Including the chairman baord lumino high school Mr.Wandera John.

4.3 Reasons of quality leadership viewed as success / failure in schools

To delineate the benefits of quality leadership and its effects on academic performance the researcher sought to establish views of respondents on the success/failure factors of leadership. Hence a cross section of respondents especially from Busia municipality and other sub- counties revealed that leadership qualities are seen as success when they inspire work towards success and achievement, help to check the threats, weaknesses and sustainability, it enables people to copy and cooperate with leaders and hard working, the success or failure may differ from school to school depending on each school's package and mode of operation – but they are success points in most schools.

4.3.1 Teacher's perceptions on quality leadership as a success / failure factor in schools

Teachers have viewed quality leadership as success when they score good grades, attaining super academic excellence in (UACE e.g.- In 2014 results). Success is also viewed here if it inspires others to work leading to production of good results, fair because set systems do not allow things in the right way. Some of the teachers were of the view that to achieve success, leaders must be transformational and autocratic, students must be coerced into action otherwise laissez-faire approach can only be disastrous in a school environment.

The students on the other hand pertaining this theme, expressed their views mainly viewing quality leadership as success when students have changed positively, especially on the plane of discipline, there are no strikes and having freedom amongst students. They also added the need for Acquiring skills on how to handle peoples' grievances, creating a good relationship between the leaders and the subjects, as “discipline is the key to success”, people pay attention to you as a leader, they enable you achieve what you want to achieve in future. This was well concluded by Wabwire John Head boy from Masaba College saying, *“That it is successful since it is preparing future leaders and building confidence among them”*. As evidenced in the literature review that a good leader has to be a problem solver(Anderson&Dexter 2005)

Parents on their part viewed quality leadership as a success when it gives a fair atmosphere to both staff and students. A number of parents proposed paternalistic approach to achieving success than

authoritarianism, alleging that the latter drives students away from the love of education.

In the District Education Officers office a little bit of all leadership styles was encouraged, saying that each has a contribution to offer in a school environment;

Paternalistic: It is essential for school leaders to work as father heads and committed to see success from both students and staff in school.

Authoritarian: To be able to control a school a leader must be strict in keeping close regulations and school policies adhered to at all times, failure to do this the school can be plunged into chaos.

Democratic: It is also good for a leader in a school environment to share his/her plans and decisions with all stakeholders – e.g Board members, parents, teachers and other staff. This way competences that breed success are drawn from all corners of the school and ideas on how to succeed is shared from different available sources.

Laissez- Faire: Workers in a school environment should sometimes be left to make decisions that affect their daily activities to themselves. This is in line with Lewin, Leppitt & White (1938) who proposed delegation of tasks by leaders to followers without withdrawing from leadership obligations.

Transitional: Leaders in a school must focus on identifying how to reward hard work and punish laziness. Hard workers can be provided with either material, psychological or even recognition of performance. A transitional leader establishes and standardizes practices that help the school achieve goals, ensure efficiency and increase school grading.

Transformational: This type of leader according to Schultz, & Shultz, Duane (2010) is the kind that is not limited by his or her staff perceptions negative or positive. His/her main objective is to work and transform his/her staff through inspiration and challenges. These kinds of leaders hence create a vision of their staff's aspirations and a sense of purpose and zeal.

4.3.2 Challenges experienced in attaining quality leadership in schools in the district

No matter the leadership style one employs, there will be definitely challenges that come along even with continued success. This study reveals a myriad of challenges both at government and privately owned schools. Information was gleaned from all the categories of respondents proposed in this study. There is negative attitude of parents towards education, some think it's a waste of time because their children will complete and not get jobs. Some parents view education as expensive and drain the family while exerting a lot of pressure on the family on a daily or termly basis.

The government funded schools face challenges of limited resources given by the government/ late release of funds. There also exist challenges of limited personnel in service, and limited resources i.e. human resource and or insufficient infrastructure, like stocked library and laboratory. Where a school lacks the required minimum requirements, no matter how good the leader is, his/her efforts will be impended.

4.3.3 Teacher perceptions on challenges experienced while attaining quality leadership

A number of teachers who participated in this study have a vast experience in the field and their views opinions and recommendations were immensely helpful. Under this theme teachers noted a number of challenges that impede progress and hamper academic performance to include the following below;

4.3.4 Corruption: *“Ugandan’s are inherently corrupt and that is a challenge you will find in every sector”*By Mr.Makali Fred Head Master Lumino High School. These kinds of sentiments were echoed through all categories of respondents. He goes ahead to say if it was not because of corruption in education institution performance could be good in schools.

4.3.5 Lack of vision in leadership: One of the key informants from the District Education Officers (DEO) office Namwamba Alfred noted the increasing decrease in performance of traditional government schools. He attributed this to lack of vision among school heads that are devoid of innovation, creativity, and progress. This according to her is a problem not only in Busia district but in Uganda as a whole.

4.3.6 Lack of transparency: There exists among the schools in the district leaders that are either opposed or totally myopic of any form of transparency. They transparency operate in darkness and secrecy. This has resulted in some leaders being rejected or deeply opposed by the community and or parents. Misappropriation of funds in Africa is a plague in all sectors including the education sector, some of the key of informants expressed dissatisfaction in the way both government and private school leaders handle funds. “Students pay a lot of money every term, enough to facilitate teachers, pay non academic staff, and refurbish key areas like libraries and laboratories, we never see these things and yet they contribute to academic performance. All these leaders need to be trained in handling cash, especially that which comes from the public to support the sector”, Head teacher in a Private school. A biggest percentage of the respondents in this study express gross unhappiness in the way school leaders handle finances. One of the Head teachers said, “Money is like oil that lubricates the flow of all activities in a school, its absence stifles those activities”.

4.3.7 Low morale values among students: Teachers also cited a challenge of a new breed of human beings who know more of their rights and not their responsibilities and emphasize their rights than their duties. To achieve academic performance teachers must have some measured power over students, and their (students) must fear teachers than vice versa. Unfortunately this study reveals that teachers seem to fear students than students fearing teachers, a very terrible precedent. Teachers also talked about lack of motivation as one of the challenges as mentioned earlier in this chapter.

Low moral value among students was blamed on busy parents or those with no idea of parenting. The researcher sought to establish what low moral value means among students and below are their responses;

Low moral standard would be having sex before marriage.

Chopping class (this means dogging class)

Dishonesty

Disrespecting parents and teachers

Not doing examinations

Joining bad groups that would influence your good character

In addition students are not entirely to blame as, some alleged that when they are not parented, they have to parent themselves the best way they know how, and if that is interpreted as low moral value, we are not to blame.

4.3.8 Challenges students' leaders have seen in school leadership.

Student leaders were included in this study because they act as a bridge between the school administration and the student bodies. On matters pertaining to challenges in school leadership, these category of respondents outlined their views as follows;

4.3.9 Scorn from school leadership: Leaders in school tend to look down on student leaders and never care to listen or even implement student's recommendations. *"As students you can look at a teacher who is weak and cannot probably deliver on the expectations of the school. Now as students when you report such a matter to the relevant authorities, they put you down and also threaten you with suspension, in the end the hunter becomes the hunted"*,By Wabwire John Head boy Masaba College Busia . A couple of other student leaders echoed this as a common practice in many schools.

4.3.10Lack of proper coordination: Teachers on duty and the general body of teachers is supposed to coordinate well students then the school administration, what was observed is that teachers instead act as the school leadership, hence the confusion in coordination.

4.3.11 Time wasting: As a student leader, you are also an administrator, meetings and executing duties sometimes take a toll on you, some of the student leaders are expected to write reports. Student leaders in most Schools revealed that this was a burden upon them.

4.3.12 Lack of an office and equipments: Student leaders in the area expressed desire to have their own offices, equipped with necessary tools of service. It's a challenge to students because without facilitation they may become inefficient and that is a bad precedence to set.

4.3.13 Deficiency of adequate staff: According to student leaders, the problem of insufficient staff is a never ending song in schools, especially when it comes to private schools. They tend to minimize on costs and maximize profits. In so doing standards are compromised and performance hindered.

4.4 Suggestions to improve quality leadership in schools in the district

In order to minimize or eradicate the challenges altogether the researcher sought to explore possible remedies to the above mentioned challenges. The different categories of respondents gave their views on how this can be done;

4.4.1 Provision of enough resources by the government: Lack of this and lack of that is a common song everywhere you go, there is need for the government through her arms to respond to this plea and provide to the children of the future.

4.4.2 Sensitizing parents to provide feeding for the children: There are some parents who have surrendered care of their children to government. Government should pay for Universal Primary Education, pay for Universal Secondary Education, and let the parent's seat back and relax. This according to key informants was a very bad precedence, parents must be called to order and their responsibilities emphasized.

4.6.3 Proper financial management and discipline: some teachers are of the view that schools do have enough funds to run schools effectively; problem is financial indiscipline among leaders of these schools. There is need for proper training of these leaders to have a change in the practice.

4.4.4 Commitment to excellence: Government should introduce performance based payment among school leaders to improve on commitment to excellence. The practice at the moment is that school leaders keep performing poorly and paid well, this should change.

4.4.5 Improve on remuneration: The proprietors of private schools have been found to be frugal in their dealing with their staff. Remuneration is poor and insufficient to most teachers as established in this study. There is an urgent need for the government to set a minimum wage for teachers in order to improve performance in all schools.

4.4.6 Re-stock Schools: Libraries of most schools were found to be wanting and teachers expressed frustration in teaching students day in day out without equipments in the laboratory and books in the library.

4.5 Relationship between school leadership and academic performance

The researcher having established the different school leadership styles, it was imperative to divulge into the correlation between that leadership skill and student's academic performance in the district of Busia. It was revealed through responses of this study, that good leadership is actually a prerequisite for a strong school hence matching academic performance. Good leadership according to a number of respondents promotes a culture of hard work, facilities team work that results into academic performance. Strong school leadership promotes an atmosphere of an organized caliber of good performance. It was also established especially among parents that "where chaos reigns high, good performance cannot be fourth coming" Onyango Peter School Teacher Dabani S.S.S.

4.5.1. Teacher perception on school leadership and academic performance

Here the researcher sought to document teachers views on school leaders and academic performance, and the following below are the different opinions advanced by the teachers in Busia district that participated in this study.

School leadership that emphasizes hard work will most definitely result into improved or even sustained academic performance. The other factor that supports correlation between school leadership and academic performance is input in terms (human resources, capital, and school equipments that are well planned). The combination of these and more foster high output in term of academic performance and it is a result of good school leadership.

Ochengi Peter Teacher Buhobe S.S.S observed that, *"Poor leadership leads to poor academic performance, good leadership inspires students to do well and poor leadership may lead to unrest, time wasting hence poor results"*

Nabwire Esther Teacher Ebenezer *"You observe the best schools in the country like Budo, St. Mary's Kisubi, Namugongo, and Gayaza, they have established structures that guarantee strong leadership all the time and they never decline in performance for decades, that in itself is strong evidence that leadership is key in a schools performance"*.

Mukemo Joseph Teacher Busia girls *I have observed some of these private schools with keen interest, where there is a lot of family interference on the leadership of the school, results are total failure, But there are those proprietors who surrendered the school administration in capable hands- the schools have excelled. Quality School leadership is the engine that runs the school car to the goal of success.*

4.5.2 Students' leaders views on school leadership and academic performance

Student leaders from the different schools perceived school leadership and academic performance mainly in the school activities that culminate into good academic performance.

The student leaders observed that poor school leadership leads to missing lessons, absenteeism of teachers, and sometimes endless strikes. This wastes a lot of time and when it continues for a long

time, you cannot expect any chance of good performance. Strong school leadership on the other hand emphasizes discipline in school activities that promote Excellency. Some of the activities that these student leaders enumerated include; waking up and attending all classes on time, ensuring that all teachers follow their lesson plans, ensure that students are given continuous tests to weigh their understanding of the lessons learned. Strong school leaders encourage extracurricular activities that foster academic performance e.g. debating clubs, history, and science clubs, study tours and so many other related activities. When the students get used to such hard work and culture, when examinations come, it becomes easy because the students are used and are knowledgeable about what is being asked.

The parents on this particular theme advised that school leadership is the sole determinant of academic performance. When school leadership plans, monitors activities, implements accordingly, supervises all planned activities and make sure that all these are evaluated to gauge performance. These are strategies for improvement in academic performance but this can only be achieved by a strong and willing leadership, weak leaders cannot be up to this because the strategy demands constant hard work and followed with staff motivation.

4.6 School leadership and staff improvement

4.6.1 Factors that motivate teachers / staff to perform

Objective Three of this study sought to establish how school leadership motivates secondary school staff to perform; responses again were gleaned from across all the sampled respondents.

At the Education Officers office the researcher collected this information concerning motivation strategies that can help teachers / staff to perform:

4.6.1.1 Unprejudiced enrolment and selection of staff: Teachers from all government schools expressed dissatisfaction with the way postings, enrolments, and selections are done by school leaders and other Ministry officials, so de-motivation begins right at the point when a teacher is posted or is selected. It therefore becomes extremely hard to motivate such staff with any incentives knowing that he/she was treated unfairly from the very beginning.

4.6.2 Civilized accommodation: This is 2015 and some of the teachers still live in poor conditioned houses or wretched houses. How can such a person be motivated to work when his/her family is living in pitiable conditions and the students he/she is teaching know about it and laugh? There is need for national wide campaign about a minimum standard below which a teacher cannot live. As it is now especially for private schools, they put you in a shuck of a house and because one wants a job, get into it and teaches in any way that suits the condition.

4.6.3 Team work: Teachers tend to be treated like Indian's treat their employees, they are not as valued to be co-opted in meetings, planning/strategy workshops, they are like outsiders waiting to implement whatever the school bosses come up with. This kind of approach has been earmarked as rustic and needs to change. When teachers are involved in planning sessions, strategic meetings and other high level involvements (like delegation), they become part of the system that plans for and demands high quality performance. They (teachers) hence work harder towards the goals that he/she was involved in setting.

4.6.4 Respect: Almost related to the above teachers need to be esteemed as key stakeholders in the academic performance goal, be valued as great contributors to the school success and be remunerated as such. Teaching should never be looked at as profession of misery any more but a respected vocation that adorns the nation and the world with quality citizens.

Adequate facilitation: The word sufficient sounds so foreign in a number of institutions in Uganda because such institutions survive on bare minimums. That is contrary to the demands of academic performance.

4.6.5 Monetary incentives: Teachers are not paid well and this is known by all, financial incentives are key in ensuring performance from school staff. When teachers and other staff are paid well, they value their jobs, respect time and respect authority and the reverse are true.

4.6.6 Teachers' suggestion of factors that motivate teachers / staff to perform

Teachers' are the other category of respondents that were interviewed concerning their and other staff's motivation and their opinions are here documented:

4.6.6.1 Timely payments: It was revealed in this study, that teacher's do not only get low or poor pay, but even that little comes sometimes even 4-5 months later. Wesonga James One of the teachers at St Elizabeth a private School said "it is true we need employment, but we need a employment that feeds our family and improves our livelihood, not one that cripples our well being and that of our family".

Another Ojambo Denes a teacher at St Elizabeth, "It's not that we hate the government and the current administration, but we need a government that can hold private investors to respect human rights and treat employees humanly. As it is now, investors in the education sector do what they wish and treat teachers and other staff like trash- they tell you if you want pack and go, no one begged you

to come here”.

Another teacher Were Simon Dabani S.S.S, “ what do you expect any staff teacher to do or not to do when he/she get little pay that never comes on time, zero input zero output, actually for us we try we do not even give the nation zero output”.

Timely payment of teachers has been established in this study as a key motivating factor to both teachers and staff.

4.6.6.2 Good remuneration: As observed above by other key informants, teachers and other staff re-echoed the call for a good salary. It was observed that some of the teachers working for private schools get as low as three hundred thousand (300.000/=) shillings a month. To a person who is handling students on a daily basis, this is too little. Some of the teachers were of the view that the lowest paid Secondary school teacher be paid eight hundred thousand shilling a month (800.000/=). Not that this figure is sufficient enough but is fair to a teacher who has a family to take care of.

4.6.6.3 Cooperation with school administration: The teachers who participated in this study expressed strong desires to be co-opted into the running of schools, in so doing they are being mentored as school administrators and future leaders but also give the school leadership what the teachers know, feel or desire to change.

4.6.6.4 Good working condition: One of the teachers at Dabani S.S.S Mr. Onyango Stephen remarked “it is never a crime to request or even demand for better working environment, if anything it is a right”. Some of the schools that were visited during this study have dilapidated buildings, unsafe toilets and falling roofs. Some of the teachers attributed the problem to school leaders who passed through tougher conditions and now in comparison this is better than what they know. Good working environments are motivational in any way, because teachers and staff are not scared or worried of outbreak of diseases and life threatening risks of falling roofs when it rains.

4.6.6.5 Other benefits: There are so many employee fringe benefits that include non wage compensations in addition to their salaries. These include medical, retirement benefits, tuition for teacher's children, vacations, and funding for further studies. As it is, teachers will talk about these in class in reference to other professions or countries but not teachers in Busia or Uganda. Teacher's opinion on this matter is that teaching can actually be interesting if school leaders get interested in teachers care to include all other benefits, high salaries or wages, good and quality leadership of head boy / B.O.G / P.T.A, rewarding good performers,

4.6.6.6 Good feeding: Teachers who stay in the walls of schools and those who stay out are often times offered breakfast, some break tea, lunch and others evening tea. The standard for most schools is black tea and sugar, lunch is posh beans or cassava beans end of story. A number of the teachers interviewed revealed that this is a never changing song, this is how it has been, it is how it is and probably ever will be. One teacher Auma Rose Lumimo High School said that "this goes back to value that we were talking about, you cannot value an employee and feed them like orphans, let us say that at the beginning things are hard, but there must be improvement, here nothing changes and we are used".

4.6.6.7 Accommodation: As alluded to above appropriate accommodation for teachers is essential for teacher's performance and must be given due attention, as it is on the ground some of the teachers are living in very pitiful conditions.

4.6.6.8 Transport: Some of the teachers who live in their own homes or come from far off distances decried the ever increasing transport costs and leadership at school is not mindful of this challenge.

4.6.6.9 Skills development: There is no single teacher who participated in this study who has ever received any form of capacity development opportunity or any arrangements for further studies. That is not the worst, responding to whether they knew of any colleague who has received such an opportunity, the answer was no. the world cannot expect quality performance from a workforce that is not developed, a lot of teaching styles, and teaching aids are being developed and our teachers and staff cannot afford to be left behind.

4.6.6.10 Formal education funding: There are some teachers with higher diploma's and have never attained a bachelors degree, there are those with bachelors but can go for post-graduate diploma's, and there are several institutions that offer Master degrees in education. Teachers revealed that Universities like Kyambogo, Uganda Martyrs- Nkozi have long distance and holiday programs for teachers; the challenge is that tuition is high; given the kind of salary the teachers are paid. Teachers proposed considerations for funding for further studies, promising that this would give them more morale to work harder and consequently improve academic performance of their schools. Students and student leaders, parents and other key informant's views did not differ from the teachers views.

4.7 Other incentives that promote teachers / staff to perform

Having explored the relationship between staff / teachers motivation and academic performance, it was now essential to specifically look into other incentives that inspire performance among staff and teachers. The following views include all views and opinions of all respondents that took part in this study:

4.7.1 Feeding at school: Feeding at school came out strongly among all the incentives- it should be taken seriously by all those school leaders who demand for academic performance. The work that teachers do and the time they spend at school demands that they feed well so that they can give back in full measure.

4.7.2 Award for best performers and best performing subjects: Best performing staff and best teachers who excel in their respective subjects should not merely be mentioned but rewarded handsomely. This encourages competition among teachers and staff and fosters performance across all subjects. It was revealed that every time teachers and staff perform and well and are not appreciated or rewarded accordingly, other schools poach them out and this devastates the school further. To avoid continued staff turnover, school leaders must learn to reward hard work of their staff and teachers.

4.7.3 Housing allowance: Accommodation also came out strongly and was continuously mentioned by all respondents as one of the key incentives. One of the teachers confessed to the fact that good accommodation means permanency. Now that it is known that accommodation is a strategy to retaining all staff, then school administrators should take heed.

4.7.4 Paying teachers some out of pocket when they go out for studies:

Some of the key informants revealed, that there are a number of workers in other sectors who are paid very little salary, but are motivated into performance because of the allowances that they receive. At school other allowances could include responsibility allowances, duty allowances and marking fees.

4.7.5 Organizing for staff retreat:

Most of the schools that were reached during the course of this study do not organize retreats, end of term outings or even end of year parties. These retreats give staff/teachers a time off books and relaxation where different views can be shared to harness togetherness and cultivate a sense of belonging.

When these staff are getting their regular payment on time, when they are being rewarded according to the great work done, if they get time to interact with parents, Board of Trustees, proprietors and community leaders, vigor is inspired and a sense of belongingness built and the result would be immense.

4.8 Other Attributes That Contribute to the Student's Academic Performance

Objective Four of this study was intended to investigate other attributes that contribute to student's academic performance. In agreement with scholars like Roehlkepartain (2003) and Oniyama and Oniyama (2005) motivation of students has tremendous potential to contribute to the academic success of students. About 76 % of students and 65% of teachers agreed that motivation of students improve their academic performance. This revelation is overwhelming and an essential discovery to all stakeholders in the education sector. These scores speak volume and point to school leadership to devise means to making this work so that its power can be evaluated. Some of the students voices from the field;

"Some people have gone before us, and have assessed what works and what does not work, it is therefore necessary that we as students listen to them and use their advice to further our studies- female student respondent".

"Some big companies and organizations pay a lot of money to motivational speakers to come speak to them, and I don't see why not to us as students, we need and deserve to see where we have never been before, we need to prioritize and focus, and that can come from teachers, from outside inspirational speakers, from parents and others. Whatsoever is from me I don't worry, I would want to be impacted by people who have succeeded in life- female student respondent"

"For me I want to equate it to gospel crusades where very many people get saved (surrender their

lives to Jesus Christ, it is a result of an inspirational speaker who appeals to the souls of these people in a way that other teachers in the locale have not- male student respondent”.

Educators across the country must heed these voices, students views on academic performance is greatly hinged to motivation otherwise the search for success as a school in performance may take long or stifled in the end leading to gross frustration.

The approach here now is to address the problem as an academic issue through remedial or developmental instruction. School leaders were however found to be reluctant on academic or education talks, some thought it as wastage of valuable time, while others thought it could be expensive bringing in people from outside to speak to students. Lack of motivation is not limited to the academically weak student. Successful remedial and study strategies courses aimed at the underprepared student could have a great impact on students who really want to improve their skills can do so when motivated. However, even the best remedial instruction programs have failed to positively impact the student who is both underprepared academically and unmotivated. When students have both a lack of academic skills and lack motivation, the greater problem is motivation according to the students interviewed in this study

Opinions about the role of motivation in academic achievement and what can be done about it vary widely among secondary school teachers in Bugiri district, raising a number of questions including; Can anything be done about these students? Can motivation be taught? What kind of strategies can be used to influence motivation? Is this time wasted that might better be used on those students who are already motivated? And the researcher is of the view that studies on student motivation for academic performance be done to adequately answer these questions.

4.8.1 Home Background Environment:

One of the other strong attribute that contributes to the student's academic performance is home background and environment. This result is again in agreement with the previous studies made by Roehlkepartain, (2003) and Oniyama and Oniyama, (2005) who established that parents and home environment have great role to play in the motivation of students for an improved academic performance. Both teachers and students agreed to this contribution. The teachers looked at provision of basics at home, feeding and payment of school dues in time not to affect the student psychologically. The students based their agreement on peace at home with less or no fights, provision of scholastic materials and psycho-social support. Home background becomes one of the strongest contributions of academic student's performance. This study reveal that students who are recognized and supported by their families have better chances of performing better in their academic endeavors’.

4.9 Impact on School Leadership and Academic performance

This was basically assessed according to the 8 qualities advanced by Seitz (1974) and the London Institute of Education as reviewed in Chapter Two of this study.

Consistent High Expectations: Responses from the field, especially from those directly heading schools, the attitude of ambition lacks, there's a shared view, that as long as they are financially motivated then they will to some extent try to push for success- performance in the district is more of a hoped for miracle than an ambitious push from leaders.

Barriers to achievement: An official at the district Headquarters gave an old English adage "A problem fully studied is half way solved", this he said while reiterating on the lack of constant assessment of issues that hamper performance, both at the district and at school level. This practice was nonexistent in both private and public schools- in places where there was a semblance of this, it was not by design.

Teaching and Learning: Improving teaching and learning and effectively improving professional development of all staff is a desirable quality in enhancing performance. There is nothing sufficient worth mentioning here from the data collected. Professional development is more of an individual initiative than an institutions drive.

Tracking student Progress: "They are expert at assessment and the tracking of pupil progress with appropriate support and intervention based upon a detailed knowledge of individual students". The literature reviewed recommends thus but the reality on the ground is different. Tracking each student according to some teachers is hard because of the numbers in each class. Some classes had 40, 50, up to 65 students in each class, it is therefore hard for a teacher whose interest is to end a class and wait for her/his meager salary to do this.

Personal Development of each student: They are highly inclusive, having complete regard for the progress and personal development of every pupil. This is as above

Rich Opportunities: They develop individual students through promoting rich opportunities for learning both within and out of the classroom. This is not so in the schools that were visited during the course of this study.

Cultivating Partnerships: Cultivating a range of partnerships particularly with parents, business and the community to support students learning and progress is vital. What was observed is existence of clubs like scouting, Red Cross, Environment and others but not strong partnership across schools and other fields that would enhance or foster performance?

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions derived from the findings and the recommendations on leadership skills that can help improve the academic performance of students basing on the findings of the study.

5.2 Discussion

The study established a number of findings and the summary of the findings is outlined here under; The study established that there is relationship between school leadership knowledge and the performance of students. Accordingly, quality school leadership leads to successful academic performance of students. Leadership skills equip the students with interpersonal skills and interpersonal skills. When they have leadership skills, they are able to ensure discipline and accountability in their schools. Accountability and transparency is important because it enables them to do their roles and responsibilities. Possession of leadership skills helps them in attracting students towards them and leading them by example. Students will work well with student leaders that handle them well with dignity and respect. Also, delegating skills helps the schools to continue operating hence effectiveness even without the head teacher being at school that is if they have delegated their responsibilities. Leadership skills also help in improving the quality of academic performance of students as this will enable students settle and concentrate academically. School management practices affect the performance of students in all areas. Making leadership plans help the schools to plan how conduct their activities, the students they deal with and how to deliver good performance. And lack of freedom in leadership is a challenge to the performance of students in schools. They cannot move to far academically if leaders do not treat them with respect and dignity as well as their views being understood.

5.3 Conclusion of the findings

In the findings of the study many important observations were made and the following conclusions drawn;

There is relationship between leadership skills and knowledge and the performance of students in schools. This is because quality leadership leads to successful running of schools. Accountability skills are able to ensure smooth running of school activities. Professional unprejudiced recruitment and selection of school staff attracts high caliber breed of employees that foster performance that is continuous.

5.4 Recommendations of the study

The study makes the following important recommendations in relation to the observations made during the study;

5.4.1 Massive training of school leaders in school management

What was observed in this study is that most school employers recruit because of the qualifications attained and not the experience and skill one possesses. This cannot be blamed on anybody, although what is recommended here is that both teachers/staff from private and government schools together with their leaders be exhaustively trained in school management skills. This can be organised by Parent Teachers Associations or the Ministry of Education in conjunction with the Busia Local Government. The training can cover quite a number of things including communication skills, delegation, reward and punishment and how to hold beneficial meetings.

5.4.2 Stakeholders meetings

It was also revealed that most held meetings are for proprietors only, Head teachers, Board members, and teachers will also hold theirs. There are no meetings that bring all the stakeholders together. To continuously incorporate views from across board, all inclusive meetings be held at list once a term where moving strategies are tailored and plans for implementation discussed.

5.4.3 Staff Development

To expect a lot from a person, a lot must be invested in them, when teachers and other staff hustle to upgrade, it means upon completion they can take their acquired experience and skills anywhere else. It is therefore necessary that school leaders include teacher's development on their annual Calendar. This when done minimises staff turnover and retains quality staff around which builds a strong performance base.

5.4.4 Monitoring and Evaluation

The Ministry of education has a senior education staff in Busia district. According to the DEO's office monitoring and evaluation of all schools is done, but according to other respondents, what is done are friendly visits. The researcher recommends that a systematic M&E tool be established by the Ministry of Education and Sports that will be adhered by all school leaders. Regular reporting should also be done to ensure constant flow of all school activities in the district and in Uganda as a whole.

5.4.5 Remedial Studies for weak students

It was also established that no school has special sessions for weak students; all students are regarded

as the same which is not even naturally true. It is therefore incumbent upon all school leadership to draw up a work plan to aid weak students in every school.

5.4.6 Rewards and punishment of staff

It was also revealed during the course of this study that there are Head teachers who have never gotten a first division for the last three years but they are still leading and are still paid. The researcher finds this abusive of the teaching profession and contrary to the demands of performance. The Ministry of Education in conjunction with the district DEO's office must tailor a system that rewards hard work and punish weakness.

5.4.7 Joint Examinations

There was some form of health competition observed among schools, problem is that this competition benefits seemingly strong schools and disadvantages the already weak ones. In the face of patriotism the researcher recommends that there joint examinations held for all district schools to gauge different levels of expectation and how much input is needed to aid the weak ones.

5.4.8 Teachers SACCO

Permanent out cry of salary increment has practically not helped much, and yet aggressive saving in a formal SACCO could ease some of the financial troubles that teachers and other staff endure. The researcher recommends an establishment of a District Teachers SACCO that would help minimize the financial troubles of teachers.

5.5 Suggestions/ Further Research Areas

During the execution of this study a lot of ideas and opinions came to light that form this part of the study. It would be very helpful to have the following furthered into academic studies

- Parents contribution to students moral values
- Financial management for Secondary School Leaders
- Effective secondary school supervision geared to academic performance

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Appendix I:**RESPONDENTS**

Position	Number of years	Percentage
Student leader	3	2%
Teacher	13	8%
Head teacher	4	2%
Teacher	10	6%
Teacher	2	1%
Parent	2	1%
Head teacher	13	8%
Teacher	5	3%
Teacher	5	3%
Head teacher	2	1%
Student leader	2	1%
Student leader	2	1%
Head teacher	31	18%
Student leader	1	1%
Student leader	1	1%
Teacher	18	11%
Student leader	1	1%
Student leader	1	1%
Head teacher	5	3%
Student leader	1	1%
Teacher	1	1%
Student leader	1	1%
Student leader	1	1%
Parent	16	9%
Student leader	1	1%
Student leader	1	1%
Head teacher	11	7%
Student leader	1	1%
Student leader	1	1%
Teacher	8	5%
Head teacher	4	2%
Student leader	1	1%
	169	100%

LIST OF KEY INFORMANTS

NAME	CATEGORY	PERIOD SPENT ON POSITION (IN YEARS)	LOCATION	DATE OF INTERVIEW	SEX	SUB-COUNTY	NATURE OF SCHOOL
MULAWO JONATHAN	HEADTEACHER	15	MASABA COLLEGE BUSIA	28 TH /02/2015	M	MASABA	GOVERNMENT
LYAKA AGNES	HEADTEACHER	3	ST. ELIZABETH S.S.S	3 RD /03/2015	F	MASABA	PRIVATE
MAKALI FRED	HEADTEACHER	8	LUMINO HIGH SCHOOL	7 TH /03/2015	M	LUMINO	GOVERNMENT
IKEE LUCY	SENIOR WOMAN TEACHER	22	BUSIA S.S.S	5 TH /03/2015	F	MUNICIPALITY	GOVERNMENT
OJIAMBO DENIS	TEACHER	4	ST. ELIZABETH S.S.S	15 TH /03/2015	M	MASABA	PRIVATE
WERE SIMON	TEACHER	6	DABANI S.S.S	18 TH /03/2015	M	DABANI	PRIVATE
AUMA WINNIE	TEACHER	2	BUSIA S.S.S	16 TH /03/2015	F	BULUMBI	GOVERNMENT
NAGEMI OPONDO	DEPUTY H/M	18	LUMINO HIGH SCHOOL	7 TH /03/2015	M	LUMINO	GOVERNMENT
ONYANGO STEPHEN	TEACHER	2	BUSIA S.S.S	18 TH /03/2015	M	DABAN	GOVERNMENT

NAME	CATEGORY	PERIOD SPENT ON POSITION (IN YEARS)	LOCATION	DATE OF INTERVIEW	SEX	SUB-COUNTY	NATURE OF SCHOOL
WABWIRE JOHN	HEADBOY	1	MASABA COLLEGE BUSIA	6 TH /03/2015	M	MASABA	GOVERNMENT
MUKEMO JOSEPH	TEACHER	2	BUSIA GIRLS S.S.S	16 TH /03/2015	M	BULUMBI	PRIVATE
WESONGA JAMES	TEACHER	3	DABANI GIRLS S.S.S	21 ST /03/2015	M	DABANI	GOVERNMENT
ONYANGO STEPHEN	TEACHER	4	DABANI GIRLS S.S.S	18 TH /03/2015	M	DABANI	PRIVATE
OWERE STEPHEN	PARENT	3	BUHOBE S.S.S	13 TH /03/2015	M	BULUMBI	GOVERNMENT
NABUDDE JANE	PARENT	2	FORWARD ACADEMY	30 TH /04/2015	F	MUNICIPALITY	PRIVATE
MUTONYI ROBINAH	TEACHER	6	ST. ELIZABETH S.S.S	3 RD /02/2015	F	MASABA	PRIVATE
AKELLO CHRISTINE	TEACHER	8	EBENEZER S.S.S	21 ST /03/2015	F	LUMINO	PRIVATE
AUMA MERCY	SENIOR WOMAN TEACHER	14	BUHOBE S.S.S	13 TH /03/2015	F	BULUMBI	GOVERNMENT

NAME	CATEGORY	PERIOD SPENT ON POSITION (IN YEARS)	LOCATION	DATE OF INTERVIEW	SEX	SUB-COUNTY	NATURE OF SCHOOL
NABWIRE ESTHER	TEACHER	3	EBENEZER	21 ST /02/2015	F	LUMINO	PRIVATE
OKELLO RICHARD	HEADBOY	1	ST. ELIZABETH S.S.S	3 RD /03/2015	M	MASABA	PRIVATE
NERIMA SUZAN	HEADGIRL	1	MASABA COLLEGE BUSIA	6 TH /03/2015	F	MASABA	GOVERNMENT
ODWORI DESDEROUS	PARENT	4	LUMINO HIGH SCHOOL	26 TH /03/2015	M	LUMINO	GOVERNMENT
BARASA JAMES	PARENT	2	MASABA COLLEGE BUSIA	30 TH /03/2015	M	MASABA	GOVERNMENT
NAMULU ROSE	PARENT	3	BUSIA GIRLS S.S.S	2 ND /04/2015	F	BULUMBI	PRIVATE
NAMWAMBA ALFRED	AAST. DEO	5	BUSIA DISTRICT	28 TH /02/2015	M	MUNICIPALITY	GOVERNMENT
NAMENYA VOLTA	DIRECTOR OF STUDIES	6	MASABA COLLEGE BUSIA	4 TH /03/2015	M	MASABA	GOVERNMENT
NASIRUMBI WINNIE	HEADGIRL	1	FORWARD ACADEMY	30 TH /03/2015	F	CENTRAL	PRIVATE

NAME	CATEGORY	PERIOD SPENT ON POSITION (IN YEARS)	LOCATION	DATE OF INTERVIEW	SEX	SUB-COUNTY	NATURE OF SCHOOL
MUTESI STELLA	SECRETARY D.E.O'S OFFICE	2	D.E.O'S OFFICE	28 TH /02/2015	F	MUNICIPALITY	GOVERNMENT
NALUMANSI JANE	SECRETARY C.A.O	4	C.A.O'S OFFICE	25 TH /02/2015	F	MUNICIPALITY	GOVERNMENT

APPENDIX II:

Key informant interview:

INTERVIEW GUIDE WITH BUSIA DISTRICT EDUCATION OFFICIALS

Introduction:

Dear Respondent,

I am called Barasa Geoffrey a student of Kyambogo University pursuing a Master’s degree in Education Policy, Planning and Management. In this regard, I request your participation in a research aimed at establishing the influence of school leadership on academic performance of students in the district. This study is being conducted for academic purposes and there are no anticipated negative consequences as a result of your participation, all information given here will be treated with utmost confidentiality.

Name: **Sex:**

Position:

Period spent on position:

A: Types of Leadership in Secondary Schools:

1. What in your opinion do you consider as strong attributes for school leadership?
.....
.....
2. What in your view inspires such leadership attributes in particular schools?
.....
.....
.....
3. Do you in your opinion view those leadership qualities as success/failure points in schools? Why?
.....
.....
.....
4. What challenges do you experience in attaining quality leadership in schools in the district?
.....
.....

.....
.....

5. What in your opinion can be done to improve quality leadership in schools in the district?

.....
.....
.....

B: School Leadership and Academic Performance:

1. What is your view on the relationship between school leadership and academic performance?

.....
.....
.....

2. How in your opinion does school leadership contribute to academic performance?

.....
.....
.....

3. How do parents/public view academic performance in secondary schools in the district?

.....
.....
.....

4. What is your suggestion for improving quality leadership in schools in the district?

.....
.....
.....
.....

C: School Leadership and Staff Development:

1. What motivates teachers/staff to perform?

.....
.....
.....

2. What other incentives might encourage teachers/staff to perform?

.....
.....
.....

3. How is school leadership involved in supporting/developing staff?

.....

.....
.....

4. What are your recommendations for improving leadership support for staff in Busia?

.....
.....
.....
.....

d) Other attributes

1. What are other attributes that help schools to perform?

.....
.....

2. How these attributes help schools to improve on performance.

.....
.....

3. How do these help to motivate the school to perform.

.....
.....

Thank you for your valuable time.

APPENDIX III:

Sample Size Determination Table:

This table presents sample size values that will be appropriate for many common sampling problems. The table includes sample sizes for both continuous and categorical data assuming alpha levels of .10, .05, or .01. The margins of error used in the table were .03 for continuous data and .05 for 48 Bartlett, Kotrlik, & Higgins categorical data. Researchers may use this table if the margin of error shown is appropriate for their study; however, the appropriate sample size must be calculated if these error rates are not appropriate.

Other Sample Size Determination Considerations Regression Analysis:

Situations exist where the procedures described in the previous paragraphs will not satisfy the needs of a study and two examples will be addressed here. One situation is when the researcher wishes to use multiple regression analysis in a study. To use multiple regression analysis, the ratio of observations to independent variables should

not fall below five. If this minimum is not followed, there is a risk for overfitting, “. . . making the results too specific to the sample, thus lacking generalizability” (Hair, Anderson, Tatham, & Black, 1995, p. 105). A more conservative ratio, of ten observations for each independent variable was reported optimal by Miller and Kuncce (1973) and Halinski and Feldt (1970).

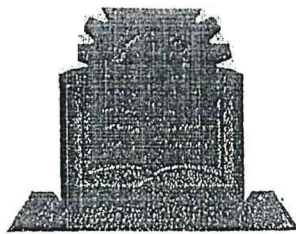
These ratios are especially critical in using regression analyses with continuous data because sample sizes for continuous data are typically much smaller than sample sizes for categorical data. Therefore, there is a possibility that the random sample will not be sufficient if multiple variables are used in the regression analysis. For example, in the continuous data illustration, a population of 1,679 was utilized and it was determined that a minimum returned sample size of 111 was required. The sample size for a population of 1,679 in the categorical data example was 313. Developed based on the recommendations cited in the previous paragraph, uses both the five to one and ten to one ratios.

Table 1: Table for Determining Minimum Returned Sample Size for a Given Population Size for Continuous and Categorical Data

Population Size	Sample Size					
	Continuous Data (Margin of Error - .03)			Categorical Data (Margin of Error - .05)		
	alpha=.10 t=1.65	alpha=.05 t=1.96	alpha=.01 t=2.58	p=.50 t=1.65	p=.50 t=1.96	p=.50 t=2.58
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	192	250
500	72	96	147	196	218	286
600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	360
900	76	105	170	209	270	382
1000	77	106	173	213	278	399
1500	79	110	183	230	306	461
2000	83	112	189	239	323	499
<i>6000</i>	83	119	209	259	362	598
8000	83	119	209	262	367	613
10000	83	119	209	264	370	623

NOTE: The margins of error used in the table were .03 for continuous data and .05 for categorical data. Researchers may use this table if the margin of error shown is appropriate for their study; however, the appropriate sample size must be calculated if these error rates are not appropriate. Table developed by Bartlett, Kotrlik, & Higgins

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Department of Educational Planning Management

Date: 29th January 2015

TO WHOM IT MAY CONCERN

This is to certify that **BARASA Geoffrey, Reg. No. 2011/U/HD/14/GMED/PE**, is a student in our department pursuing a Master's Degree in Education Policy, Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

The Influence of School Leadership on Academic Performance of Students in selected Secondary Schools in Busia District.

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Yours faithfully

Komba

**Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT**

*Permission granted.
Accord him all the
necessary assistance.*

*(Signature)
24.02.2015*

*Kind and
encouraged to
work with
dept.*

**W.D. DISTRICT EDUCATION OFFICER
BUSIA DISTRICT LOCAL GOVERNMENT**

*Kambona
24/2/15*

KYAMBOGO UNIVERSITY

GRADUATE SCHOOL

CERTIFICATE OF CORRECTION OF THESIS

Department EDUCATION PLANNING..... Faculty EDUCATION.....
Degree MASTERS OF EDUCATION POLICY PLANNING AND MANAGEMENT
Candidate's No..... Signature [Signature].....
Registration No: 2011/140/14/MED.PPM.....
Title of Thesis/Dissertation THE INFLUENCE OF SCHOOL LEADERSHIP ON STUDENTS ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN BUKWA DISTRICT, UGANDA

DECLARATION BY SUPERVISOR OF CORRECTIONS

I have received the required four bound copies of the above named thesis (including the original). I have examined these copies and I certify that the corrections have been made as instructed by the Board of Examiners of this Faculty.

NAME SR. DR. KATHA M. GOREM..... SIGNATURE [Signature].....
(SUPERVISOR OF CORRECTIONS)

DATE 28/11/2016.....
NAME LEIUA KOMBA RWAKIUMA..... SIGNATURE [Signature].....
(HEAD OF DEPARTMENT)

DATE 30th/Nov/2016.....
NAME Assoc. Prof. Joyce Ayikwa Asimwe..... SIGNATURE [Signature].....
(DEAN FACULTY/SCHOOL)

DATE 30/11/2016.....
NAME..... SIGNATURE.....
(DEAN GRADUATE SCHOOL)

DATE.....

N.B. This duly filled certificate (6 copies and a soft copy (CD) should be forwarded to the Dean Graduate School through the Dean of the Faculty