SCHOOL MANAGEMENT STYLES AND LEARNERS' ACADEMIC PERFORMANCE IN THE UNIVERSAL PRIMARY EDUCATION SCHOOLS IN MASULITA -TOWN COUNCIL WAKISO-DISTRICT

BY

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DECLARATION

I declare that this is my original piece of work and has never been submitted to any university for any award. Any works from others which are incorporated in this document have been duely acknowledged.

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SUPERVISORS' APPROVAL

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DEDICATION

Wholeheartedly, I dedicate this book to Msgr. Expedito Magembe and the Brides of the Lamb sisters for their financial, spiritual and moral support during the course of my studies.

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The successful completion of this dissertation would not have been possible without the parental love and concern of my supervisors Dr.Okello Benson and Dr.kugonza Sylvester.

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May God bless in abundantly.

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ACRONYMS

CVI	Content Validity Index analysis
ESA	Education Standard Agency
M.O.Es	Ministry of Education and Sports
OECD	Organization for Economic Co-operation and Development
PTA	PTA Teachers Association
UNEB	Uganda National Examination Board
UPE	Universal Primary Education
USAID	United States Agency for International Development
USE	Universal Secondary Education

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OPERATIONAL DEFINITIONS

Pupils' Performance: Refers to perceived quality of achievements attained by learners from their continuous assessments, final examinations, and perceived level of learning in numeracy and literacy.

Management style: The manner a school prescribes for anyone participating in its running to use when conducting the assigned managerial roles.

ABSTRACT

The purpose of the study was to investigate the effects of school management styles on pupils' academic performance and whether there were other factors constraining this performance in the UPE primary schools in Masulita Town Council, with a view of improving learner's academic performance. This was prompted by an observation that despite government effort to improve UPE schools, the learners' academic performance continued to decline to levels far below expectation in Masulita town council; yet it was not clear whether or not this was due to management styles applied in the schools. The objectives of the study were therefore to establish (1) the types of management styles used in UPE schools in Masulita Town Council, (2) effects of the used management styles on the learner's academic performance, and (3) other factors constraining this performance in these schools. The study was designed as a descriptive cross-sectional survey involving a correlational design and employing both quantitative and qualitative methods of data collection and analysis. Data were collected from purposively selected chairpersons of school management committees and head teachers using interview guides, and from randomly selected teachers and primary seven pupils using questionnaires. Respondents were 187 in total. The collected data were analysed using the content, descriptive, data reduction, and multivariate regression methods of analysis aided by the Excel and SPSS programs.

Results indicate that the school management styles that were highly used in most of the selected UPE schools in Masulita Town Council included the laissez faire and directive autocratic style. The use of the participative and collaborative management styles was mainly between head teachers and the members of the school management committees. The classroom management styles used in these schools included the assertive, authoritarian and authoritative styles, but most teachers used the authoritarian style. The applied management styles affected learners' academic performance significantly and strongly positive manner. Other factors that constrained this performance included unsupportive home and school environments, low intelligence levels of some pupils, high levels of teachers' demoralization government failure to build enough classrooms, and poor remuneration of teachers. From these findings, it was concluded that although management styles used in these schools significantly explained why learners' academic performance was poor. It was therefore recommended that managers and teachers of these schools should apply appropriate school and classroom management styles and other stakeholders like parents and government should also play their respective roles effectively.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This section was developed using four perspectives, namely: the historical perspective that focuses on the past research conducted about the variables of the study, and the theoretical perspective that identifies the theory whose rationale was adopted to guide the study. The other perspectives covered in this section were the conceptual perspective that defines the key concepts covered in the study, and the contextual background that explains the nature of pupils' academic performance in Masulita Town Council.

1.1.1 Historical Perspective

School management styles and their effect on school performance began to attract scholarly attention in Europe and America as early as 1905, becoming a prominent field of erudite interest in the 1930s (Volansky & Friedman, 2003). Research in this area began to spread to other parts of the world in the mid 20th century when scholars intensified the analysis of how different management styles affected the different dimensions of school performance (Cheng & Chan, 2000). Examples include Ghiasa & Aijaz (2012) who studied how secondary school management styles affected student performance, Guangco (2010) also examined how classroom management styles affected teaching and learning outcomes at La Salle University, and Tisdale (2012) who analyzed how school board management style affected student academic achievement in high and low-achieving school districts of America. In Uganda, Higwira (1993) investigated how management styles of principals of primary teachers colleges were affected by financial availability. A scrutiny of these studies reveal that while they were conducted about the

effect of school management styles on the different dimensions of school performance, none of them covered effect in relation to the Universal Primary Education (UPE) schools in Uganda, particularly in Masulita Town Council.

1.1.2 Theoretical Perspective

Different theories have been developed to explain how management styles affect the performance of organizational members. One of these theories is the contingency theory of management. According to Ananthi (2009), the development of the contingency theory of management is credited to the scholarly work of J. Woodward, P.R. Lawrence and J.W. Lorsch amongst other management gurus. This theory was developed by combining principles of the classical management theories which are appropriate to managing a particular undertaking in a given situation (Nabayego, 2011; Craig, 2009; Kasenene, 2005). The theory states that there is no universal or one best way to manage. Effective management depends on how appropriate a particular management style is to a given situation (Chapman, 2004; Dublin, 2002). The rationale of this theory suggested that a management style can lead to desired results if it is applied appropriately just as it can lead to undesired results when it is applied inappropriately (Davidson *et al.*, 2006). This rationale was thus suitable for this study. It helped to establish management styles applied in UPE schools and how their appropriate or inappropriate application affects pupils' academic performance as the desired result.

1.1.3 Conceptual perspective

The main concepts that were covered in this study included school management styles, which constituted the independent variable and pupils' academic performance that was considered as

the dependent variable. Pupils' academic performance is defined not only as the achievements and outcomes attained by learners from their continuous assessment activities like classroom work, homework, testing exercises, and final examinations administered to them on a term or annual basis (Bossaert, Doumen, Buyse & Verschueren, 2011). It is also defined in terms of improvements realized in their numeracy and literacy abilities (Von Stumm, Benedikt, Chamorro-Premuzic, 2011). Both these conceptions were adopted in this study. The available scholarly work indicates that academic performance attained by pupils is affected by a number of factors including government funding and academic policy, pupils' intelligence and interest in learning, and above all, the applied school management styles (Mlambo, 2011; Mukoma, 2003).

A management style is defined differently by different scholars while in general , Flickety and Raj Dahal (2014) defined it as a characteristic way specified in an organization for making decisions and relating to subordinates in a manner that yields expected results. Grimsley (2014), defined it as manner prescribed by an organization to be used by a person deployed in an administrative position to handle employees and their work activities to attain expected results as desired. In a school context, a management style has been defined as the manner prescribed to be used by all persons participating in the running of a school when under taking the role of management at their respective levels so as to realize desired school results (Micheal, 2013). These definitions suggest that a school management style describes the manner prescribed for anyone participating in the running of a school to conduct assigned managerial roles. The school management style can be stipulated in form of decision-making guidelines, procedures and practices (Lauritsen, 2014).

It can be stipulated as participative style (or democratic management style), or delegative style

(also referred to as permissive or laissez faire management style) or as directive, also called autocratic or authoritarian management style.

It is important to note that although there is a tendency for some scholars to treat school management and leadership styles as if they are synonyms, there is a theoretical and practical difference between these two concepts. While a management style is prescribed for or by a school as an organization, a leadership style is not stipulated because it describes the manner in which a person in any management position uses personal influence to motivate his or her subordinates into desired action. The influence used under a leadership style is over and above what an organization predetermines because it is derived from a manager's personal attributes (such as charisma, skill, knowledge, experience and others) (Mukoma, 2003). whereas a leadership style defines how anyone participating in the management of a school uses unstipulated personal influence to inspire school members to do the work assigned in order to realize set goals, a school management style defines how this person uses the prescribed management guidelines, procedures, reward system and facilities in place to do so. According to Hollings Worth in Mullins (2000), a management style can be differentiated from a leadership style using six fundamental differences. A management style is what is manifested a person in a management position carries out the following: administration, maintenance, focuses on Systems and structure, controlling, keeping an eye on bottom lines, and doing things right. On the other hand, a person in a management position manifests a leadership when he/she is demonstrating the following: innovation, development, focusing on people, inspiring trust, having an eye on the horizon, doing the right things.

Evidently, the definition of a school management style indicates that the way it is put into practice determines how a school performs generally and in terms of pupils' academic performance it attains in particular. A school's management style can therefore be questioned when the academic performance attained by pupils is poor. The situation in most of the UPE schools in Uganda is not any different (Ahimbisibwe, 2014; Wamala, 2014), particularly in Masulita Town Council.

1.1.4 Contextual Perspective

This study was carried out in Uganda Primary Education (UPE) schools in Masulita Town Council in Wakiso district. Like any other local government in Uganda, UPE schools were introduced in Masulita Town Council in 1997 when the Uganda Government began implementing the UPE policy (Masulita Town Council Education Report, 2013). Not only was this policy implemented following the commitment the government of Uganda to achieve the Millennium Development Goal (MDG) of Education for All (EFA) by the year 2015 (Ssenkabirwa, 2011; Busingye, 2010; Nambalirwa, 2010), but also implemented to fulfil government's constitutional obligation of ensuring that every Ugandan child of school going age realizes their right to elementary education (Kamuhangire, 2011; Nabirye, 2010). The policy was adopted one year after implementing an array of interventions such as Teacher Development and Management Systems (TDMS) for teachers' in-service training, classroom building and provision of scholastic materials to government primary schools for the purpose of improving the management and performance of the schools (Kabagambe, 2011; Kankunda, 2009; Katongole, 2009).

Despite the interventions mentioned above, pupils' academic performance has remained generally poor (Talemwa, 2011; Ssenkabirwa, 2011; Nambalirwa, 2010).

Indeed, Kamuhangire (2011) found out that many UPE pupils in primary seven could not read or understand a passage meant to be well read and comprehended by primary two pupils. He also showed that 80% of UPE pupils in primary seven could not add, subtract, multiply or divide numbers meant for pupils in primary three. A countrywide study conducted by UWEZO (2011) cited by Makuma (2012) revealed that Nine out of every ten UPE pupils in primary three could not read and/or understand an English story text meant for pupils in primary two. This study showed further that seven out of every ten UPE pupils in primary three could not solve mathematical sums meant for pupils in primary two while seven out of every ten in primary three to primary seven could not pass a test meant for pupils in primary two.

This study covered Masulita Town Council as one of the selected areas. The PLE results of this Town Council reveals worse evidence of poor pupil academic performance. Indeed, Primary Leaving Examinations (PLE) results scored from final examinations administered by Uganda National Examination Board (UNEB) for the years 2010 to 2013 indicate that candidates who sat in UPE schools in Masulita Town Council registered a generally poor performance. This performance is summarized in Table 1.1.

Table 1.1: PLE UNEB Results for Masulita Town Council Education

		Percentage of candidates per Division			
Year	**Number of Candidates**	Division I	Division II	Division III	Failure
2010	391	0.7%	15.1%	45.8%	38.4%
2011	363	0.2%	3.8%	29.7%	18.5%
2012	335	0.2%	26.6%	43.2%	30%
2013	236	2.1%	32%	26.9%	24%

Source: Masulita Town Council Education Report (2013)

Table 1.1 indicates that in relative terms, small proportions of pupils were able to pass in Divisions I and II, which indicate good performance. This implies that the majority of the pupils performed poorly, with large proportions of them failing completely.

1.2 Statement of the Problem

The government of Uganda introduced UPE giving opportunity to all school going age children the right to access education. Further, government has endeavoured to provide necessary requirements for improvement of UPE schools by providing instructional materials, continuous teacher training, and additional supervision through centre coordinators. These schools are managed by school management committees, appointed head teachers and qualified teachers who are directly involved in the management of them. These categories of people are expected to use management styles prescribed for their schools to achieve high academic performance of learners in terms of classroom , homework, testing exercises, term and summative achievements as well as in numeracy and literacy.

Despite the government and community efforts enumerated above, the learners' academic performance of UPE schools in Masulita town council has continued to decline to levels far below expectation. Analysis of PLE UNEB Results for Masulita Town Council Education for the period 2010-2013 (Table 1.1) reveals that most of the pupils` results in UPE schools were poor. This motivated the researcher to investigate whether the types of management styles practiced in these schools could explain this performance.

1.3 Purpose of the Study

The purpose of the study was to investigate effects of school management styles on pupils' academic performance and whether there were other factors constraining this performance in the

UPE primary schools in Masulita Town Council, with a view of improving learner`s academic performance.

1.4 Objectives of the Study

The objectives of the study were:

1) To find out the types of management styles used in UPE schools in Masulita Town Council.
2) To investigate the effects of the used management styles on the learner`s academic performance of UPE schools in Masulita Town Council.
3) To establish other factors constraining learner's academic performance in UPE schools in Masulita Town Council.

1.5 Research Questions

The study was guided by the following research questions.

1) What types of management styles are being used in UPE schools in Masulita Town Council?
2) What effect do the used types of management styles have on learner`s academic performance of UPE schools in Masulita Town Council?
3) What other factors constrain learner's academic performance in UPE schools in Masulita Town Council?

1.6 Scope of the Study

The scope has been divided into;

1.6.1 Geographical scope

The study was conducted in UPE primary schools in Masulita Town Council. Masulita has its

headquarters approximately 34 kilometres from Kampala city along Kampala-Hoima Highway. Masulita Town council has 15 schools as at 2014 but the schools that have been in existence for the last five years with examination centre are only 12 schools.

The study population was identified from these schools.

1.6.2 Content scope

The content scope was confined to examining the effects of management styles on learners' academic performance as well as exploring other factors affecting this performance. The school management styles on which the study was focused included:- the autocratic, democratic and laissez-faire management styles. Pupils' academic performance was confined to achievements and outcomes attained by learners not only from their continuous assessment activities like classroom work, homework, testing exercises, and final examinations administered to them on a term or annual basis but also in terms of improvements realized in their numeracy and literacy abilities.

1.6.3 Time Scope

The period for this study was from 2010-2013. This period was chosen because it presented the problem of study where by the performance of pupils have been very poor.

The study period was chosen also because it presented schools that have, had examination centres that have been operating for the last five years and thus could provide a clear picture of performance for the last five years.

1.7 Significance of the Study

This study will be beneficial in the following ways:

1.The study will help the government of Uganda, particularly the Ministry of Education and Sports to appreciate how the management styles prescribed for UPE schools affect pupils' academic performance and consequently that of the UPE programme. This appreciation will help the government to devise appropriate remedial action.

2. The study will be used to provide academics, academicians and educational policy researchers with the basis to conduct further studies, especially in the field of school management styles and academic performance.

3. The information generated in this study will benefit the school managers to evaluate the management styles used in relation to academic performance with the view of applying the school management styles that are appropriate to improving pupils' academic performance in the UPE schools.

4. The study will provide information that will be helpful for the policy makers while formulating policy relating to school management styles and performance. The policy makers will establish systems which could help in supervising the implemented policy. They will be able to use my research to supervise and monitor the performance of Head teachers and Teachers and find alternative measures of improving UPE system.

1.8 Conceptual Framework

The study was conceptualized as shown in Figure 1.1

Figure 1.1 School management styles and learners' academic performance

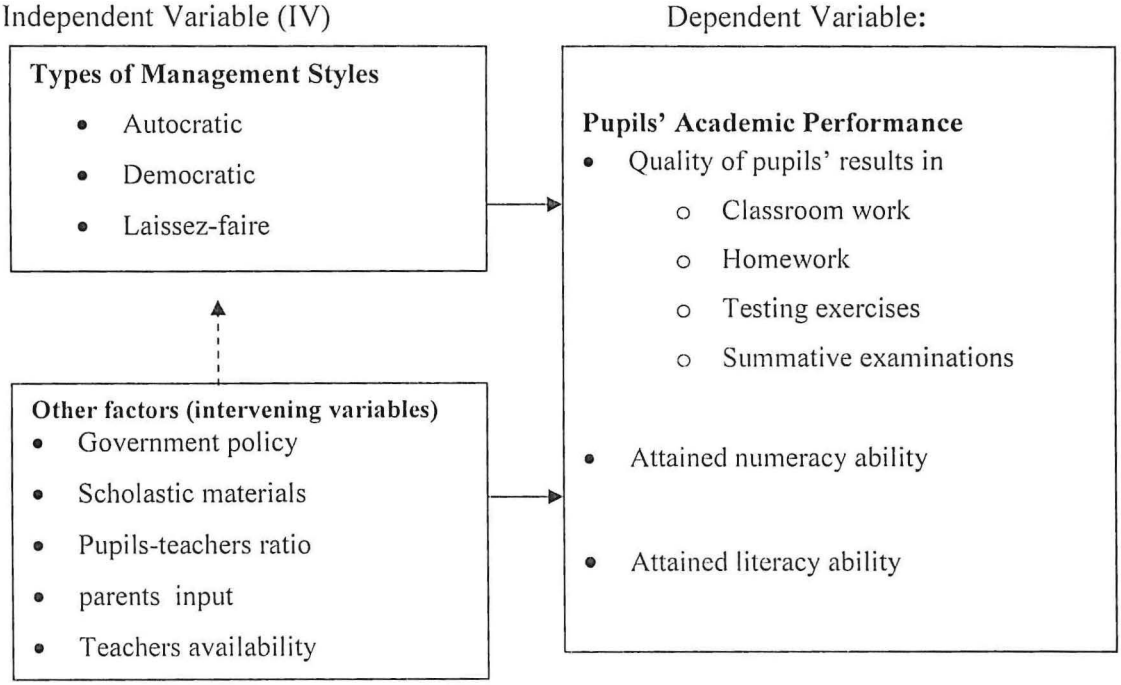


Figure 1.1 indicates the diagrammatic conceptualization of the effects of the types of management styles (independent variable) on pupils' academic performance (dependent variable). The types of management styles that were assumed to affect this performance included those to do with the democratic, autocratic, and laissez-faire styles. Figure 1.1 indicates that these styles were assumed to affect pupils' academic performance directly.

The dependent variable was the learner's academic performance and was measured in terms of quality of academic results attained by learners not only from their continuous assessment activities like classroom work, homework, testing exercises, and summative examinations administered to them on annual basis but also in terms of improvements in their numeracy and literacy abilities.

The figure shows further that apart from management styles, there were other factors that were assumed to affect pupils' academic performance. such factors included government policy, parents input, pupils-teacher ratio, teacher`s availability and others.

It should be noted that although the relationship between these other factors and the types of management styles were recognized, it was not investigated because it was outside the content scope of the study. That is why it was presented in the conceptual framework with a dotted arrow.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, effort is made to review theory and related literature. The chapter is therefore made up of the theoretical review as well as the review of literature which is organized according to the themes derived directly from the objectives of the study. The literature is reviewed from relevant online and printed journals, dissertations, theses, and other appropriate scholarly works.

2.2 Theoretical Review

The theoretical underpinning of how school management styles affect academic pupils' performance draws from the general management theories, particularly the contingency theory of management as discussed by Karanja (2014), Nabayego (2011), Craig (2009) and Kasenene (2005). The contingency theory of management was developed based on the premise that there is no one best way to manage an organization (Karanja, 2014). The theory is based on the argument that effective management depends on the prevailing situation (Nabayeg o, 2011; Craig, 2009). The contingency school of thought recognizes that effective management is attained when the management style used is appropriate to the prevailing situation (Ananthi, 2009). This theory maintains that it is difficult to attain desired results when the applied management style is inappropriate to the task environment, the task itself and the characteristics of subordinates (Karanja, 2014; Nabayego, 2011).

This implies that a management style that leads to desired results varies according to a number of situational factors, including; the characteristics of employees, nature of work, and culture of the organization.

The contingency theory of management does not prescribe any standard management style, implying that it recommends any management style that suits a prevailing situation in a manner that yields the best results (Davidson, Simon, Gottschalk, Hunt, Wood & Griffin, 2006).

The theory was considered appropriate to this study because its rationale implies that when appropriate school management styles are applied, they translate into desired pupils' academic performance and when the used school management styles are inappropriate, they lead to undesired pupils' academic performance.

2.3 School Management Styles

The available literature indicates that there are different management styles that can be applied to manage an organization like a school. In particular, Cherry (2010) discussed three management styles, namely the autocratic, paternalistic, and democratic management style. This scholar argued that the application of each of these management styles depends upon the prevailing circumstances and urged managers to exercise any of them as long as it is appropriate to bringing about desired results.

Cherry (2010) referred to the autocratic management style as the authoritarian style explaining it as one that works according to the rationale of Douglas McGregor's Theory X. Cherry (2010) observed that the autocratic management style involves those in positions of management providing clear expectations for what needs to be done, when it should be done, and how it should be done.

These are the very practices Lauritsen (2014) used to describe what he called Taylorism, arguing not only that it is a very scientific management style that places a lot of power at the top, treats employees at the bottom poorly, but also that it was only a matter of time that its use would be abandoned. Lauritsen (2014) seems to insinuate that Taylorism is no longer in use. Is this the case in UPE schools in Masulita Town Council?

Cherry (2010) observed further that authoritarian managers need no input from other organizational members and make decisions independently or unilaterally. Micheal (2013) added that such a manager plans for group members' work without involving them, allocates the planned work using dictatorial instructions and directives, ensures that teachers do the work without question, and does not listen to the members even when they are providing better alternative ways of doing work. The manager ensures that group members do assigned work through strict supervision and monitoring (Micheal, 2013).

The manager is overly concerned about task execution and ensures that working facilities are in place and that group members complete assigned work, irrespective of their welfare conditions (Flickety & Raj Dahal, 2014). These observations also appear in the work of Thornton (2013), Author (2009), Quang and Vuong (2009), and Mullins (2002). This work also indicates that decision-making has no much regard for subordinates and because of this, the made decisions

reflect opinions and personality of the manager.

Although the authoritarian style results into well-managed performance in the initial stages (Zaineb, 2010), it tends to be resented by strong and competent subordinates because it limits employee participation in decision-making, thereby restraining employee creativity, innovation and initiative (Ogunola, Kalejaiye & Abrifor, 2013).

Referring to the autocratic management style as a paternalistic or dictatorial management style, Joseph (2014) noted that it can be effective when the decisions made to pursue desired organizational performance also take into account the best interests of employees. It is associated with downward communication, but can boost employee morale when it encourages upward feedback to management and when the management acts on the basis of the feedback. If feedback is not encouraged, the autocratic management style can cause lack of employee motivation and loyalty to the manager. It is also criticized for making employees less thinkers and largely dependent on what managers say (Ekong, Olusegun & Mukaila, 2013; Uche & Timinepere, 2012; Noe, 2010).

The observations cited above were however made not in the context of identifying management styles used in UPE schools, but either in the general context explaining what autocratic management style entails or how it affects organizational performance in general or the different dimensions of other schools.

Grimsley (2014) referred to the democratic management style as the participative management style, explaining it as the most effective management style that involves a manager giving guidance to organizational members, participating with them in the execution of work and allowing their input in decision-making.

According to Flickety and Raj Dahal (2014), the participative management style is characterized by organizational members being adequately knowledgeable about the organization's management culture, and it applies best when an organization has a clear hierarchy of power and when the organization employs educated and skilled workers.

Flickety and Raj Dahal (2014) observed further that democratic management involves motivating organizational members to do assigned work by ensuring that their welfare is well catered for.

It also ensures that members participate in the planning of an organization through consulting them and giving them freedom to share ideas about how the organization should be managed. Democratic management also involves holding staff meetings for the purpose of making collective decisions, building consensus with group members before under taking any administrative course of action, and giving members an opportunity to participate in work scheduling and its execution according to their suggested ideas (Fuxi, 2013; Craig, 2009; Effere, 2005; McGuire, 2005; Pathack, 2005; Higwira, 1993).

Another management style identified by the available literature is the delegative style, sometimes referred to as laissez faire (Ghiasa & Aijaz, 2012; Pyzdek, 2011) and whose practical essence follows the rationale of Douglas McGregor's Theory Y (Guangco, 2010). Indeed, this management style is applied by managers who believe that people like to work, can exercise self-direction and self-control, see satisfaction as obtainable from work, seek responsibility, are creative at solving problems, and that everyone has intellectual potential (Mlambo, 2011).

It involves a manager allocating work to organizational members, giving them the authority and responsibility needed to execute the work, putting in place the necessary work facilities, providing organizational members with no guidance, and leaving decision-making regarding assigned work up to them. The manager gives the staff full discretion and total freedom over task execution and performance, and does not supervise nor monitor them as they do assigned work (Mukoma, 2003).

In his discussion of management styles, Tisdale (2012) noted that the democratic management style can be subdivided into two styles one of which is the directive democratic style which involves making decisions in a participative manner and close supervision of group members. The other is the permissive democratic management style which involves making decisions in a participative manner and giving group members latitude in carrying OUT THEIR work. Tisdale (2012) also subdivided the autocratic management style into two sub styles one of which is the directive autocratic styles, which involves overly task-minded unilateral decision-making and close supervision of group members to ensure that assigned tasks are accomplished as desired. The other sub style is the permissive autocratic style that involves making decisions unilaterally and giving groups members some latitude in carrying out their work. To note however, is that Tisdale (2012) discussed these management styles while correlating school board management styles and student achievement in American schools, but not in UPE schools in Uganda, let alone those in Masulita Town Council.

According to Thornton (2013), management styles can be thought of in terms of three Ds:

Directing, Discussing, and Delegating. He noted that the directing style promotes learning through listening and following directions. With this style, the manager tells the employees what to do, how to do it, and when it needs to be done. It is predominantly one-way, from manager to employee. The manager imparts information to the employee via verbal or written instructions. The only feedback the manager expects is the answer to "Do you understand the instructions?" it involves a manager coaching employees by telling them what they need to change, demonstrating to them desired behaviours (such as rewriting an e-mail to improve clarity or showing how to run an effective meeting). With this style, decision-making occurs when the manager defines the problem, evaluates options, and makes a decision.

Employees learn how to frame problems, evaluate alternatives, and make effective decisions by understanding the process the manager follows. Recognition of employees happens spontaneously when the manager praises those who follow his directives to complete assigned work correctly.

Thornton (2013) observed that the discussing style promotes learning through consultation and interaction. It involves the manager encouraging critical thinking and lively exchange of ideas by holding meetings with and asking employees to brainstorm and develop solutions to a problem, opportunity, or issue at hand. Communication is either two-way (between manager and employee) or multi-way (among employees, or among employees and manager). The manager asks challenging questions to and listens carefully to the employees' responses. The manager probes the responses questions to uncover underlying assumptions, reasoning, and feelings. Employees learn to have opinions and be able to back them up with facts and data. With this style, coaching occurs when the manager asks questions that require employees to evaluate their

own performance. The questions tend to be around understanding how employees do assigned work, whether they could have done better, and the steps that can be taken to improve. The goal is to encourage employees to examine what they do, why they do it, and what they can do to improve. Thornton (2013) observed further that decision-making in the discussing management style occurs as the manager and employees collaborate and work together to define problems, to identify and evaluate alternative solutions, and to make sound decisions. Employees learn as they respond to the manager's questions, as they offer their own ideas, and as they consider the advantages and disadvantages of each option. Recognition may be given to employees who express their ideas clearly and succinctly. In addition, employees should be praised for thoughtful observations, creative ideas, building on the ideas of others, and helping the group reach a logical conclusion. The manager facilitates the exchange to a logical conclusion.

Thornton (2013) noted that the delegating style promotes learning through employee empowerment. With this style, the manager assigns tasks that employees work on independently, either individually or in groups. Communication occurs as the manager assigns tasks for employees to tackle independently or in small groups. Employees listen and ask follow-up questions until they fully understand what they need to deliver. Coaching is accomplished primarily through self-coaching. Employees gain the most maturity and confidence when they are able to critique their own performance. The manager is mostly concerned with telling employees something like, "I want you to think about your performance on this assignment. Identify three things you did well and one area needing improvement. I'd like to meet you tomorrow at 10 a.m. to hear what you come up with." Decision-making in the delegating management style happens as employees establish goals, implement plans, and work through issues on their own.

They learn by doing. Recognition most often takes the form of praise and other rewards given to employees who work well independently, meet deadlines, and produce quality work.

To note about Thornton's (2013) descriptions is that the styles he discusses are essentially similar to those already cited above. In particular, the directing management style is essentially to the autocratic management style, the discussing style involves a lot to do with democratic management style, and the delegating style is essentially similar to laissez faire. However, the words that Thornton (2013) uses captures the crux of what happens in each management style. Besides, he brings out four important aspects and how they are handled in each style–that is, communication, decision-making, coaching and recognition of employees.

Hay-McBer cited in Cardinal (2013) identified six key of these styles, namely:

a) The coercive style by which a manager expects nothing from subordinates apart from immediate compliance. This style is best described by the "do it the way I tell you" and involves close control over employees and motivation by threats and discipline. The style is effective when there is a crisis and when deviation from instruction is risky, but it is not effective when employees are highly skilled and innovative–they resent instructions that constrain their innovativeness.
b) The authoritative style, also called visionary style, whose primary objective is to provide long-term direction and vision for employees. This style involves being firm but fair, giving employees clear direction and motivating them by persuasion and feedback on task performance. This style is effective when clear directions and standards are given and when the manager is credible. It is ineffective when employees see their manager incredible; not

everyone will follow a vision if they don't believe in the person presenting it to them.

c) The affliative style whose main objective is to create harmony among employees by following the principle of the "people first and task second".

d) The style involves manager avoiding conflict and emphasizing good personal relationships among employees. Its application involves motivating subordinates by trying to keep them happy and it is effective when it is used together with other styles, and when the tasks and performance targets are routine and adequately achieved, and when counselling is paramount to managing conflict. It is ineffective when recorded performance is inadequate and when the prevailing cannot be solved through counselling.

e) The participative or democratic style whose distinguishing feature is building commitment and consensus among employees based on the premise that everyone has an input to make. The style involves the manager encouraging employee input in decision making and motivating by rewarding team effort. The style is effective when employees are working together and when they have experience and credibility, and are working in a steady working environment.

f) The pace-setting style whose primary objective is to accomplish tasks by setting high performance standards. Its use features in managers who demonstrate the "does it myself" attitude by performing many tasks personally and expecting employees to follow their example. It motivates employees by setting high standards and expecting self-direction from them. It is effective when employees are highly motivated, competent and when they need little direction/coordination. Coaching is another style identified by Hay-McBer observing that its primary objective is about long-term professional development of employees. The manager is referred to as a "developmental" manager, helps and encourages employees to

develop their strengths and improve their performance. Employees are motivated by providing them with opportunities for professional development.

This style is effective in organizations whose performance depends on skill development and whose employees value professional development.

Tatum (2014) identified collaborative management as another style, observing that it is used when the main focus is on promoting a sense of unity and teamwork among managers and supervisors within a business organization. Tatum (2014) noted that idea behind this type of management style is to allow managers to combine their strengths, with the strengths of other stakeholders and members of the team, thereby making it possible to collectively offset any weaknesses that may be identified within the organization and/or among its members. In theory, this approach is supposed to enhance the efficiency of all operations within the company and in turn have a positive influence on employee morale, stakeholder relations and perceptions regarding the business.

Similar observations appear in the work of Sengupta (2011). A number of studies have shown that this is one of the management styles that feature in the management of schools and that not only does it involve school principals seeking cooperation with teachers, it also involves head teachers' efforts to attract stakeholders' support by holding meetings with parents and other stakeholders to seek their ideas and support toward effective and efficient management of schools (Strauss, 2013; Waldron & Mcleskey, 2010; Cranston, 2001). Is this also valid in UPE schools in Masulita Town Council?

The answer needed an empirical/(experiential) undertaking, hence the need for this study.

Research has also shown that a bureaucratic management style is common in schools because these organizations are part and parcel of larger administration units (Volansky & Friedman, 2003; Cheng & Chan, 2000). This clearly applies to UPE schools since their management is tied to the larger local government administrations.

2.3 School Management Styles and Learners' Academic Performance

Research has shown that pupils' academic performance is measured using both process and outcome dimensions both of which tend to be reflected in terms of achievements and outcomes attained by learners not only from their continuous assessment activities like classroom work, homework, testing exercises, term examinations and summative examinations administered to them on an annual basis but also in terms of improvements realized in their numeracy and literacy abilities (National Evaluation and Technical Assistance Centre, 2014; Von Stumm, Benedikt, Chamorro-Premuzic, 2011; Bossaert, Doumen, Buyse & Verschueren, 2011). This research did not however, relate the performance to management styles used in schools.

A number of studies that have been conducted on this relationship have shown that pupils' academic performance is significantly affected by the style of management applied in a school. Such studies included that of Ghiasa & Aijaz's (2012) which examined the effect of school management styles on performance of students at secondary level in Sargodha. This study established that the management style applied in a school affects students' performance in a significant manner. The study also showed that compared to the autocratic and delegative management styles, the democratic management style had the most positive and significant effect on performance.

The study was however conducted at a secondary school level not primary and in Sargodha not

content and tasks as groups.

With this style, discipline, classroom rapport and desired performance are all produced through group rapport (Zhang, Sternberg & Rayner, 2012). The acceptance style is rooted on the humanistic psychology and on the democratic teaching model. The teacher provides leadership by establishing rules and consequences, and allows students to participate in decisions and making choices. The teacher also makes sure that students are aware of and understand the consequences of an inappropriate behavior. This ensures that students are kept on course with what they are expected to learn and ensures that desired academic performance is realized (Nilson, 2010). The success style is similar to acceptance style in that it is also rooted in humanistic psychology. It is however, different in that the teacher does not ignore or excuse students' bad classroom behavior; he focuses on what students need in order to succeed in classroom. The teacher further deals with changing whatever negative classroom condition exists so as to create conditions that enable students to succeed academically and socially (Anderson, 2007).

The foregoing observations identify a number of classroom management styles and how they affect the academic performance of students. The observations are however, not about this effect in UPE schools of Uganda, particularly in Masulita Town Council. Their validity therefore, needed to be investigated using these schools as a case in point.

Tisdale (2012) conducted a study examining the correlation between school board management styles and student achievement in a number of high and low-achieving school districts in the United States of America.

This study showed that school boards relied much on collaboration with school principals to make decisions that significantly affected the internal school management and academic performance of students. Higwira (1993) studied about the management styles of principals of primary teachers colleges and how these styles were affected by financial availability.

A scrutiny of the studies cited above reveals that while they were conducted about the effect of school management styles on the different dimensions of school performance, none of them covered this effect in relation to the UPE schools in Uganda, particularly those in Masulita Town Council. This study was hence needed to cover this effect.

2.4 Factors Responsible for Learners' Academic Performance

The available scholarly work indicates that apart from school management styles, the academic performance attained by pupils is affected by a number of factors including government funding and academic policy, pupils' home environment, levels of intelligence, motivation, interest in learning and health (Mushtaq & Khan, 2012; Tomporowski, Davis, Miller & Naglieri, 2008; Wille, 2006; Mukoma, 2003). Other factors include the teacher quality in terms of commitment, competency, professionalism (diligence, honesty and regularity) and mastery of subject matter displayed, teachers' conditions of service, teachers' levels of motivation and job satisfaction (OECD, 2009;

Ryans, 2009; Luyten *et al.,* 2005).

In his study on some of the factors affecting student academic performance in an introductory biochemistry course at the University of the West Indies, Mlambo (2011) found out that the factors that affected student performance in a significant manner included learning preference, age, gender, and entry qualifications on academic performance was determined.

These works indicate that pupils perform academically better when all these factors are favorable and that this performance declines as each of these factors becomes unfavorable. To note however is that none of these works was conducted about the factors affecting the academic performance of learners in UPE schools of Masulita Town Council. It is therefore not clear whether these factors affect this performance and how they affect it, especially for pupils in primary seven.

Generally, literature identifies a number of school management styles and how they relate to pupils' academic performance. It also identifies a number of factors that tend to affect this performance. However, the literature does not cover each of these variables in relation to UPE schools in Masulita Town Council. This study is hence needed to fill this gap in literature.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers a discussion of the research design, study population, sample size, sampling methods, research instruments, validity and reliability, and data analysis techniques used in this study as well as the ethical considerations, and limitations of the study.

3.2 Research Design

A research design is a plan followed to conduct a study in a systematic manner so as to achieve its purpose and objectives (Gorard, 2013). According to Creswell (2012), research design describes the overall strategy used to investigate phenomena and obtain a solution to a specific problem. It describes the research approaches and methods that should be used to collect and analyze required data, the type of data that should be collected, the appropriate research instruments, and the nature of the sample from which data should be collected (Adèr, Mellenbergh & Hand, 2008).

Following this explanation the research design adopted in this study was a descriptive cross-sectional survey involving a correlational design and employing both quantitative and qualitative methods of data collection and analysis. This design is used to collect data required not only to explain the variables as they are or as they are perceived by respondents but also how the variables relate to or affect others (Creswell *et al.*, 2013; Creswell & Clark, 2007). It therefore facilitated the collection of both quantitative and qualitative data, in a relatively short period of time and from a sample consisting of different categories of respondents (explained in the next

section). The descriptive cross-sectional survey facilitated explaining the management styles applied in UPE schools and pupils' academic performance as they were perceived by respondents. The correlational design was used to establish how the management styles affected this performance.

3.2 Target Population and Sample

3.2.1 Study Population

Amin (2005) defined a study population as a complete collection of all elements from which a sample of a study can be drawn. In this study, the study population included all the chairpersons of School Management Committees (SMC), the Head teachers, teachers and the primary seven pupils of all the 15 UPE schools operating in Masulita Town Council.

3.2.2 Target Population

Amin (2005) defined a target population as that portion of a study population from which a sample of special interest to a researcher can be drawn. It is also referred to as a sampled population or a population with the desired attribute. In this study, the target population included 12 head teachers, 12 chairpersons of School Management Committees (SMC), 120 teachers, and the 600 primary seven pupils of all the 12 UPE schools operating in Masulita Town Council (Masulita Town Council Education Report, 2013). This implies that target population consisted of 744 potential respondents. These respondent categories were selected to take part in the study because they were in a position to provide data needed to accomplish the study. The SMC chairpersons were in position to provide data about the overall management styles stipulated to be used by the head teachers and pupils' academic performance of their schools. Similarly, the head teachers were in a position to provide summative data about each of these variables.

Furthermore, teachers were included in the target population to provide data about how they were managed by the head teachers in schools as well as how they, managed classroom and how their pupils performed academically. Pupils were in a position to provide data about how teachers managed them in classrooms and how they performed academically.

3.2.3 Sample

The number of respondents who participated in the study was determined according to Sounders, Lewis & Thornhill (2000) who noted that a sample is statistically representative if it is at least 30% the target population.

Using this criterion, the sample size of this study was as shown in Table 3.1.

Table 3.1: Sample Size Determination

Category	Target Population	Expected Sample	Determination criteria	Techniques Sampling
SMC Chairpersons	12	5	Above 30%	Purposive sampling
Head teachers	12	5	Above 30%	Purposive sampling
Teachers	120	60	Above 30%	Simple random sampling
Primary seven Pupils	600	120	Above 30%	Simple random sampling
Total	744	190		

* This population was categorized using stratified sampling

3.3 Sampling Methods

The sample was selected using simple random, purposive, and stratified random sampling.

3.3.1 Simple random sampling

Simple random sampling is a probability sampling technique applied when each participant has an equal chance of being selected to participate in a study, and when the sampling frame is available or can be developed (Gorard, 2013).

The technique was used in this study to select UPE schools so as to give each school an equal chance of participating in the study. The reason for giving each school an equal chance was that

all UPE schools in Masulita Town Council were associated with poor pupil academic performance. Each school was therefore a candidate for selection. Simple random sampling was applied using a lottery method. This involved compiling the names of all the 12 UPE schools in Masulita Town- Council on a list which acted as a sampling frame. The name of each listed school was then written on a piece of paper. All the pieces of paper were then folded, collected in a jar, and shuffled a number of times. One piece of paper was picked from the jar by a blind-folded person every after each shuffle without replacement until five pieces were selected. The schools whose names appeared on the picked pieces of paper were the ones from which respondents were selected.

3.3.2 Stratified sampling

Stratified sampling is used to divide the target population into different homogeneous strata (Adèr *et al.*, 2008). In this study, it was used to divide the target population into the following homogenous strata: (a) SMC chairpersons, (b) Head teachers, (c) Teachers and (d) Primary seven pupils. After stratification, the following sampling techniques were used to select respondents from each stratum:

3.3.3 Purposive sampling

Purposive sampling is a non-probability sampling technique applied to select respondents considered as key informants in the study because of being knowledgeable and therefore is in position to provide the most resourceful data needed to accomplish a study (Creswell, 2012). In this study, it was applied to select the head teachers and school management chairpersons since these respondents were considered resourceful in providing data required to explain the overall management styles used in the schools and the overall nature of the academic performance.

3.3.4 Simple random sampling

As explained before, simple random sampling is used to give each respondent an equal chance of being selected to participate in a study (Amin, 2005). It was used in this study to facilitate the selection of teachers and pupils. Two sets of random numbers were used. One set was used to assign a number to each teacher and each pupil as an identifier. Another set of corresponding random numbers were put in a basket and shuffled. A blind-folded person was then used to pick a number from the basket. A respondent whose number corresponded to the picked number was selected to participate in the study. The process was repeated until the required number of respondents was selected.

3.4 Research Instruments.

Research instruments or tools refer to devices that measure or contain the scales or items used by the researcher to measure the variables being studied (Pierce, 2009).

They include questionnaires, documentary analysis, interview schedules, interview guides, and observation checklists, to mention but a few (Pierce, 2009). In this study, the following research instruments were used to measure the variables and to collect the required data:

3.4.1 Questionnaire

A questionnaire is a set of open or closed-ended questions or statements to which the respondents read questions and respond by writing the answers as a way of providing data needed from them (Kimberlin & Winterstein, 2008). In this study, questionnaires containing close-ended and open statements were designed to collect data from teachers and pupils. A 5-point Likert scale of responses was used to measure the variables based on respondents' perceptions.

As shown in Appendices C and D, two sets of questionnaires were constructed, each containing items by which respondents provided data required about their background attributes that were considered relevant to the study, and about the key variables of the study. The questionnaires were used because respondents were literate to read and answer the questions in writing. Besides, the questionnaires were capable of collecting a sizeable amount of data which tends to be relatively easy to analyze (Amin, 2005).

3.4.2 Interview Guide

These instruments were used to facilitate systematic collection of detailed and unlimited data from key informants using face-to-face interviews (Pierce, 2009). They were used to collect data from the selected head teachers and SMC chairpersons. The copies of the administered interview guides appear in Appendices A and B.

3.4.3 Documentary Review

Documents refer to records from which secondary data relevant to a study is collected (Amin, 2005). Accordingly, records containing pupils' academic achievements from PLE examinations administered by UNEB were reviewed for the purpose of collecting data needed to corroborate data collected using questionnaires and interviews.

3.5 Validity of Instruments

Validity refers to extent to which an instrument measures what it is supposed to measure (Amin 2005).validity is measured basing on the variables.

The validity of all the designed research instruments was tested and established using the content validity method as discussed by Amin (2005).

Two people knowledgeable about the theme of the study were asked to evaluate each item by rating it as either relevant (R) or irrelevant (IR). Content Validity Index (CVI) was then computed for each instrument using the following formula as given by Amin (2005):

$$CVI = \frac{R}{(R + IR)}$$

Where: CVI stood for Content Validity Index, R for the number of items assessed as relevant, and IR for the number of items that were assessed as irrelevant. The content validity indices were computed as shown in Table 3.2 below.

Table 3.2: Computation of Content Validity Index for Instruments

	Assessment and number of items		**Computation of Content Validity Index (CVI)**	
Instrument	*R*	*IR*	*R + IR*	*CVI = R ÷ (R+IR)*
Interview guide for SMC chairpersons	8	2	10	.800
Interview guide for head teachers	8	2	10	.800
Questionnaires for teachers	72	6	78	.923
Questionnaires for pupils	38	9	47	.809

The content validity indices in Table 3.1 were all greater than 0.7, suggesting that most of the items in the instruments were valid. All the items assessed as irrelevant were eliminated from the instruments that were administered to respondents.

3.6 Reliability of Instruments

Reliability is the dependability or consistency of a research instrument in measuring a variable of interest (Kimberlin & Winterstein, 2008).

The reliability of the interview guide was established qualitatively using the intra-rater reliability technique as explained by Williams & Kobak (2008). This involved the researcher ensuring that the items were specific and that same questions were asked to all the respondents (Appendix A and B). Efforts were also made to ensure that the way every interviewed respondent understood the question was consistent with the way the researcher understood. This involved asking polite questions like "Am I understood", "Is the question clear to you, please?" the research would also request the respondents to be free and ask for the repetition of the question if they felt that it was not clear to them. The whole process was intended to maximize consistency in the way respondents answered the questions.

The reliability of the questionnaires was established by conducting a pilot study involving administration of the designed questionnaires to 10 teachers and 10 primary seven pupils selected from UPE schools in Kampala district. The use of UPE schools in Kampala was intended to avoid selecting from Masulita Town Council from where the sample of the study would be selected. The administered copies were used to compute the reliability of each questionnaire set using the Cronbach Alpha coefficient method of internal consistency with the aid of Statistical package for Social Science (SPSS). The coefficients, computed as shown in Appendix E and F, are shown in Table 3.3.

Table 3.3: Cronbach Alpha Coefficients for Questionnaires

Instrument	Number of items	Cronbach Alpha
Questionnaires for teachers	67	.933
Questionnaires for pupils	34	.945

All the computed Alpha coefficients were greater than 0.7. According to Field (2005), the questionnaires were reliable enough to collect required data.

3.7 Ethical Considerations

A number of ethical issues tend to be considered during data collection. According to Booth, Colomb and Williams (2008) observed issues which included: seeking authorized access to data sources, putting disclosure or confidentiality into account and paying attention to respondents' informed consent and acceptance to participate in a study. All these ethical issues will be put into consideration. As explained above, the researcher obtained an introductory letter from the department of Educational Planning and Management. The letter was obtained for the purpose of facilitating not only the researcher's self-introduction to the SMC chairpersons and head teachers of the selected schools but also her efforts to seek their informed consent to participate in the study and to grant her permission to access teachers and pupils. The researcher also made efforts to seek teachers' and pupils' informed consent, willingness and cooperation to participate in the study. This was carried out by explaining to the respondents the purpose and benefits of the study. The researcher assured all the respondents of the confidentiality of the collected data. The respondents' names were not required for the purpose of boosting the promised confidentiality.

3.8 Data Collection Procedure

After seeking respondents' informed consent, willingness and cooperation as explained above, the designed questionnaires and interviews were administered to the respondents by the researcher herself. Interviews were administered to the SMC chairpersons and head teachers in a face-to face medium after fixing an appointment to interview each of them at their time of convenience. During each interview session, data was collected by asking questions according to the prepared interview guide, listening attentively

while recording the responses in writing. The questionnaires designed for teachers were administered to them in their staffrooms while those designed for pupils were administered to them in groups and in their classrooms. Efforts were made to ensure that the questionnaires were all well filled in before they were collected and compiled together for analysis.

3.9 Data Analysis

Since the collected data were both qualitative and quantitative, it was analyzed using both qualitative and quantitative techniques of analysis as explained below:

3.9.1 Qualitative Data Analysis

Data from the interview guides was first of all recorded in the field notes. Thereafter, the data were sorted out, according to the objectives and research questions of the study. They were then put into the emerging themes using narrative and interpretative techniques of content analysis as discussed by Leedy & Ormrod (2005). The narrative technique was used to transcribe and describe the data verbatim as given by the respondents, and to quote it directly into the findings with editing where necessary. Using the interpretative technique, some of the open-ended interview responses were critically examined and meaning developed out of them according to the context of the study. Themes were then developed according to the meanings. In this case, themes were reported in the findings.

3.9.2 Quantitative Data Analysis

Data for quantitative part of this study was derived from questionnaires, which were both close-ended and open –ended. A-5 likert scale was used together with other structured questions.

All the themes developed from quantitative data and the data collected in form of close-ended questionnaire responses were coded. The developed themes coded using 1, 2, 3, up to n, where n

represented the theme developed last. As far as close-ended data were concerned, two types of Likert scale was used to collect them. One of the scales ran from strongly disagree, which was coded (1) disagree (2), not sure (3), agree (4) and strongly agree (5). Another ran from very poor (1) to poor (2), average (3), good (4) and excellent (5). For both, the developed themes and the close-ended responses, it was the codes that were used to enter the data in the SPSS program (version 22). The data were entered according to how respondents answered. After entering all the data, they were screened to detect and eliminate errors, and to ensure that the responses given by respondents were the very ones entered. After data screening, the descriptive method was used to generate percentage, frequencies, means, standard deviations and chi- square values that were needed to explain the management styles used in the selected schools and the nature of pupils' academic performance as perceived by respondents. The descriptive method was also used to frequency distributions pertaining the background characteristics of the respondents. Some of the results were generated using graphs and pie charts so as to improve the quality of data presentation.

The specific types of management styles used in the selected UPE schools were identified using exploratory factor analysis. The use of this method is recommended by Field (2005) in case the variables the study is intended to identify are not clear.

This was exactly the case in this study, since the types of management styles that were being used to manage the selected schools were not clear. The method is a data reduction technique that identifies the significant indicators of a variable underlying the various questionnaire items used to measure it (Field, 2005).

The impact of the applied management styles on the learners' academic performance were established using multivariate regression analysis as explained by Kothari (2005), again after identifying the significant measures of this performance using factor analysis as explained by Field (2005). The significance of the effects was established at .05 level of significance.

3.10 Research Constraints

Research constraints refer to limitations of the study (Creswell, 2012). In this study, the first constraint was time, since the researcher was a working student. Effort was however, made to seek a leave off work so as to give priority to the study and accomplish it in time. Another constraint was funding. The study needed money to facilitate the production(typing, printing and photocopying) of research instruments, researcher's data collection expenses, and upkeep during field research. However, effort was made to minimize this constraint by mobilizing the necessary funding from funders and well wishers.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

4.1 Introduction

In this chapter, the findings were presented, analysed and interpreted. The chapter is organized according to the research questions of the study. It begins with the description of the sample from which the data used to answer the research questions were collected. The chapter then progresses to findings in response to the first, second and third research question of the study, respectively.

4.2 Sample Description

Findings presented in this section were those describing the sample in terms of response rate and the attributes that were considered relevant for the study. These attributes included respondents' sex, age, years spent in the designation, and academic qualifications where applicable. The findings concerning response rate are presented in Table 4.1.

Table 4.1: Response Rate

Respondents	Sample size		Response rate = (Expected ÷ Actual) × 100%
	Expected	Actual	
SMC Chairpersons	5	4	80.0%
Head teachers	5	5	100.0%
Teachers	60	58	96.7%
Pupils	120	120	100.0%
Total	190	187	98.4%

The findings in Table 4.1 indicate that four (4) out of the five (5) expected chairpersons of the School Management Committees (SMC) responded, giving a response rate of 80%. The expected number of head teachers and pupils were realized by 100% yet that of teachers were attained by close to 97%.

Consequently, the overall response rate was over 98%. This response rate indicates that the expected sample size was largely realized.

In terms of sex, the distribution of the sample was as shown in Table 4.2.

Table 4.2: Sample Distribution by Sex

	Sex					
	Male		Female		Total	
Respondents	Count	%	Count	%	Count	%
SMC Chairpersons	3	75.0	1	25.0	4	100.0
Head teachers	4	80.0	1	20.0	5	100.0
Teachers	26	44.8	32	55.2	58	100.0
Pupils	66	55.0	54	45.0	120	100.0
Total	99	52.9	88	47.1	187	100.0

The findings in Table 4.2 indicate that while male respondents were close to 53%, their female counterparts were about 47% of the sample. These proportions imply that male respondents were more than female respondents in the study. The findings also showed that male SMC chairpersons (75%) and head teachers (80%) were considerably more than their female counterparts. This was as a result of the fact that the target population had more male than female head teachers and SMC chairpersons. The overall gender distribution suggests that both sexes were represented in the sample. As far as age of respondents was concerned, the findings are presented in Table 4.3.

Table 4.3: Row Percentage Distribution of the Sample by Age

	Age in years						
Respondents	Below 13	13-15	16-18	19-25	36-45	Above 45	Total
SMC Chairpersons (N = 4)	0.0	0.0	0.0	0.0	0.0	100.0	100.0
Head teachers (N = 5)	0.0	0.0	0.0	0.0	80.0	20.0	100.0
Teachers (N = 58)	0.0	0.0	0.0	62.1	37.9	0.0	100.0
Pupils (N = 120)	32.5	45.8	21.7	0.0	0.0	0.0	100.0
Total	20.9	29.4	13.9	19.3	13.9	2.7	100.0

Table 4.3 indicates that the largest proportion of the pupils (45.8%) were between 13 and 15 years. The table shows further that most of the teachers (62.1%) were between 19 and 25 years, most of the head teachers (80%) were between 36 and 45 years

and that all the SMC chairpersons (100%) were above 45 years of age. These findings suggest that respondents' age increased as one moved up the school management hierarchy. The older the respondents, the higher the position in the management hierarchy of the schools. Regarding the academic qualifications of the non-pupil respondents, findings are shown in Figure 4.1.

Figure 4.1: Distribution Non-pupil Respondents by Highest Level of Education

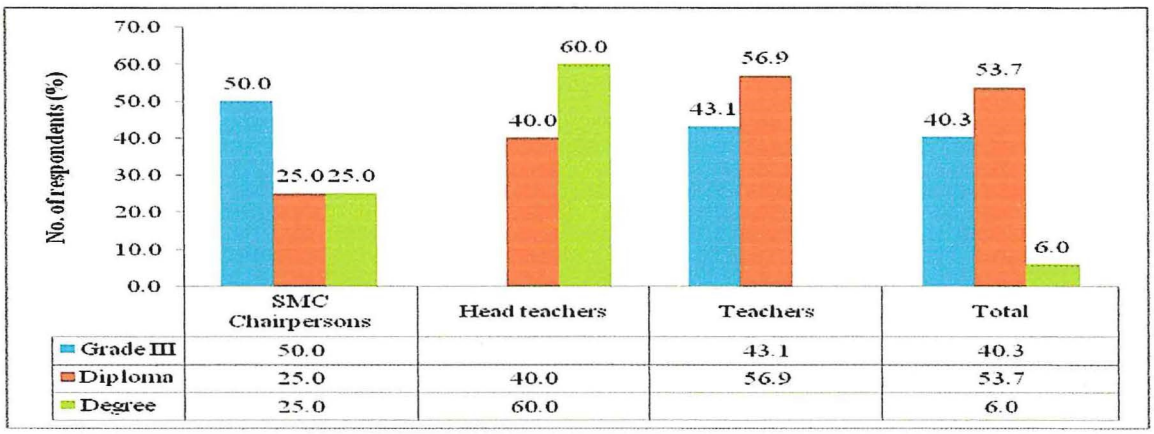


Figure 4.1 indicates that while the highest academic qualifications of most of the SMC chairpersons (50%) was Grade III, all head teachers were at least diploma holders with the majority (60%) being degree holders. Most of the teachers (56.9%) were diploma holders. These findings suggest that head teachers were the most qualified. The findings also indicate that all the respondents were educated enough to read, understand and respond to the questions administered to them. Regarding the years that non-pupil respondents had spent in their designations, findings are summarized in Table 4.4.

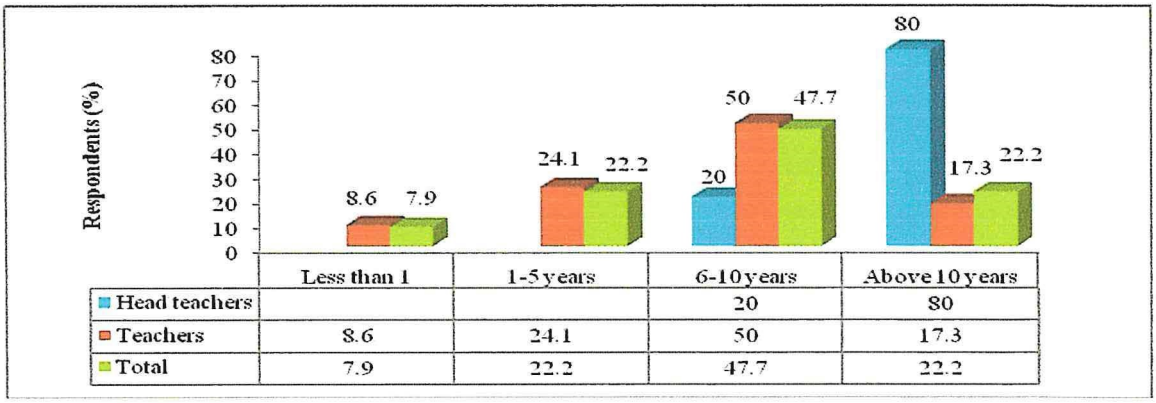
Table 4.4: Distribution of Non-Pupil Respondents by Period Spent in School

	Period spent in School									
	Less than 1		1-3		4-5		Above 5		Total	
Respondents	Count	%	Count	%	Count	%	Count	%	Count	%
SMC Chairpersons	1	25.0	1	25.0	2	50.0	0	0.0	4	100.0
Head teachers	0	0.0	0	0.0	1	20.0	4	80.0	5	100.0
Teachers	13	22.4	2	3.4	35	60.3	8	13.8	58	100.0
Total	14	20.9	3	4.5	38	56.7	12	17.9	67	100.0

Table 4.4 indicates that respondents who had spent less than one year as SMC chairpersons, head teachers and teachers in their respective schools were about 21%. This implies that the majority of the respondents (79%) had spent over one year in their schools. Over one year is enough for a normal school member to be well versed with what is happening in the school with respect to its management. Most respondents revealed data from a largely informed point of view. The data was largely dependable.

With regard to teaching experience, findings are shown in Figure 4.2.

Figure 4.2: Distribution of Teachers and Head Teachers by Teaching Experience (N = 63



Results in Figure 4.2 indicate that a total of only 7.9% of the respondents and all of them teachers had a teaching experience of less than one year. This implies that over 92% of the respondents had a teaching experience of over one year. This experience was enough for the

respondents to tell how they managed their schools (head teachers) and how they managed their classrooms (teachers). Therefore, the findings reinforce the fact that respondents provided the data required from them, from a largely informed point of view. The findings obtained from the analysis of the collected data were presented in the next sections following the research questions of the study.

4.3 Research Question One: What types of management styles are being used in UPE schools within Masulita Town Council?

These types of management styles were established at two levels, namely the school level and the classroom level. While the types used at school level were established from the selected SMC chairpersons, head teachers and teachers, those used at classroom level were ascertained from teachers and pupils.

4.3.1 Types of Management Styles Applied at Classroom Level

The chairpersons of the school management committees were asked to describe the kind of management style prescribed for the head teachers of their schools.

One of them had this to say:

> "The head teacher is supposed to manage on the basis of the views and ideas contributed by parents and teachers in the meetings while following what we decide as the school management committee but he does not follow anything ,he does what he likes and this has affected children's performance.
> (Interview with M.K held on July 15, 2014)"

Such expression from Chair person suggests that the management styles of head teachers of the selected schools were expected to use consultative and participative management styles but they decide to apply Laizzre-faire.

The chairpersons` expression was further confirmed by Head teachers also who were asked to

describe management styles they use to manage their schools. One of them during the interview said:

> "Well, the prescribed management style requires me to consult the school committee members when making important decisions, especially those to do with recruiting new staff, ways of mobilizing resources, and taking serious disciplinary action like dismissing a teacher or a pupil. I am also required to conduct the administration of the school following the laid down procedure, sort of like a robot. Of course this is not practical. I often deviate from it and I apply what works for me. I often direct and delegate some of the administrative work to my deputy (Interview held with K.A.C on July 17, 2014)."

From the Head teachers` expression, it is clear that he is supposed to use democratic management style but he alters and applies laizzre-faire management style which does not create unity and teamwork that would lead to academic performance in the school.

A head teacher, whom the researcher interviewed on 25th July 2014, came up with an expression which is almost similar to the above by saying that consultative method in a school is the best because it enables him to get different ideas and suggestions from school management committee, parents and community around through holding meetings with them. He is also supposed to supervise and monitor teachers to ensure that they are teaching effectively and efficiently but he honestly said that he delegates some work to the deputy Head teacher. This clearly indicates that Head teachers know their responsibility and obligations in schools but on actual ground they do not fulfil them, they just delegate, no commitment to school activity.

On a more positive note, the Head teachers whom the researcher interviewed on 3rd and 4th August 2014, had related views, the one of 4th august said:

> "If I have understood the question, it is a bureaucratic management style? Everything prescribed is accomplished by following a bureaucratic procedure, am just an implementer of decisions taken bureaucratically. However, from me (the head teacher's level) downwards, I normally plan and allocate lessons to teachers, and I expect them to teach even when I am not around. They know that they have to work in order to earn. If they do not teach, this will come out through the performance of the pupils.

I will then put them to task to explain why pupils have performed poorly.(Interview held with H.N on August 3rd 2014)"

Then another Head teacher whom the researcher interviewed on 4th August 2014,also gave similar information:

"The prescribed management style is bureaucratic in nature, but I do not follow it internally. After planning for the work that teachers are supposed to do, I prefer leaving teachers to be in charge of their work while I apply administrative supervision and monitoring. I direct them when they do not seem to perform as expected. I sometimes direct my deputy to do the needful, especially when I am out of school which happens quite often. These are prescribed as roles of a head teacher but they essentially form the management style I prefer to use (Interview conducted with R.M.C on August 4th, 2014)."

The above interviewed head teachers understand the valve of the appropriate management style which leads to desired performance in her school but what is done on actual ground is to delegate others.

The Head teacher whom the researcher interviewed on 4th August2014,is fully aware of the management style he uses and how effective it is in running of the school, his expression was:

"As the overall school manager, I use a participative approach to work with the school management committee, parents and Pupils to run the school better. I work together with teachers and listen to them, and counsel Pupils. I ensure that they have developed schemes of work and lesson plans. I do not react quickly. I strengthen teacher-parent relationship, and ensure that it is observed. Pupil attendance and continuous assessment are observed. Absence without a genuine reason is punished.
In most cases, I delegate some of these tasks to my deputy or direct the teacher on duty to do it in case the deputy has some other engagements. (Interview held with E.K .on August 4, 2014)".

Generally, the findings obtained from the head teachers indicate that management styles used in their schools included collaborative, participative, directive, delegative, and the bureaucratic management style.

In addition to the two categories of respondents mentioned so far, teachers were also asked to use a Likert scale of responses running from strongly agree to strongly disagree to indicate the types of management styles that were used in their schools.

Principal Component Analysis was the extraction method used because the purpose was to identify the main types of management styles underlying responses given by the teachers. Findings obtained are shown in Table 4.5.

Table 4.5: Factor Analysis Results on Types of Management Styles used in Overall Management of UPE schools in Masulita Town Council, as revealed by teachers

Questionnaire items	Components						
	1	2	3	4	5	6	7
After assigning teachers with teaching tasks, the head teacher gives them total freedom to perform and produce desired results	.905						
Head teacher expects teachers to follow designed schemes of work and lesson plans without any administrative input from him/her	.742						
The head teacher neither supervises or monitors teachers as they do assigned work	.733						
The head teacher expects teachers to be responsible enough to be punctual for work without him/her telling them to do so	.713						
Every teacher minds their own business as long as they each do the work assigned to them	.683						
The head teacher ensures that scholastic materials needed to facilitate school teaching and learning activities are in place	.667						
Head teacher gives clear expectations for what needs to be done		.870					
The head teacher minds about teachers completing assigned work irrespective of their welfare conditions		.767					
Head teacher plans what teachers are to do without involving them		.729					
Head teacher monitors teachers closely as they do assigned work		.729					
The head teacher ensures that teachers do assigned work through strict supervision of what they do		.605					
The head teacher motivates teacher to do assigned work by ensuring that their welfare is well catered for		.575					
Head teacher gives clear details of how work should be done			.862				
Head teacher clearly indicates when work should be done			.793				
The head teacher ensures that teachers implement the decisions he/she makes without questioning them			.668				
The head teacher does not listen to teachers even when they are a providing better alternatives to his/her managerial decisions			.632				
Head teacher consults teachers before making any administrative decisions that are critical to the running of the school			.589				
The head teacher makes an effort to build consensus with teachers before under any taking any administrative course of action				.839			
Teachers hold meetings among themselves to discuss and agree on a common scheduling of their work				.817			
The head teacher holds staff meetings for the purpose of making collective decisions regarding how the school be managed				.631			
Head teacher encourages teachers to participate in school planning				.602			
The head teacher encourages teachers to freely share their views or ideas with him/her about how the school should be managed					.748		
Teachers participate in the designing of school timetable					.655		
Head teacher listens to ideas suggested by parents about how the school should be managed					.610		
The head teacher makes administrative decisions single-handedly						.727	
Head teacher allocates work to teachers using instructions only						.707	
Head teacher directs teachers by dictating everything to them						.701	
The head teacher manages the schools according to the ideas suggested by parents during school meetings							.632
The head teacher invites parents for school meetings							.568
Eigen values	4.692	4.257	3.398	3.155	2.864	2.724	2.090
Percentage of variance	36.179	14.680	11.717	10.878	9.877	9.393	7.207
Cumulative variance	36.179	50.859	62.576	73.455	83.332	92.725	99.932

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

The findings in Table 4.5 indicate that seven principle components were extracted from the responses by which teachers revealed the types of management styles used to manage UPE schools in Masulita Town Council. The components were identified as laissez faire style (1), directive autocratic style (2), permissive autocratic style (3), directive democratic style (4), permissive democratic style (5), coercive style (6) and the collaborative management style (7). The Eigen values corresponding to these components were all greater than 1. This implies that the components were significant indicators of the management styles applied in the schools. The cumulative variance indicates that altogether, the components counted up to 99.932% of the variation in the management styles used in the schools. This suggests that the seven types of management styles identified above covered almost all the management styles that were used to manage the schools. The percentage of variance indicates that the use of laissez faire accounted for the largest proportion (Variance = 36.179%) followed by directive autocratic style (Variance = 14.680%), permissive autocratic style (Variance = 11.717%), directive democratic style (Variance = 10.878%), permissive democracy (Variance = 9.877%), coercive style (Variance = 9.393%), and then by the collaborative style (Variance = 7.207%). These proportions imply that the style that featured most prominently in the management of the selected schools was the laissez faire and the one that featured least was the collaborative management style.

The correlations in Table 4.5 indicate that the practice that teachers felt best explained the use of the laissez faire management style involved head teachers giving teachers total freedom to perform and produce desired results after assigning them with teaching tasks (correlation = .905). The practice perceived to best explain the directive autocratic style involved head teacher giving clear expectations for what needed to be done (correlation = .870).

The practice that respondents felt best explained the use of the permissive autocratic style involved head teachers giving clear details of how work should be done (correlation = .862). Similarly, the practice perceived to best explain the use of the directive democratic style involved head teachers making efforts to build consensus with teachers before undertaking any administrative course of action (correlation = .839).

Furthermore, the practice that respondents felt was the best indicator of the use of the permissive democratic management style involved head teachers encouraging teachers to freely share their views or ideas with them (the head teachers) about how the school should be managed (correlations = .748). The practice that respondents felt best explained the application of the coercive management style involved head teachers making administrative decisions single-handedly (correlation = .727), and that which best explained the application of the collaborative management style involved head teachers managing their schools according to the ideas suggested by parents during school meetings (correlation = .632).

Generally, findings suggest that if anything needs to be addressed as far as the use of the identified types of management styles are concerned, more meaningful results are realized when emphasis is placed on the practice that best explains it. What needs to be done can be derived from the manner in which respondents described the application of each of these practices. This manner was investigated as shall be explained after presenting the findings obtained from the factor analysis of the responses by which teachers and pupils revealed the types of the classroom management styles used in the selected schools.

4.3.2 Types of Management Styles Applied at Classroom Level

The findings obtained from factor analysis of the items administered to teachers and pupils to establish the types of management styles used by teachers in classrooms are summarized in Table 4.6.

Table 4.6: Factor Analysis Results on Types of Management Styles used in Classroom Management of UPE schools in Masulita Town Council, as revealed by Teachers and Pupils

	Component		
Questionnaire items	1	2	3
Your teachers ask you to contribute ideas during ongoing classroom lessons	.973		
As a teacher, I ask pupils to contribute their ideas during an ongoing classroom lesson	.863		
As a teacher, I clarify the ideas pupils contribute during an ongoing classroom lesson	.733		
Your teachers clarify the ideas you contribute during ongoing classroom lessons	.633		
As a teacher, I allow pupils to ask questions during an ongoing classroom lesson	.582		
Your teachers allow you to ask questions during ongoing classroom lessons	.566		
As a teacher, I find no time to allow pupils to participate in the ongoing lessons by asking questions		.779	
Your teachers find no time to allow pupils to participate in the ongoing lessons by asking questions		.659	
Your teachers encourage you to perform better.			.628
As a teacher, I motivate my pupils to perform better.			.525
Eigen values	4.239	2.156	2.084
Percentage of variance	52.387	21.558	20.838
Cumulative variance	52.387	73.945	94.783

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

Table 4.6 shows that three components were generated as the underlying indicators of the types of classroom management styles used by teachers in UPE schools in Masulita Town Council. The components were identified as the assertive style (1), the authoritarian style (2) and the authoritative style (3). The Eigen values corresponding to these components were all greater than 1, implying that the components were significant indicators of the classroom management styles applied in the schools.

The cumulative variance was 94.783% implying that the components explained up to 95% of the variation in the classroom management styles used in the selected schools. This suggests that these were largely the classroom management styles used in these schools. The percentage of variance indicates that the assertive style explained the largest proportion (52.387%) followed by authoritative style (Variance = 21.558%), and then by authoritative style (Variance = 20.838%). These variances indicate that the style that featured most prominently in classroom management by teachers of the selected schools was the assertive management style.

The correlations in Table 4.6 indicate that the practice that respondents felt best explained the use of the assertive classroom management style was that which involves teachers asking pupils to contribute ideas during ongoing classroom lessons (correlation = .973). The practice that best explained the use of the authoritarian style was that which involves teachers finding no time to allow pupils to participate in the ongoing lessons by asking questions (correlation = .779), and that which respondents felt best explained the use of the authoritative classroom management style involved teachers encouraging pupils to perform better (correlation = .628). These findings suggest that any effort to address weaknesses in the use of each of these styles yield desired results if emphasis is placed on looking into each of the practices.

After establishing the types of management styles that were used in UPE schools in Masulita Town Council and the practices that respondents felt best explained them, descriptive analysis was carried out to establish how teachers and pupils perceived the application of the practices using a Likert scale of responses running from strongly disagree (SD = 1) , disagree (D = 2), not sure (NS = 3), agree (A = 4) and strongly agree (SA = 5). Following this scale, respondents who, on average, strongly disagreed (mean close to 1) or disagreed (mean close to 2) were construed to imply that the practice was not used in their schools. If respondents were not sure (mean close

to 3), they were interpreted to indicate that they could not tell whether the practice was used or not. If respondents agreed (mean close to 4), they were construed to mean that the practice was used in their schools but at a low level. Those who strongly agreed (mean close to 5) were interpreted to have meant that the practice was highly used in their schools. The descriptive findings obtained from teachers in respect of the practices concerning the management styles applied at the entire school level are presented in Table 4.7.

Table 4.7: Teachers' Description of Types of Management Styles used in Overall Management of UPE schools in Masulita Town Council (N = 58)

Indicators of the types of school management styles	% Teachers per description					Mean	Std.
	SD	D	NS	A	SA		
The head teacher makes administrative decisions single-handedly	**12.1**	**13.8**	**0.0**	**60.3**	**13.8**	**3.97**	**.510**
Head teacher plans what teachers are supposed to do without involving them	0.0	36.2	5.2	22.4	36.2	3.59	.312
The head teacher gives clear expectations for what needs to be done	**0.0**	**5.2**	**8.6**	**15.5**	**70.7**	**4.52**	**.863**
The head teacher clearly indicates when allocated work should be done	0.0	8.6	0.0	39.7	51.7	4.34	.870
Head teacher gives clear details of how allocated work should be done	**0.0**	**15.5**	**0.0**	**41.4**	**43.1**	**4.12**	**.027**
The head teacher allocates work to teachers using instructions only	1.7	15.5	0.0	20.7	62.1	4.26	.163
The head teacher ensures that teachers implement the decisions he/she makes without questioning them	0.0	0.0	0.0	20.7	79.3	4.79	.409
Head teacher directs teachers by dictating everything he wants them to do.	0.0	0.0	0.0	22.4	77.6	4.78	.421
The head teacher does not listen to teachers even when they are a providing better alternatives to his/her managerial decisions	0.0	6.9	8.6	41.4	43.1	4.21	.874
The head teacher ensures that teachers do assigned work through strict supervision of what they do	0.0	48.3	10.3	8.6	32.8	3.26	.358
Head teacher ensures that teachers do assigned work by monitoring them closely	0.0	43.1	1.7	43.1	12.1	3.24	.144
The head teacher ensures that scholastic materials needed to facilitate school teaching and learning activities are in place	0.0	56.9	0.0	31.0	12.1	2.98	.177
The head teacher minds about teachers completing assigned work irrespective of their welfare conditions	0.0	15.5	13.8	13.8	56.9	4.12	.156
The head teacher motivates teacher to do assigned work by ensuring that their welfare is well catered for	39.7	37.9	0.0	5.2	17.2	2.22	.464
Head teacher encourages teachers to participate in planning of the school	55.2	5.2	13.8	15.5	10.3	2.21	.496
The head teacher consults teachers before making any administrative decisions that are critical to the running of the school	62.1	5.2	20.7	8.6	3.4	1.86	.220
The head teacher encourages teachers to freely share their views or ideas with him/her about how the school should be managed	**8.6**	**60.3**	**0.0**	**19.0**	**12.1**	**2.14**	**.572**
The head teacher holds staff meetings for the purpose of making collective decisions regarding how the school be managed	22.4	31.0	0.0	41.4	5.2	2.76	.342
The head teacher makes an effort to build consensus with teachers before undertaking any administrative course of action	**43.1**	**24.1**	**15.5**	**5.2**	**12.1**	**2.19**	**.370**
Teachers are given a chance to participate in designing of school timetable	0.0	32.8	20.7	41.4	5.2	3.19	.963
The head teacher invites parents for school meetings	0.0	13.8	15.5	51.7	19.0	3.76	.924
Head teacher listens to ideas suggested by parents about how the school should be managed	0.0	32.8	25.9	22.3	19.0	3.48	.047
The head teacher manages the schools according to the ideas suggested by parents during school meetings	**0.0**	**53.4**	**17.2**	**17.2**	**12.1**	**2.38**	**.093**
After assigning teachers with teaching tasks, the head teacher gives them total freedom to perform the tasks and produce desired results	**0.0**	**10.3**	**0.0**	**5.2**	**84.5**	**4.64**	**.931**
Head teacher does not supervise or monitor teachers as they do work	32.8	34.5	0.0	31.0	1.7	2.34	.278
The head teacher expects teachers to develop and follow schemes of work and lesson plans without any administrative input from him/her	0.0	6.9	10.3	19.0	63.8	4.40	.935
The head teacher expects teachers to be responsible enough to be punctual for work without him/her telling them to do so	0.0	8.6	6.9	8.6	75.9	4.52	.960
Teachers hold meetings among themselves to discuss and agree on a common scheduling of their work	22.4	44.8	0.0	22.4	10.3	2.53	.341
Every teacher minds their own business as long as they each do the work assigned to them	0.0	5.2	5.2	10.3	79.3	4.64	.810

Table 4.7 indicates how teachers described the application of the various indicators of the types of management styles used by head teachers in UPE schools in Masulita Town Council. The standard deviations (std.) corresponding to all the indicators were all less than 1, suggesting that there was low dispersion in the mean response pattern. This implies that on average, respondents did not differ much in their perception of how the practices were used in their schools. A close inspection of the mean descriptions in Table 4.7 reveals how teachers perceived the practices that best explained the types of management styles used in their schools. In particular, teachers strongly agreed (mean = 4.64, Std. = .931) that head teachers gave teachers total freedom to perform and produce desired results after assigning them with teaching tasks. Since this practice was the best indicator of the use of the laissez faire management style, strongly agreeing to it implies that this style was highly used by the head teachers in most of the selected schools.

Teachers also strongly agreed (mean = 4.52, Std. = .863) that head teachers gave clear expectations for what needed to be done. Since this practice was best indicator of the use of the directive autocratic style, strong agreement to it suggests that it was highly used in most of the selected schools. Further, teachers agreed (mean = 4.12, Std. = .027) that head teachers gave clear details of how work should be done. This was the best indicator of the use of the permissive autocratic style and agreeing to it implies that this style was used in most of the schools but at a low level. Teachers further agreed (mean = 3.97, Std. = .510) that head teachers made administrative decisions single-handedly. This practice was the best indicator of the coercive management style. So, agreeing to it implies that the coercive management style was used in most of the schools but at a low level.

In contrast, teachers disagreed (mean = 2.19, Std. = .370) that head teachers made efforts to build consensus with teachers before undertaking any administrative course of action. Since this

practice was best indicator of use of the directive democratic style, disagreeing to it implies that this style was not used. Furthermore, teachers disagreed (mean = 2.14, Std. = .572) that head teachers encouraged teachers to freely share their views or ideas with them (the head teachers) about how the school should be managed. As this practice was the best indicator of the use of the permissive democratic management style, disagreeing to it implies that this style was not used in the majority of the schools. Teachers also disagreed (mean = 2.38, Std. = .093) that head teachers managed their schools according to the ideas suggested by parents during school meetings. This implies that the collaborative management style was not used in most schools.

In general, the findings in Table 4.7 indicate that the management styles that were highly used in most of the selected schools included laissez faire and directive autocratic management styles. The types of management styles that were used in most schools but at a low level included the permissive autocratic style and the coercive management style. Those that were not used in most of the schools included the directive democratic management style, the permissive democratic management style, and the collaborative management style. In fact, the overall analytical view of the frequency distribution in Table 4.7 reveals that most of the teachers tended to agree or strongly agree to most of the indicators of the laissez faire, directive autocratic, permissive autocratic and coercive_styles. However, they tended to disagree to the application of the descriptors of the directive and permissive democratic management styles. Turning to the types of classroom management styles, the manner in which those identified in Table 4.6 were used was investigated using descriptive analysis of the responses obtained from teachers and pupils as shown in Table 4.8.

Table 4.8: Teachers' and Pupils' Description of Types of Classroom Management Styles used in UPE schools in Masulita Town Council

Indicators of the types of classroom management styles	% respondents per Description (N = 178)					Mean teachers	Mean pupils	df	χ^2	Sig.
	SD	D	NS	A	SA					
Teachers ask pupils to contribute ideas during ongoing classroom lessons	44.9	11.2	0.0	38.8	5.1	3.88	2.85	1	38.518	.000
Teachers clarify ideas pupils contribute during ongoing classroom lessons	7.3	45.5	0.0	36.5	10.7	3.98	2.76	1	46.432	.000
Teachers allow pupils to ask questions during ongoing classroom lessons	39.3	25.8	10.7	13.5	10.7	3.88	2.69	1	39.280	.000
Teachers find time to allow pupils to participate in the ongoing lessons by asking questions	57.3	35.4	3.4	3.9	0.0	1.04	1.38	1	1.088	.530
Teachers encourage pupils to perform better.	0.0	37.1	0.0	55.6	7.3	4.06	4.02	1	1.787	.060

Abbreviations: SD-Strongly disagree = 1, D-Disagree = 2, NS-Not Sure = 3, A-Agree = 4 SA- Strongly Agree = 5.

Table 4.8 indicates how respondents perceived the use of the classroom management styles in the UPE schools in Masulita Town Council. The analysis of the mean distribution reveals that the only indicator to which both teachers (mean = 4.06) and pupils (mean = 4.02) agreed was about teachers encouraging pupils to perform better. Since this practice was the best indicator of the use of the authoritative classroom management style, this finding suggests that this style was used in most of the schools. However, respondents agreed to its use without differing significantly (Chi Square = 1.787, df = 1, Sig. = .060 > .05), thereby suggesting that the level of using this style was low in most of the schools.

The analysis also indicates that teachers agreed that they asked pupils to contribute ideas during ongoing classroom lessons (mean = 3.88). Since this was the best indicator of the assertive classroom management style, teachers showed that they used this style. In fact, when asked to describe the classroom management style usually applied when teaching pupils, one the teacher respondents wrote:

> In my classroom, I am always simple and calm in order to enable my pupils to participate in the ongoing lesson.

Another teacher responded by writing that:

> "I ensure that all pupils are quite, attentive and not sleeping in the ongoing lesson by asking them questions and allowing a few of them to ask questions".

Another teacher replied by writing that:

> "I encourage participation by ensuring that pupils read charts, do classroom exercises, read passages and make group discussions".

Another teacher had this to say:

> "I group my pupils and make them sit according to their abilities. I give them tasks in groups. I leave them to discuss and later do the exercise individually".

Responding to the same question, another teacher wrote:

> "The sitting arrangement is strictly observed. I try to call the attention of all the learners during the teaching-learning process. I ensure that there is a class monitor. I give learners a chance to give their ideas during the ongoing lessons; I encourage the weak and thank the performers".

Table 4.8 indicates however, that teachers agreed to the use of the assertive classroom management style, implying that the level of using this style was low on average. This is why pupils were not sure of its use (mean = 2.85). There was therefore a significant difference in the perception of using the style (Chi Square = 38.518, df = 1, Sig. = .000 < .01). A scrutiny of the mean values reveals further that both teachers (mean = 1.04) and pupils (mean = 1.38) strongly disagreed without differing significantly (Chi Square = 1.088, df = 1, Sig. = .530 > .05) that teachers found time to allow pupils to participate in the ongoing lessons by asking questions. Strong disagreement implies that teachers did not find time to allow pupils to ask questions. Since this was the best indicator of the authoritarian style, the findings suggest that this style was highly used in majority of the selected schools.

Generally, the findings in Table 4.8 indicate that the authoritarian style was highly used, the authoritative style was used but at a low level, and although teachers felt that they used the assertive classroom management style, pupils expressed uncertainty about its use. The implications of these findings will be discussed in chapter five. The next section presents findings obtained in response to the second research question of the study.

4.4 Research Question Two: What is the impact of the used types of management styles on learner`s academic performance of UPE schools within Masulita Town Council?

The answer to this research question required first establishing the used types of management styles and the nature of the academic performance attained by the pupils in UPE schools within Masulita Town Council. The types of the management styles were established in the preceding sections. Effort was also made to establish the nature of the academic performance attained by the learners in these schools.

4.4.1 Nature of Learners' Academic Performance

Efforts to establish the nature the learners' academic performance in UPE schools in Masulita Town Council involved asking respondents to describe this performance as generally attained by primary seven pupils from continuous assessments and summative examinations. The selected SMC chairpersons were asked to base on the information obtained from the head teachers of their schools to describe this performance. one of them replied, "This performance is generally not good. The pupils do not perform well." (Interview held with J.M on July 19, 2014)

Another chairperson was brief and to the point that:

"Not good. It is disappointingly poor" (Interview held with S.K on July 22, 2014)

Another chairperson responded:

> "It leaves a lot to be desired. Our children are not doing well. Something is wrong because it appears it is difficult for the school to get first grades from national examinations." It is generally declining. Pupils used to pass well, especially in examinations administered by UNEB (Uganda National Examinations Board). Today, it is the opposite. Our primary seven pupils are failing massively (Interview held with J.C.K on July 19, 2014)"

When the selected head teachers were asked a similar question, one of them replied:

> "A general analysis of continuous assessment results reveals that the performance is generally average with some of the pupils performing promisingly and others poorly. The UNEB performance is however, often below average. We get more failures and passes. Pupils fail PLE massively (Interview held with S.R on July 22, 2014)"

Another head teacher replied:

> "We try our best but due to big classroom sizes, very few pupils pass well. Of course a few pupils try but the majority do not pass as expected". (Interview held with S.R on July 22, 2014)

Another head teacher noted that:

"Most of the pupils are underperforming both in continuous assessments and summative results, especially from UNEB. I have just joined the school as a head teacher, but the performance is not good at all. The challenge ahead is very big. There should be some improvement if our children are to benefit from coming to school". ((Interview held with M.R on August 3, 2014)

Generally, the findings above suggest that the academic performance of the pupils was not good. Further effort was made to ascertain the nature of this performance from teachers and primary pupils themselves. Each of these respondents was asked to use.

A-likert scale of responses running from very poor (1) , poor (2), average (3), good (4) and excellent (5) to indicate their opinion of the various indicators of this performance. Descriptive findings of the given opinions are shown in Table 4.9.

Table 4.9: Teachers' and Pupils' Description of the Academic performance of Primary Seven Pupils in UPE schools in Masulita Town Council

Indicators of performance	% Respondents per Description (N = 178)					Mean teachers	Mean pupils	df	χ^2	Sig.
	VP	P	A	G	E					
The average marks primary seven pupils score in classroom exercises given in a term	24.7	34.8	10.7	14.1	15.7	2.50	3.14	1	54.628	.000
The average marks primary seven pupils scores in homework given in a term	20.8	25.3	10.1	21.9	21.9	2.43	3.07	1	42.980	.000
The average marks primary seven pupils score in the tests administered in a term	23.6	16.9	15.1	22.5	21.9	2.42	3.17	1	29.175	.000
The average marks primary seven pupils score in the end of term exams administered in a term	26.4	24.7	16.3	22.5	10.1	2.46	2.60	1	26.744	.000
Primary seven pupils can write as well as expected	26.4	28.1	15.7	14.6	15.2	2.38	3.10	1	25.936	.000
Ability of primary seven to read all the words they are asked to read by teachers	22.5	39.9	12.9	20.2	4.5	2.32	2.36	1	42.261	.000
Ability of primary seven pupils to count when asked by teachers	22.0	37.6	21.3	15.7	3.4	2.24	2.30	1	11.118	.000
Ability of primary seven pupils to correctly subtract numbers given by teachers	30.9	28.1	21.3	15.2	4.5	2.29	2.88	1	19.655	.000
Ability of primary seven pupils to correctly add numbers (get sums) given by teachers	29.2	38.8	10.6	16.9	4.5	2.12	2.68	1	39.644	.000
Ability of primary seven pupils to correctly multiply numbers given by teachers	21.3	38.2	12.9	22.5	5.1	2.19	2.38	1	49.570	.000
Ability of primary seven pupils to correctly divide numbers given by teachers	21.3	38.8	15.1	19.7	5.1	2.34	2.36	1	54.408	.000
Total	**24.5**	**31.9**	**14.7**	**18.7**	**10.2**	**2.34**	**2.73**	**1**	**9.102**	**.000**

Abbreviations: VP-Very Poor = 1, P-Poor = 2, A-Average = 3, G-Good = 4, E-Excellent = 5

Table 4.9 indicates how respondents perceived the academic performance that primary seven pupils in UPE schools in Masulita Town Council obtained. The mean values in the total row of the table show that on average, teachers rated this performance as poor (mean = 2.34 was close to 2) while pupils rated it as average (mean = 2.73 was close to 3). There was therefore a significant difference in the perception of the performance (Chi Square = 9.102, df = 1, Sig. = .000 < .01).

After establishing how respondents perceived the academic performance of the primary seven pupils, factor analysis was carried out to reduce the items in Table 4.9 into the underlying indicators of this performance. Findings are presented in Table 4.10.

Table 4.10: Factor Analysis Results on Academic Performance Primary Seven Pupils in UPE schools in Masulita Town Council, as revealed by teachers and pupils

	Component		
Questionnaire items	1	2	3
Ability of primary seven pupils to correctly add numbers (get sums) given by teachers	.919		
Ability of primary seven pupils to correctly subtract numbers given by teachers	.907		
Ability of primary seven pupils to count when asked by teachers	.885		
Ability of primary seven pupils to correctly multiply numbers given by teachers	.850		
Ability of primary seven pupils to correctly divide numbers given by teachers	.844		
The average marks primary seven pupils score in classroom exercises given in a term		.891	
The average marks primary seven pupils scores in homework given in a term		.797	
The average marks primary seven pupils score in the tests administered in a term		.778	
The average marks primary seven pupils score in the end of term exams administered in a term		.640	
Ability of primary seven to read all the words they are asked to read by teachers			.800
Primary seven pupils can write as well as expected			.679
Eigen values(means what)	4.509	2.416	2.191
Percentage of variance	50.994	21.967	19.917
Cumulative variance	50.994	72.962	92.879

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

From Table 4.10, three components generated as the factors underlying the academic performance of primary seven pupils as perceived by the selected teachers and pupils. These factors were identified as attained numeracy ability (1), quality of attained academic results (2) and attained literacy ability (3). The Eigen values corresponding to these factors were all greater than 1, implying that the factors were significant indicators of the pupils' academic performance.

The cumulative variance was 92.879%, implying that the components explained up to 93% of the variation in the academic performance attained by the pupils. This implies that these factors

largely measured this performance. The percentage of variance indicates that the numeracy ability attained by the pupils explained the largest proportion (50.994%) followed by quality of academic results attained (Variance = 21.967%), and then by the literacy ability attained by the pupils (Variance = 19.917%). These variances indicate that the level of numeracy ability attained by the pupils was the best measure of the academic performance they achieve

From the correlations in Table 4.10, respondents felt that numeracy ability of primary seven pupils in the selected schools was best measured by these pupils' ability to correctly add numbers (get sums) given by teachers (correlation = .919). They also showed that the quality of the academic results attained by these pupils was best measured by the average marks the pupils scored in classroom exercises given in a term (correlation = .891). They further indicated that the best measure of the level of literacy attained by the pupils was their ability of primary seven to read all the words they are asked to read by teachers (correlation = .800). These findings suggest that any effort to improve these pupils' academic performance yields desired results if emphasis is placed on looking into each of these best measures.

4.4.2 Effects of Management Styles on Learners' Academic Performance.

This impact was established by investigating the effect that each type of management styles identified in Table 4.5 and Table 4.6 on the pupils performance as a global component of the measures identified in Table 4.10. The investigation was carried out using multivariate analysis as shown in Table 4.11.

Table 4.11: Effects of Types of Management Styles on Learners' Academic Performance.

Types of management styles (IVs)	Predicted statistics on the dependent variables							
		Numeracy ability	Quality of academic results	Literary ability	Learners' Academic performance			
	Constant	*Beta*	*Beta*	*Beta*	*R-Square*	*Adjusted R-Square*	*F*	*Sig.*
Laissez faire	1.309	.061	.056	.031	.043	.040	0.380	.170
Directive autocratic	1.105	.001	.002	.021	.025	.020	0.901	.233
Permissive autocratic	2.313	.003	.018	.011	.013	.012	0.704	.341
Directive democratic	4.074	.011	.229	.054	.107	.105	2.026	.044
Permissive democratic	9.092	.291	.171	.136	.199	.197	3.777	.000
Coercive	0.556	.001	.021	.029	.010	.009	0.004	.101
Collaborative management	5.288	.103	.113	.216	.431	.399	8.115	.000
Assertive	2.321	.011	.041	.051	.001	.026	0.097	.098
Authoritarian	0.320	.001	.001	.011	.031	.029	0.127	.095
Authoritative	4.321	.111	.246	.158	.301	.299	7.097	.000
All management styles	5.755	.159	.387	.298	.555	.553	19.293	.000

From Table 4.11, the Adjusted R-Square values, F-values and levels of significance indicate that at the .05 level of significance, all the types of management styles predicted learners' academic performance by a significant 55.3% (Adjusted R-Square = .553, F = 19.293, Sig. = .000 < .05). The same statistics indicate that among the specific school management styles, those that predicted this performance significantly included the collaborative management style whose effect was 39.9% (Adjusted R-Square = .399, F = 8.115, Sig. = .000 < .05), the permissive democratic management style whose effect was 19.7% (Adjusted R-Square = .197, F = 3.777, Sig. = .000 < .05), and the directive democratic style whose effect was 10.5% (Adjusted R-Square = .105, F = 2.026, Sig. = .044 < .05). These results indicate that the collaborative management style was the best predictor of the pupils' academic performance.

Among the specific classroom management styles, only the authoritative management style predicted pupils' academic performance with a significant 29.9% (Adjusted R-Square = .299, F = 7.097, Sig. = .000 < .05). Others were not significant predictors.

A close examination of the Beta coefficients reveal that the effects of all the management styles was strongest on quality of the academic results attained by pupils (Beta = .387). This suggests that management styles were practiced in a manner that put much of the emphasis on pursuing quality of academic results. The same interpretation is portrayed by the Beta coefficients corresponding to all the schools and classroom management styles, particularly those that predicted learners' academic performance in a significant manner.

In addition to the teachers and pupils, the head teachers and chairpersons of the school management committees were also asked to describe the effect of the management style of the head teachers on the academic performance of primary seven pupils in their school. One of the chairpersons had this to say:

> "I think the head teacher has a responsibility to ensure that pupils, especially those in primary seven perform well academically. He has tried but the problem is that he does not effectively supervise teachers. Whenever I go to school unexpectedly, I do not find him at school. It appears he leaves everything with the deputy head teachers and the teacher on duty. He does not seem to mind about how teachers teach pupils, perhaps because of poor school facilitation by the government" (Interview with M.K held on July 15, 2014)

Another chairperson replied.

> "I think the way the head teacher manages the school is not effective. It is one of the reasons why pupils do not study well, ending up failing. This gentleman is always away. You go to school, he is not there. Even some teachers are not there, pupils are ever playing on compound. How do you expect pupils to learn and perform well when people responsible to teach them are rarely at school" (Interview held with S.F.X on July 16, 2014)

When the head teachers were asked to describe the effect of their management styles on the academic performance of primary seven pupils, one of them said:

> "Well, it is obvious that the way I manage the school has a bearing on how pupils perform. I have to ensure that teachers teach and that the pupils are learning and not playing around in classrooms. But I also have to survive. With the poor pay and poor school facilitation, we have to look for other means of survival. So, I sometimes fail to be at school to ensure that all these roles are performed effectively. I often delegate to the deputy head teacher or to the teacher on duty. But they also do not put in a lot of effort due to similar problems. Eventually, pupils do not learn effectively and they end up not performing well". (Interview held with S.R on July 22, 2014)

Another head teacher noted:

> "I know I play a big role in the way primary seven pupils pass. It is my policy that I give extra effort to ensuring that these pupils are taught and that the teachers complete the syllabus. I also give ample time to these pupils to revise their notes. They are exempted from other school activities. You know they do not need to be disturbed a lot" (Interview held with E.K on August 4, 2014).

Generally, the above results show that the way head teachers managed their schools affected pupils' academic performance. These findings are discussed in chapter five. The next section presents findings in response to the third research question.

4.5 Research Question Three: What other factors are responsible for learner's academic performance of the UPE schools within Masulita Town Council?

These factors were established by asking the chairpersons and head teachers to indicate the factors, other than the management styles, that constrained the academic performance of the pupils in their respective schools. Thematic and quantitative analysis of the responses were expressed in percentages as summarized in Figure 4.3.

Figure 4.3: Constraints to Learner`s Academic Performance in UPE schools in Masulita Town Council, as reported by SMC Chairpersons and Head teachers on (N = 9)

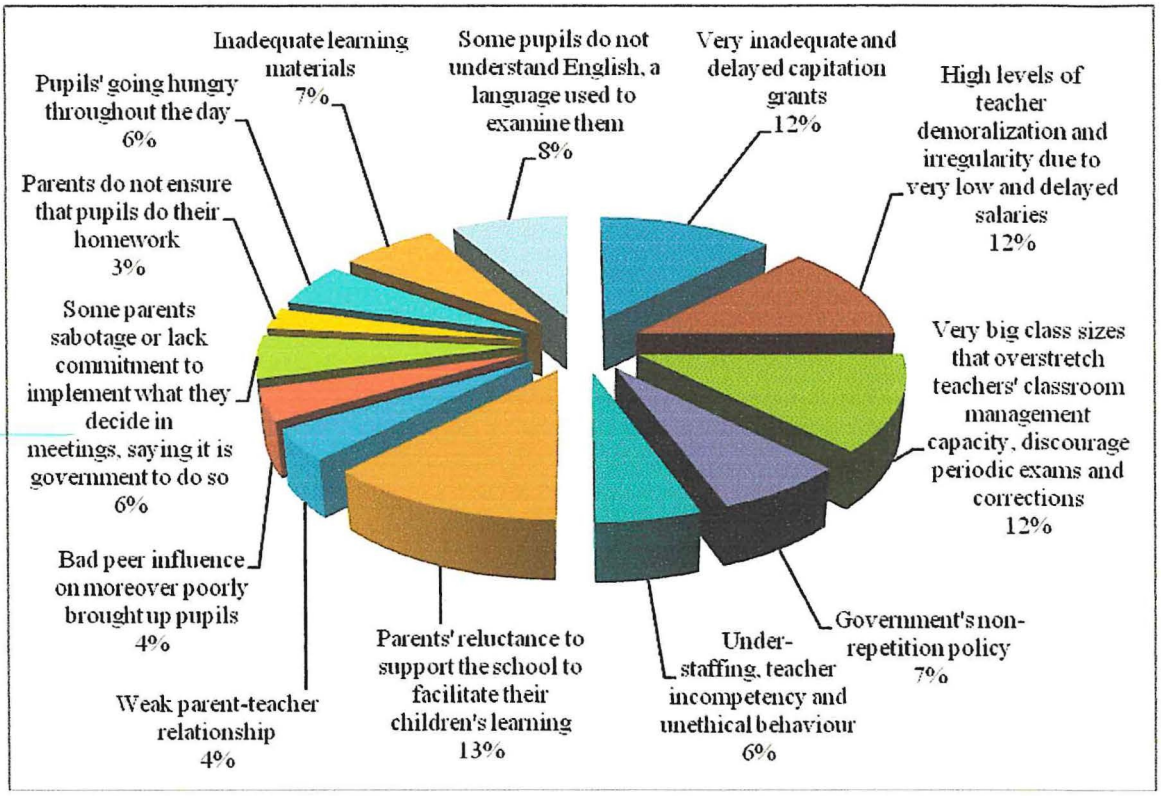


Figure 4.3 shows the various factors that affect pupils' academic performance. The proportions indicate that the factors that the largest number of respondents mentioned included parents' reluctance to support the schools to facilitate their children's learning (13%), very inadequate and delayed capitation grants (12%), very big class sizes (12%), and high levels of teacher demoralization due to very low and delayed salaries (12%).

Teachers and pupils were given statements embedding the factors that were assumed to constrain learners' academic performance. They were then asked to use a strongly-disagree-strongly-agree response scale to indicate their opinion on each statement.

Those who agreed and strongly agreed indicated that the indicators were not constraints to learners' academic performance. Those who disagreed and strongly disagreed implied the opposite. Those who were not sure of the statements suggested that they were not sure whether the factors constrained or did not constrain this performance. Descriptive analysis of the responses obtained from teachers, led to findings shown in Table 4.12.

Table 4.12: Teachers' and Pupils' Responses on the Factors Affecting Academic Performance of Primary Seven Pupils in UPE schools in Masulita Town Council

Indicators of performance	% Respondents per Response (N = 178)					Mean teachers	Mean pupils	df	χ^2	Sig.
	SD	D	NS	A	SA					
Teachers teach all the lessons assigned to them using all the time allocated by the school timetable per lesson	19.6	50.0	15.2	9.0	6.2	2.31	2.32	1	0.931	.700
Teacher give testing exercises to pupils during ongoing classroom lessons	**15.2**	**10.7**	**7.3**	**39.3**	**27.5**	**3.67**	**3.72**	**1**	**1.014**	**.619**
Teachers mark all the testing exercises given to pupils during classroom lessons	40.4	39.3	0.0	15.2	5.1	1.88	1.65	1	1.401	.065
Teachers give corrections to all classroom exercises given to pupils	35.3	28.1	7.3	16.9	12.4	2.26	2.21	1	1.666	.056
Teachers give homework to pupils	**4.7**	**6.7**	**9.0**	**62.7**	**16.9**	**4.17**	**3.63**	**1**	**1.468**	**.063**
Teachers mark the homework given to pupils	29.4	50.4	1.1	14.6	4.5	1.86	1.92	1	1.003	.077
Teachers give tests to pupils during the term	43.3	30.9	1.1	12.4	12.3	2.19	1.96	1	1.595	.060
Teachers mark the tests given to pupils during the term	28.7	51.1	17.4	0.0	2.8	2.21	2.28	1	1.026	.603
Teachers give corrections to the tests given to pupils during the term	25.3	42.7	6.7	18.5	6.8	2.17	2.01	1	1.018	.689
The school provides teachers with all the necessary teaching aids	62.1	29.3	0.0	8.6	0.0	1.55	n/a	n/a	n/a	n/a
The remuneration given to teachers motivates them to teach pupils effectively	50.0	43.1	0.0	6.9	0.0	1.81	n/a	n/a	n/a	n/a
You are satisfied with your job as a teacher	31.0	48.3	5.2	15.5	0.0	2.03	n/a	n/a	n/a	n/a
You are committed at work, despite the working conditions	25.9	70.7	0.0	3.4	0.0	2.05	n/a	n/a	n/a	n/a
The school provides pupils with all the necessary learning aids	34.3	40.4	7.9	14.0	3.4	1.41	2.46	1	1.143	.577
The school provides pupils with breakfast	38.2	45.5	1.1	11.2	4.0	1.12	2.15	1	1.205	.555
The school provides pupils with lunch	43.8	50.0	6.2	0.0	0.0	1.34	1.76	1	1.202	.559
Parents facilitate their children with the necessary learning materials	56.2	43.8	0.0	0.0	0.0	2.43	2.38	1	1.009	.600
Parents assist pupils to do the homework given to them	20.2	41.6	16.9	11.2	10.1	2.33	2.01	1	1.621	.067
Parents ensure that their children come to school regularly	30.9	34.3	23.6	10.1	1.1	2.31	2.37	1	1.157	.579
Parents ensure that their children come to school punctually	20.2	53.9	16.9	1.1	7.9	2.22	2.31	1	1.029	.602
Parents facilitate their children's feeding while the children are at school	31.0	34.8	6.2	25.8	2.2	2.14	2.16	1	1.297	.554
All children show interest in learning	**14.0**	**11.8**	**14.6**	**18.0**	**41.6**	**3.55**	**3.57**	**1**	**3.681**	**.055**
Total	**31.8**	**39.0**	**7.4**	**14.3**	**7.5**	**2.23**	**2.38**	**1**	**1.107**	**.000**

Abbreviations: SD-Strongly disagree = 1, D-Disagree = 2, NS-Not Sure = 3, A-Agree = 4 Strongly Agree = 5, n/a-not applicable

The total mean values in Table 4.12 indicate that both teachers (mean = 2.23) and pupils (mean = 2.38) disagreed. This suggests that on average, factors in the table were constraints to learners' academic performance in UPE schools in Masulita Town Council. In fact, even the total frequency distribution indicates 70.8% (31.8 + 39.0%) of the respondents essentially disagreed to the statements, implying that the embedded factors constrained the learners' academic performance in most of the schools. There were, however, some factors to which respondents agreed on average (means corresponding to teachers and pupils were close to 4). These included teachers giving testing exercises and homework to pupils during ongoing classroom lessons, and all children showing interest in learning. Agreeing to these factors implies that they were not constraints to the pupils' academic performance. Teachers were further asked to mention any other factors that they thought constrained the learners' academic performance in their respective schools. Thematic analysis of their responses led to findings summarized in Figure 4.4.

Figure 4.4: Constraints to learner`s academic performance in UPE schools in Masulita Town Council, as reported by Teachers (N = 58)

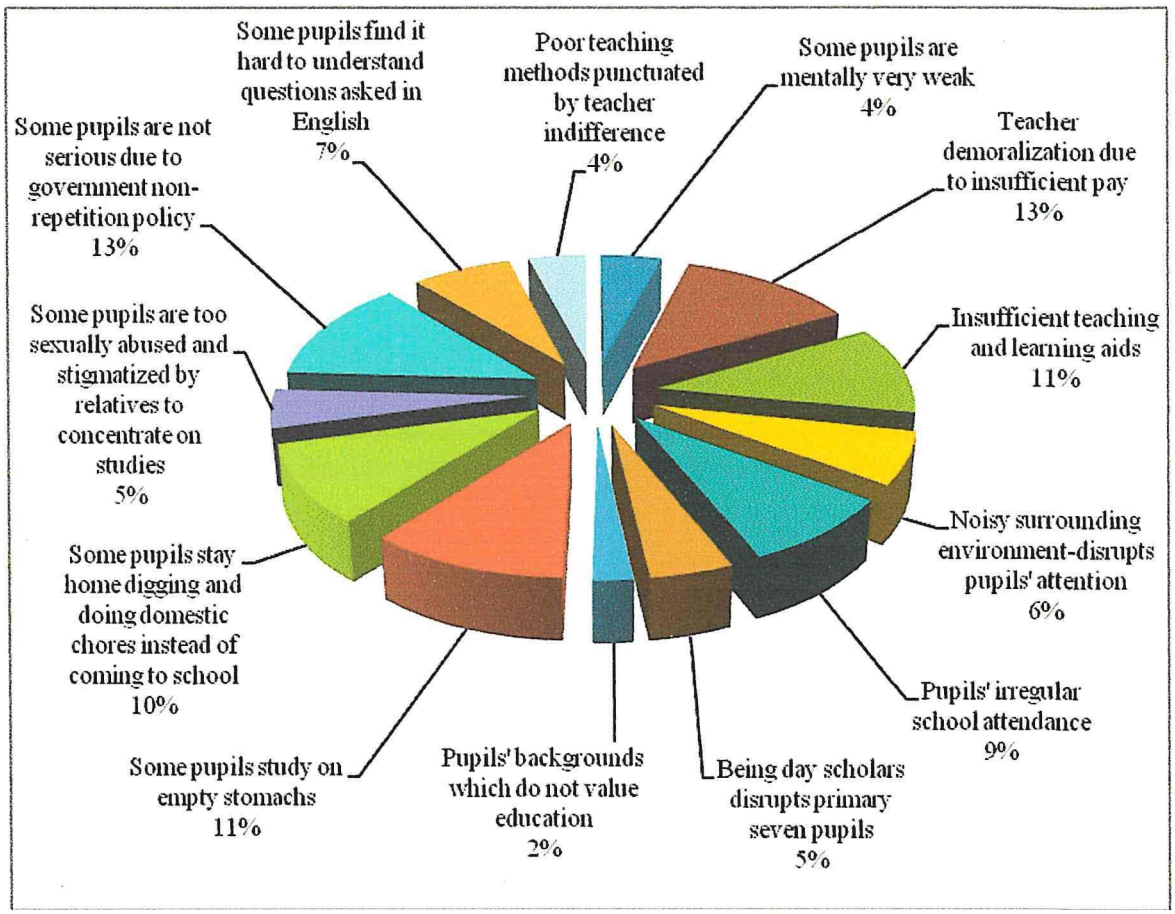


Figure 4.4 summarizes the constraints to learners' academic performance as revealed by teachers. The percentages indicate that the constraints were identified by many teachers included teacher demoralization due to insufficient pay (13%), some pupils not being serious due to government non-repetition policy (13%), insufficient teaching and learning aids (12%), pupils staying home to dig and do domestic chores instead of coming to school (10%), and some pupils studying on empty stomachs (11%). The implications of these findings are discussed in the next chapter.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, effort is made to present the discussion of findings, and the conclusions and recommendations that can be derived from the findings. The discussion is organized according to the objectives of the study. In the course of the discussion, attempt is made to cross-reference the implications of the findings with the existing literature.

5.2 Types of Management Styles Used in UPE Schools in Masulita Town Council

The first objective of the study was to establish the types of management styles used in UPE schools in Masulita Town Council. The types were investigated and established at two levels, namely: the school level and the classroom level. At the school level, the qualitative findings obtained from the chairpersons of school management committees and head teachers indicated that the types included the collaborative, participative, directive, delegative, and the bureaucratic management styles.

In essence, the findings above indicate that the types of management styles that all the selected chairpersons of school management committees, head teachers and teachers identified included the laissez faire, the different forms of both autocratic and democratic management styles, and the collaborative and bureaucratic management styles. These findings therefore, revealed more than the types of management styles anticipated in the conceptual framework of the study presented in Figure 1.1. They therefore suggest that this framework needs to be modified to include the collaborative and bureaucratic management styles which had not been anticipated

before. In addition, by revealing the various management styles mentioned above, the findings supported the observations made by Grimsley (2014), Flickety and Raj Dahal (2014), Tatum (2014), Micheal (2013), Thornton (2013), Hay-McBer cited in Cardinal (2013), Sengupta (2011), Cherry (2010), Author (2009), Quang and Vuong (2009), Volansky and Friedman (2003), Mullins (2002), and Cheng and Chan (2000). Each of these authors identified and discussed at least one of these types of management styles. The identified management styles were particularly in support of Tisdale's (2012) work, which sub divided the democratic and autocratic management styles into directive and permissive democratic and autocratic management styles, respectively

It should be noted that although various types of management styles were identified, the level of using them varied considerably. Findings obtained from the head teachers and those in Table 4.7 indicate that the management styles that were highly used in most of the selected schools included the laissez faire and directive autocratic styles. The high use of these styles suggests that most of the head teachers were in the habit of giving directives and afterwards, leaving everything in the hands of the teachers. In fact, the findings in Table 4.5 indicate that this is exactly what the head teachers were doing; for they assigned teaching tasks to teachers, gave clear expectations for what needed to be done and thereafter gave teachers total freedom to perform and produce desired results. This, according to Tisdale (2012) and Cherry (2010) was a clear manifestation of the laissez faire combined with directive autocracy.

While findings obtained from the chairpersons of school management committees and head teachers indicate that some of the applied management styles included the participative (democratic) and collaborative management styles, the findings obtained from teachers revealed that use of these styles was rare.

Indeed, the findings in Table 4.7 indicate that most of the teachers disagreed to the use of the directive democratic management style, the permissive democratic management style, and the collaborative management style. These findings imply that in case the head teachers used the participative (democratic) and collaborative management styles, the use was between them and the chairpersons of the school management committees, but not between them and the teachers. In other words, head teachers consulted and discussed school management issues with the chairpersons of the school management committees, but they did not do so with the teachers. Indeed, the majority of the teachers disagreed that the head teacher encouraged them to freely share their views or ideas about how their schools should be managed (Table 4.7). According to Flickety and Raj Dahal (2014), there is no democratic participation where there is no freedom to share or exchange views. The teachers also disagreed that the head teacher made any effort to build consensus with them before undertaking any administrative course of action. This, according to Tisdale (2012), suggests further that the participative management style was not used at all with the teachers.

Most of the teachers also disagreed that the head teachers managed the schools according to the ideas suggested by parents during school meetings. This suggests that even when the head teachers used a collaborative management style with the parents (by inviting them for school meetings and holding discussions with them in the meetings as the qualitative findings from the head teachers themselves and the SMC chairpersons indicate), the results of the consultations were never implemented at the level recognized by teachers.

Therefore, the essence of the collaborative management style was not realized in the UPE schools in Masulita Town Council as Tatum (2014), Sengupta (2011), Strauss (2013), Waldron and Mcleskey (2010) and Cranston (2001) discussed it in their respective writings and studies.

The findings from teachers revealed further that the permissive autocratic style and the coercive management styles were among those that were used in the schools (Table 4.5) and the level of their use was low (Table 4.7). The low use of these two styles implies that the styles featured in the management of the selected schools infrequently. In fact, even the qualitative findings from the head teachers and the chairpersons of the school management committees did not reveal any of these styles, suggesting that their use was very rare. Instead of these styles, the head teachers revealed the bureaucratic management style as one of the styles they were supposed to use as they managed the schools. This revelation supported the observations made by Volansky and Friedman (2003) and Cheng and Chan (2000) that a bureaucratic management style is common in schools since they tend to be part and parcel of larger institutional hierarchies. The style was however, rarely used at the school level as head teachers tended to use their preferred management styles as discussed before.

Turning to the classroom management styles, findings obtained from teachers and pupils and summarized in Table 4.6 revealed three types of these styles, namely: the assertive style, the authoritarian style and the authoritative style. The revelation of these types of classroom management styles supports the observations made by ornstein (1990) cited Guangco (2010) and Hay-McBer cited in Cardinal (2013). The findings in Table 4.8 revealed that the use of these styles varied significantly. The authoritative style was used at a low level, and although teachers felt that they used the assertive classroom management style, pupils expressed uncertainty about

its use. Clearly, the styles were not used at the same level. The fact that the authoritarian style was highly used suggests that it was the style most teachers frequently applied to manage pupils in classrooms. The fact that the use of the authoritative style was low suggests that it was infrequently used by most of the teachers. The fact that teachers used the assertive classroom management style in a manner that pupils were uncertain, it implies that the use of this style was ineffective.

Generally, indicate that the school management styles that were highly used in most of the UPE schools in Masulita Town Council included the laissez faire management and directive autocratic style. The use of the participative and collaborative management styles was mainly between head teachers and the members of the school management committees, but not between head teachers and teachers. Although head teachers used the collaborative style to invite and hold meetings with parents in order to exchange ideas about how to manage the schools better, the style was ineffective. The classroom management style used in these schools included the assertive, authoritarian and authoritative styles, but the level of using these styles was such that while the authoritarian style was frequently used, the authoritative style was rarely used yet the application of the assertive style was ineffective.

5.3 Effects of Management Styles on Learners' Academic Performance in UPE Schools in Masulita Town Council

The second objective of the study was to investigate the effects of the used management styles on the learner's academic performance of UPE schools within Masulita Town Council. These effects were established as presented in Table 4.11. Generally, these findings indicate that all the management styles had the effect of determining a significant 55.3% of the academic

performance that learners in these schools attained, particularly in terms of numeracy, literacy and quality academic results (Table 4.10).

This effect implies that if a target was set for these schools to ensure that their primary seven pupils attain 100% of the numeracy and literacy ability they are expected to demonstrate at this level of education and also pass with the expected quality of academic grades, then the applied management styles enabled the schools to attain this target by over 55%. Therefore, the effect suggests that the management styles that were used in these schools had a strong effect on the nature of academic performance attained by primary seven pupils in terms of literacy, numeracy, and quality of academic grades. Accordingly, the findings are in total agreement with the conclusions reached in the studies conducted by Ghiasa and Aijaz (2012), Guangco (2010), Oduwaiye *et al.* (2012), Mushtaq and Khan (2012), Tisdale (2012), Nzabihimana (2010), Nilson (2010) and Popham (2010). Each of these studies indicates that the management styles used at different levels of managing a school have a significant effect on the academic performance of the pupils in the school.

All the beta coefficients in table 4.11 were positive, implying that the established effect was positive. This suggests that both the applied management styles and learners' academic performance varied in the same direction. Therefore, the more the applied management styles were appropriate, the better the academic performance attained by learners. The findings in table 4.11 indicate that the school management styles that translated into significant effects on learner's academic performance included directive democratic, permissive democratic and the collaborative management styles. Those that did not affect this performance significantly

included the laissez faire, directive autocratic and permissive autocratic.

These findings are therefore in support of Ghiasa and Aijaz's (2012) who concluded that compared to the autocratic and delegative (laissez faire) management styles, the democratic management style affects the academic performance, which schools attain through their pupils more positively and significantly. The findings are also consistent with the observation made by Tisdale (2012) that the collaborative management style affects the academic performance of a school in a significant manner.

The findings indicate however, that the school management styles that translated into significant and positive effects on the learners' academic performance were the ones whose use was rare or ineffective in most of the schools. As discussed before, the directive democratic and permissive democratic management styles were rarely used in most of the schools and the use of the collaborative management styles was ineffective. It was the laissez faire and the directive autocratic management styles that were highly used, yet their effects on academic performance were insignificant.

Accordingly, better academic performance would have been realized especially in the quality of the academic grades, had the managers of these schools made effective use of democratic management style and collaborative management styles instead of concentrating on using the laissez faire and the directive autocratic management styles. There is therefore need to shift emphasis in the use of school management styles.

Evidently, the fact that the more appropriate school management styles were rarely or ineffectively used explains why the academic performance that most of the primary seven pupils in the UPE schools in Masulita Town Council attained varied between average and poor, implying that it was not good enough, especially from the stand point of view of the teachers

(Table 4.9). The situation was exacerbated by the fact that even the authoritarian classroom management style, which was highly used in most of these schools, was not a significant predictor of this performance (Table 4.11). The authoritative classroom management style that had a significantly positive effect on this performance especially on the quality of academic results attained by the pupils was infrequently used (Table 4.8). Therefore, there is need to promote the use of authoritative classroom management style if the schools are to improve their learners' academic performance. Promoting the use of this style is more needed in the light to the observation made by Guangco (2010) it is the classroom management style associated with the best form of classroom management and is significantly associated with most appropriate learners' classroom behaviour, high learning and pupil performance.

In general, findings indicate that the types of school and classroom management styles applied in UPE schools in Masulita Town Council determined the schools' learners' academic performance in a significantly positive manner. The more appropriate the school and classroom management styles were the better was the learners' academic performance subsequently attained. The findings indicate that the school management styles that affected this performance in a positively significant manner included the directive democratic, the permissive democratic and the collaborative management styles, and the classroom management style that affected the same performance in a positively significant manner was the authoritative style. However, these styles were all infrequently used. The laissez- faire and directive autocratic school management styles and the authoritarian classroom management style that were frequently used in most of the selected schools did not have a significant effect on learners' academic performance.

The findings indicate therefore that there is need for the managers of these schools to change from the less appropriate to more appropriate school management and classroom management styles.

5.4 Constraints to Learners' Academic Performance in UPE schools in Masulita Town Council

The third and last objective of the study was to establish other factors that constrained learner's academic performance in UPE schools within Masulita Town Council. These factors were established and summarized in findings presented in Figure 4.3, Figure 4.4 and Table 4.12. An analytical synthesis of these factors reveals that they could be grouped in five categories, namely: home-based, pupil-based, teacher-based, school-based and government-based factors. This categorization suggests that the revealed factors were consistent with those identified in the studies of Mushtaq and Khan (2012), Tomporowski *et al.* (2008), Wille (2006), and Mukoma (2003). Each of these studies indicates at least two of the revealed factors.

In particular, the identified home-based factors included some pupils staying at home digging and doing domestic chores instead of coming to school, some of the pupils are being sexually abused and stigmatized by relatives cannot concentrate on studies, others coming from home backgrounds which do not value education, and others being poorly brought up. As shown in Table 4.12, most of the pupils and teachers disagreed, thereby revealing other home-based constraints, which included parents not facilitating their children with the necessary learning materials and feeding while at school, not assisting pupils to do the homework, and not ensuring that the children come to school regularly and punctually .Of course staying at home instead of

going to school implies missing out on what is being taught at school. It is also important to explain the irregularity in school attendance that was also pointed out as another factor. As Tomporowski *et al.* (2008) pointed out; pupils experiencing such conditions cannot be in a position to perform well. When a pupil is sexually abused and stigmatized by relatives, she or he is psychologically traumatized and this has a psychological effect of lowering their mental functioning and concentration in class, leading to poor academic performance.

Pupils who are poorly brought up and those who come from backgrounds that do not value education are unlikely to value education. Such pupils are likely to take studying unserious undertaking and a waste of time.

This tendency leads to failure to concentrate on studies in classroom and to give time homework given by teachers the attention it deserves. The situation is exacerbated by the fact that many parents were not encouraging their children to do homework and to go to school punctually. In general, the home-based factors constrained learners' academic performance by creating an unsupportive learning environment. This explains why some respondents even felt that being day scholars was one of the reasons that disrupted primary seven pupils' concentration on their studies at school, leading to poor academic performance. The pupils who experienced these conditions were likely to be the ones whose parents were reluctant to facilitate them at school. It is difficult for a parent who does not value education to support his/her child in school. This explains why some pupils even stayed hungry throughout the day, another factor that constrained their academic performance (Figure 4.3 and Figure 4.4). This must have been as a result of the reluctance of parents who do not value education; for it is clear from the UPE policy that it is the parents who are supposed to feed their children at school. It is therefore, parents to blame when

their children go hungry throughout the day. Even those who sabotage or lack commitment to implement what is decided in meetings, saying it is government to do so, need to be reminded that they still have a critical role to play in the success of their children at school.
Their tendency of being reluctant, indifferent and saboteurs needs to be curbed.

The pupil-based factors were those respondents perceived to constrain learners' academic performance as a result of the learners' personal weaknesses. This was well illustrated by the factors that were grouped in this category, according to findings in Figure 4.3 and Figure 4.4 which indicated that some pupils were mentally very weak, others found it hard to understand questions asked in English and others kept unsupportive peers. Being mentally weak presupposes low intelligence and this, according to Mushtaq and Khan (2012), constrains academic achievement. Associating with peer groups which cannot support a pupil to improve learning is also adverse to academic performance eventually attained. Further, finding it difficult to understand questions asked in English is a language problem which can be blamed on low intelligence, but not totally since it can also be caused by low levels of literacy. Of course a low level of literacy is not totally explained by pupils' low intelligence. It can also be explained by the level at which pupils are taught the language used to ask them questions. In any case, English is the language of instruction in Uganda and certainly in UPE schools in Masulita Town Council. Therefore, pupils' failure to understand questions asked in English presupposes that, this language is not taught well. Therefore, pupils' mental weaknesses may not be blamed on anyone except on pupils themselves, and their failure to under the language of instruction can be partly blamed on the instructors. This is reinforced by the fact that even pupils' literacy level was low (Figure 4.3 and Table 4.9).

Besides, another category of the factors that constrained learners' performance was the teacher-based category. The factors that were classified under this category included poor teaching methods punctuated by teacher indifference and irregularity, which were caused by high levels of teacher demoralization resulting from poor remuneration in form of very low and delayed salaries and insufficient teaching materials (Figure 4.3 and Table 4.9). Other factors included very big class sizes that not only overstretched teachers' classroom management capacity but also discouraged administration of periodic examinations and corrections (Figure 4.4).

The findings in Table 4.9 indicates that most of the remuneration given to teachers left them unmotivated and dissatisfied so much that they were not committed enough to teach pupils effectively. In general, the findings indicate that most of the teachers were not playing their professional roles effectively. Given the professional roles that teachers are supposed to play as discussed by Cardinal (2013) and Guangco (2010), not paying them effectively explains why learners' performance was poor in most of the UPE schools in Masulita Town Council.

The fact that teachers did not play their professional role is depicted by the findings in Table 4.9. These findings indicate that teachers did not teach all the lessons assigned to them using all the time allocated by the school timetable per lesson. Even when most of the teachers gave testing exercises to pupils during ongoing classroom lessons and even if they gave homework to pupils, they neither marked all the exercises and homework nor provided corrections. The only role most of the teachers played involved giving and marking end of term examinations. This role was however, so minor that it could not yield the desired level of learners' academic performance. In general, therefore, the findings show that as a result of low and delayed pay, teachers were indifferent, irregular, lacked commitment, and were too demoralized and

overstretched to effectively play their professional role in dealing with moreover very big class sizes. Instead of playing this role, most of the teachers applied poor teaching methods, leading to poor learners' academic performance.

The other category of factors was that of school-based factors. This category included factors such as the fact some of the schools were surrounded by noisy environments that disrupted pupils' attention during ongoing classroom lessons, and the fact that all the schools were day schools yet primary seven pupils needed a boarding school environment. These factors suggest that some schools' learning environments were not conducive enough for pupils to study and perform well as expected. Therefore, there is need to improve these environments.

The last but not least category was the government-based category. This category included factors such as very inadequate and delayed capitation grants, poor and delayed teacher remuneration, government's non-repetition policy, under-staffing, insufficient teaching materials, and lack of boarding in UPE schools (Figure 4.3 and Figure 4.4). These factors indicate that government's role in supporting UPE school was unsatisfactory in terms of motivating teachers and providing school materials needed to improve the quality of education in these schools. In particular, providing teachers with inadequate and delayed remuneration is tantamount to nothing but demoralization. No wonder most of the teachers were dissatisfied as discussed earlier. Understaffing implies that government was not providing schools with enough teachers; yet pursuing the non-repetition policy (automatic promotion of pupils irrespective of their academic scores) suggests that no academic standards were in place to maintain the quality of education by ensuring that only pupils who met the pass mark were promoted to the next class.

In general, all these factors served to constrain the academic performance of the pupils in the selected UPE schools. There is therefore need for government to beef up the staffing of the schools and shift from a non-repetition policy to policy of promoting only those pupils who obtain the pass marks.

Conclusions

- The findings obtained in response to the first objective of the study indicate that the school management styles that were highly used in most of the UPE schools in Masulita Town Council included the laissez faire and directive autocratic style. The use of the participative and collaborative management styles was mainly between head teachers and the members of the school management committees, but not between head teachers and teachers. Head teachers used also the collaborative style to invite and hold meetings with parents so as to exchange ideas about how to manage the schools better, but the style was ineffective. The classroom management styles used in these schools included the assertive, authoritarian and authoritative styles, but the level of using them was such that while the authoritarian style was frequently used, the authoritative style was rarely used yet the application of the assertive style was ineffective.

- Findings in response to the second objective of the study indicate that the types of school and classroom management styles applied in UPE schools in Masulita Town Council had a positive and significant effect on the schools' learners' academic performance. The school management styles that affected academic performance in a positively significant manner included the directive democratic, the permissive democratic and the collaborative management styles, and the classroom management style that affected the same performance

in a positively significant manner was the authoritative style. These styles were however rarely used.

The laissez faire, directive autocratic school management styles and the authoritarian classroom management style that were frequently used in most of the selected schools did not have a significant effect on learners' academic performance. Therefore, there is need for the managers of these schools to change from the less appropriate to more appropriate school management and classroom management styles.

- Findings obtained in response to the third objective of the study indicate that the factors that constrained learners' performance in UPE schools in Masulita Town Council included home-based, pupil-based, teacher-based, school-based and government-based factors. Their specific nature was such that the home and school environments were not conductive to pupils' learning. With the home environment, pupils spent more of the time digging and doing domestic chores instead of doing homework. The school environment was largely ill-facilitated with teaching and learning materials and most the pupils were studying on empty stomachs. Other constraints included the fact that some pupils had low levels of intelligence, most of the teachers were too demoralized to play their professional role effectively, and government demonstrated high levels of inability to build enough classrooms, adequately staff UPE schools, and remunerate teachers satisfactorily.

Recommendations

- The managers of the UPE schools in Masulita Town Council should replace the currently used laissez faire and directive autocratic school management styles with the more appropriate school management styles, like directive democratic, the permissive democratic and the collaborative management styles.
- The teachers of the UPE schools in Masulita Town Council should replace the currently used authoritarian classroom management style with the more appropriate authoritative classroom management style.
- Parents, especially those who do not value education should be sensitized about this value so as to appreciate and effectively perform their role in supporting their children by giving them enough learning materials and necessary support towards their feeding (beak-tea and lunch) at school.
- Parents, especially those with the attitude of indifference, reluctance and sabotaging schools from mobilizing support to facilitate pupils' learning, should be sensitized to abandon this attitude, since it is based on a misconception that with the introduction of UPE, government assumed all the responsibility of educating all children in Uganda. They should be encouraged to play the role of supporting their children at school.
- Teachers should play their professional teaching role effectively by being regular and committed at their work. This can be achieved only when teachers' demoralization is curbed by increasing their remuneration and paying their salaries promptly. It can also be attained when the class sizes are reduced to manageable levels.
- Schools whose surrounding environment is noisy should find a solution to the noise. The solution can be to install sound proof materials that stop noise from entering classrooms or it

can involve relocating from noisy environments to environments that are conducive to learning.

- The government of Uganda should increase the staffing of UPE schools by employing more teachers. The government should also build more classrooms to reduce the class sizes which teachers in UPE schools are contented with.

Recommendations for Further Studies

Through multivariate regression analysis the study established the net effects of school and classroom management styles on learners' academic performance in UPE schools in Masulita town council, but did not establish the net effects of other factors identified as constraints (intervening) to this performance. an extension of this study is therefore recommended to establish exactly how each of the other factors affected this performance, in particular, research should be conducted on:-

- The way how parents play their roles affects learners' academic performance in UPE schools
- The way how government plays its roles affects learners' academic performance in UPE schools
- The characteristics and nature of the learners and how they affect their academic performance.

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APPENDICES

APPENDIX A: INTERVIEW GUIDE FOR CHAIRPERSONS OF SCHOOL MANAGEMENT COMMITTEES

INTRODUCTION

Dear Chairperson,

You are requested to participate in the study by answering the questions in this instrument as honestly as possible. The information given will be used for purely academic purposes and will be treated confidentially. Feel free when giving your opinion about the topic. Thank you in advance for your kind cooperation.

SECTION A: BACKGROUND INFORMATION

Tick in the box that corresponds to the option that best describes your profile

1. Sex: Male ☐ Female ☐

2. Age in years: 19-25 ☐ 25-35 ☐ 36- 45 ☐ Above 45 ☐

3. Years spent as a chairperson: Less than 1 ☐ 1-3 ☐ 4-5 ☐ Above 5 ☐

4. Academic qualification: Grade 3 ☐ Diploma ☐ Degree ☐ Other.....

SECTION B: MANAGEMENT STYLES

1. As a chairperson of the school management committee, describe kind of management style prescribed for the head teacher of the school.

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2. Basing on the information you get from the head teacher, how would do you describe the academic performance attained by your school's primary seven pupils in general?

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3. How would you describe the effect of the management style of the head teacher on the academic performance of primary seven pupils in the school?

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4. Apart from the prescribed school management style, what other factors affect the academic performance of primary seven pupils in UPE School?

(i) .....

(ii) .....

(iii).....

(iv).....

(v) .....

APPENDIX B: INTERVIEW GUIDE FOR HEAD TEACHERS

Dear Head teacher,

You are requested to participate in the study by answering the questions in this instrument as honestly as possible. The information given will be used for purely academic purposes and will be treated confidentially. Feel free when giving your opinion about the topic. Thank you in advance for your kind cooperation.

SECTION A: BACKGROUND INFORMATION

Tick in the box that corresponds to the option that best describes your profile.

1. Sex: Male ☐ Female ☐

2. Age in years: 19-25 ☐ Between 26-35 ☐ Between36- 45 ☐ above 45 ☐

3. Academic qualification: Grade 3 ☐ Diploma ☐ Degree ☐ Other.....

4. Teaching experience: Less than 1 ☐ 1-5 ☐ 5-10 ☐ Above 10 ☐

5. Years spent as head teacher in the school: Less than 1 ☐ 1-3 ☐ 4-5 ☐ Above 5 ☐

SECTION B: MANAGEMENT STYLES

1. Briefly how do you describe management style by which you are expected to manage the schools?

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2. How would do you briefly describe the academic performance attained by your school's primary seven pupils in general?

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3. Describe how the way you manage the school explains the academic performance attained by pupils in primary seven perform academically?

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.....

.....

4. What factors affect the academic performance of primary seven pupils in the school?

(i) .....

(ii) .....

(iii).....

(iv).....

(v) .....

(vi).....

10.	Your primary seven pupils can get all subtractions the expected of them correctly					
11.	Your primary seven pupils can divide numbers and get the expected answers correctly					

SECTION D: FACTORS RESPONSIBLE FOR LEARNER`S ACADEMIC PERFORMANCE

Indicate your perception of each statement in the table below by ticking the option that best describes it. Use Strongly Agree (5), Agree (4), Not sure (3), Disagree (2), Strongly Disagree (1)

No.	Statement	*Strongly Agree (5)*	*Agree (4)*	*Not sure (3)*	*Disagree (2)*	*Strongly Disagree (1)*
1.	Teachers teach all the lessons assigned to them using all the time allocated by the school timetable per lesson					
2.	Teacher give testing exercises to pupils during ongoing classroom lessons					
3.	Teachers mark all the testing exercises given to pupils during classroom lessons					
4.	Teachers give corrections to all classroom exercises given to pupils					
5.	Teachers give homework to pupils					

No.	Statement	*Strongly Agree (5)*	*Agree (4)*	*Not sure (3)*	*Disagree (2)*	*Strongly Disagree (1)*
6.	Teachers mark the homework given to pupils					
7.	Teachers give tests to pupils during the term					
8.	Teachers mark the tests given to pupils during the term					
9.	Teachers give corrections to the tests given to pupils during the term					
10.	The school provides teachers with all the necessary teaching aids					
11.	The remuneration given to teachers motivates them to teach pupils effectively					
12.	You are satisfied with your job as a teacher					
13.	You are committed at work, despite the working conditions					
14.	The school provides pupils with all the necessary learning aids					
15.	The school provides pupils with breakfast					
16.	The school provides pupils with lunch					

No.	Statement	*Strongly Agree (5)*	*Agree (4)*	*Not sure (3)*	*Disagree (2)*	*Strongly Disagree (1)*
17.	Parents facilitate their children with the necessary learning materials					
18.	Parents assist pupils to do the homework given to them					
19.	Parents ensure that their children come to school regularly					
20.	Parents ensure that their children come to school punctually					
21.	Parents facilitate their children's feeding while the children are at school					
22.	All children show interest in learning					

23. In your opinion give any five reasons why pupils do not perform very well.

1.....

2.....

3.....

4.....

5.....

APPENDIX D: PUPILS QUESTIONAIRES

INTRODUCTION

Dear Pupil,

You are requested to participate in the study by answering the questions in this instrument as honestly as possible. The information given will be used for purely academic purposes and will be treated confidentially. Feel free when giving your opinion about the topic. Thank you in advance for your kind cooperation.

SECTION A: BACKGROUND INFORMATION

Tick in the box that corresponds to the option that best describes your profile.

1. Sex: Male ☐ Female ☐

2. Age in years: Below 13 ☐ between 13-15 ☐ between 16- 18 ☐

SECTION B: MANAGEMENT STYLES

For each of the statements in the following table, use the responses given below to tick in the cell corresponding to the option that best matches your opinion.

No.	Statement	*Strongly Agree (5)*	*Agree (4)*	*Not sure (3)*	*Disagree (2)*	*Strongly Disagree (1)*
1.	Your teachers ask you to contribute ideas during ongoing classroom lessons					
2.	Your teachers clarify the ideas you contribute during ongoing classroom lessons					
3.	Your teachers allow you to ask questions during ongoing classroom lessons					
4.	Your teachers find time to allow pupils to participate in the					

	ongoing lessons by asking questions					
5.	Your teachers encourage you to perform better.					

SECTION C: PUPILS' ACADEMIC PERFORMANCE

For each of the statements in the following table, use the scale given below to tick in the cell corresponding to the option that best matches your opinion.

Excellent (5) ***Good (4)*** ***Average (3)*** ***Poor (2)*** ***Very poor (1)***

No.	Statement	*Excellent* (5)	*Good* (4)	*Average* (3)	*Poor* (2)	*Very poor* (1)
1.	The average marks you score in classroom exercises given in a term					
2.	The average marks you score in homework given in a term					
3.	The average marks you score in the tests administered in a term					
4.	The average marks you score in the end of term exams administered in a term					
5.	Your handwriting					
6.	Your ability read all the words you are asked to read by your teachers					
7.	Your ability to count when asked by your teachers					
8.	Your ability to correctly subtract numbers given by teachers					
9.	Your ability to correctly add numbers given by teachers					

10.	Your ability to correctly multiply numbers given by teachers					
11.	Your ability to correctly divide numbers given by teachers					

SECTION D: FACTORS RESPONSIBLE FOR LEARNER`S ACADEMIC PERFORMANCE

Tick the option that best describes your profile. Use Strongly Agree (5), Agree (4), Not sure (3), Disagree (2), Strongly Disagree (1)

No.	Statement	*Strongly Agree (5)*	*Agree (4)*	*Not sure (3)*	*Disagree (2)*	*Strongly Disagree (1)*
1.	Teachers teach all the lessons assigned to them using all the time allocated by the school timetable per lesson					
2.	Teacher give testing exercises to pupils during ongoing classroom lessons					
3.	Teachers mark all the testing exercises given to pupils during classroom lessons					
4.	Teachers give corrections to all classroom exercises given to pupils					
5.	Teachers give homework to pupils					
6.	Teachers mark the homework given to pupils					

No.	Statement	*Strongly Agree (5)*	*Agree (4)*	*Not sure (3)*	*Disagree (2)*	*Strongly Disagree (1)*
7.	Teachers give tests to pupils during the term					
8.	Teachers mark the tests given to pupils during the term					
9.	Teachers give corrections to the tests given to pupils during the term					
10.	The school provides pupils with all the necessary learning aids					
11.	The school provides pupils with breakfast					
12.	The school provides pupils with lunch					
13.	Parents facilitate their children with the necessary learning materials					
14.	Parents assist pupils to do the homework given to them					
15.	Parents ensure that their children come to school regularly					
16.	Parents ensure that their children come to school punctually					
17.	Parents facilitate their children's feeding while at school					
18.	All children show interest in learning					

19. In your opinion give any five reasons why pupils in this school do not pass very well?

1.....

2.....

3.....

4.....

5.....

Appendix E: Computation of Reliability for Teachers' Questionnaires

Reliability Statistics

Cronbach's Alpha	N of Items
.933	67

Item-total statistics

Variables (note that biographical variables were not included)	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The head teacher makes administrative decisions single-handedly	.330	.933
The head teacher plans what teachers are supposed to do without involving them	.401	.932
The head teacher gives clear expectations for what needs to be done	.488	.932
The head teacher clearly indicates when allocated work should be done,	.622	.931
The head teacher gives clear explanation of how allocated work should be done	.472	.932
The head teacher allocates work to teachers using instructions only	.288	.933
The head teacher ensures that teachers implement the decisions he/she makes without questioning them	.100	.933
The head teacher directs teachers by dictating everything he/she wants them to do.	.137	.933
The head teacher does not listen to teachers even when they are a providing better alternatives to his/her managerial decisions	.088	.934
The head teacher ensures that teachers do assigned work through strict supervision of what they do	.684	.930
The head teacher ensures that teachers do assigned work by monitoring them closely	.045	.934
The head teacher ensures that scholastic materials needed to facilitate school teaching and learning activities are in place	.562	.931
The head teacher minds about teachers completing assigned work irrespective of their welfare conditions	.259	.933
The head teacher motivates teacher to do assigned work by ensuring that their welfare is well catered for	.424	.932
The head teacher encourages teachers to participate in the planning of the school	.595	.931
The head teacher consults teachers before making any administrative decisions that are critical to the running of the school	.276	.933
The head teacher encourages teachers to freely share their views or ideas with him/her about how the school should be managed	.330	.933
The head teacher holds staff meetings for the purpose of making collective decisions regarding how the school be managed	-.077	.935

The head teacher makes an effort to build consensus with teachers before under any taking any administrative course of action	.362	.932
Teachers are given a chance to participate in the designing of the school timetable	.595	.931
The head teacher invites parents for school meetings	.390	.932
During school meetings the head teacher allows parents to contribute ideas about how the school should be managed	.548	.931
The head teacher manages the schools according to the ideas suggested by parents during school meetings	.579	.931
After assigning teachers with teaching tasks, the head teacher gives them total freedom to perform the tasks and produce desired results	.464	.932
The head teacher neither supervises or monitors teachers as they do assigned work	.305	.933
The head teacher expects teachers to develop and follow schemes of work and lesson plans without any administrative input from him/her	.180	.933
The head teacher expects teachers to be responsible enough to be punctual for work without him/her telling them to do so	.484	.932
Teachers hold meetings among themselves to discuss and agree on a common scheduling of their work	-.178	.936
Every teacher minds their own business as long as they each do the work assigned to them	.140	.933
As a teacher, I ask pupils to contribute their ideas during an ongoing classroom lesson	.206	.933
As a teacher, I clarify the ideas pupils contribute during an ongoing classroom lesson	.589	.931
As a teacher, I allow pupils to ask questions during an ongoing classroom lesson	.729	.931
As a teacher, I find no time to allow pupils to participate in the ongoing lessons by asking questions	.508	.932
As a teacher, I motivate my pupils to perform better.	.356	.932
The average marks primary seven pupils score in classroom exercises given to them in a term	.578	.931
The average marks primary seven pupils score in the homework given to them in a term	.421	.932
The average marks primary seven pupils score in the tests administered to them in a term	.508	.931
The average marks primary seven pupils score in the end of term exams administered to them in a term	.644	.931
Your primary seven pupils can write as well as expected	.492	.932
Your primary seven pupils can read all the words they are expected to know in all the languages of instruction	.747	.930
Your primary seven pupils can count as expected	.709	.930
Your primary seven pupils get all the sums expected of them correctly	.530	.931
Your primary seven pupils get all the multiplications expected of them correctly	.643	.931
Your primary seven pupils can get all subtractions the expected of them correctly	.524	.931
Your primary seven pupils can divide numbers and get the expected answers correctly	.640	.931

Teachers teach all the lessons assigned to them using all the time allocated by the school timetable per lesson	.651	.930
Teacher give testing exercises to pupils during ongoing classroom lessons	.025	.935
Teachers mark all the testing exercises given to pupils during classroom lessons	.696	.930
Teachers give corrections to all classroom exercises given to pupils	.684	.930
Teachers give homework to pupils	.642	.931
Teachers mark the homework given to pupils	.685	.930
Teachers give tests to pupils during the term	.752	.930
Teachers mark the tests given to pupils during the term	.521	.931
Teachers give corrections to the tests given to pupils during the term	.739	.930
The school provides teachers with all the necessary teaching aids	.361	.932
The remuneration given to teachers motivates them to teach pupils effectively	-.212	.934
You are satisfied with your job as a teacher	.737	.930
You are committed at work, despite the working conditions	.303	.933
The school provides pupils with all the necessary learning aids	.076	.933
The school provides pupils with breakfast	.019	.933
The school provides pupils with lunch	-.057	.934
Parents facilitate their children with the necessary learning materials	.144	.933
Parents assist pupils to do the homework given to them	.306	.933
Parents ensure that their children come to school regularly	-.164	.935
Parents ensure that their children come to school punctually	.218	.933
Parents facilitate their children's feeding while the children are at school	.232	.933
All children show interest in learning	.148	.933

Appendix F: Computation of Reliability for Pupils' Questionnaire

Reliability Statistics

Cronbach's Alpha	No. of Items
.945	34

Item-total statistics

Variables (note that biographical variables were not included)	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Your teachers ask you to contribute ideas during ongoing classroom lessons	.497	.944
Your teachers clarify the ideas you contribute during ongoing classroom lessons	.602	.943
Your teachers allow you to ask questions during ongoing classroom lessons	.386	.945
Your teachers find no time to allow pupils to participate in the ongoing lessons by asking questions	.300	.945
Your teachers encourage you to perform better.	.340	.945
The average marks you score in classroom exercises given in a term	.504	.944
The average marks you score in homework given in a term	.476	.944
The average marks you score in the tests administered in a term	.434	.945
The average marks you score in the end of term exams administered in a term	.357	.945
Your handwriting	.422	.945
Your ability read all the words you are asked to read by your teachers	.885	.940
Your ability to count when asked by your teachers	.723	.942
Your ability to correctly subtract numbers given by teachers	.712	.942
Your ability to correctly add numbers given by teachers	.715	.942
Your ability to correctly multiply numbers given by teachers	.702	.942
Your ability to correctly divide numbers given by teachers	.885	.940
Teachers teach all the lessons assigned to them using all the time allocated by the school timetable per lesson	.442	.944
Teacher give testing exercises to pupils during ongoing classroom lessons	.639	.942
Teachers mark all the testing exercises given to pupils during classroom lessons	.560	.943
Teachers give corrections to all classroom exercises given to pupils	.874	.940
Teachers give homework to pupils	.299	.945
Teachers mark the homework given to pupils	.474	.944
Teachers give tests to pupils during the term	.774	.941
Teachers mark the tests given to pupils during the term	.231	.946
Teachers give corrections to the tests given to pupils during the term	.547	.943
The school provides pupils with all the necessary learning aids	.776	.941
The school provides pupils with breakfast	.873	.940
The school provides pupils with lunch	.407	.944
Parents facilitate their children with the necessary learning materials	.270	.945
Parents assist pupils to do the homework given to them	.686	.942
Parents ensure that their children come to school regularly	.642	.942
Parents ensure that their children come to school punctually	.435	.944
Parents facilitate their children's feeding while at school	.583	.943
All children show interest in learning	.662	.942

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Department of Educational Planning Management

Date: 24 July 2014

TO WHOM IT MAY CONCERN

This is to certify that **KYOMUHANGI Scholar (Sr.) Reg. No. 12/U/096/GMED/PE,** is a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

School Management Styles and Learner's Academic Performance in UPE Schools in Masulita Town Council Wakiso District.

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

Thank you

Kyambogo University
FACULTY OF EDUCATION
Komba
24 JUL 2014

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT
HEAD OF DEPT
EDUCATIONAL PLANNING & MGT