

The Impact Of School Management Styles On Students Performance. A Case Study Of Mpanga

Secondary School, Kabarole District

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Abstract

The study aimed at the impact of school management styles on students' performance with a case study of Mpanga secondary school, Kabarole district and it was guided by the following objectives; To find out how autocratic management style affects academic performance in schools in Kabarole district, to access the effect of democratic management style on academic performance of students in Kabarole District and to find out how charismatic management styles affect academic performance of students in Kabarole District. The design employed both qualitative and quantitative approaches, whereby adequate narrative data was collected. The Head teachers and the student leaders while numerical data was collected the Board members and the teachers. This facilitates better understanding of the problem. Kabarole District Education department comprises 7 Technical staff at the District Education office, Head teachers and Teachers, members of both Board of Governors and the student. The District Education Officer, the District Inspector of Schools, the 48 Board members, 4 Head teachers, 117 teachers and the 237 student leaders of the secondary schools provide ground for this study making a total of 408 respondents. When asked when management training was important in the management of school, all the head teachers (100%) agreed that it was very important for head teachers to be trained in management skills. It was therefore strongly recommended that every school undertake a strategic visioning process. It was through a shared vision and mission that the head teacher will be able to offer sense of direction in his/her staff. With this vision and mission, the school can develop a plan. The plan should be broadly shared and understood by all the stakeholders. Another recommendation is that the head teachers should strengthen support supervision of lessons to his/her teaching staff.

Key words: School Management Styles and Students Performance

Background of the study.

Globally, spending on education is considered an investment in the enrichment of human resources (Jac & Kazaara, 2023). Schleicher (2007) reported that almost every Organization for Economic Co-operation and Development (OECD) country between 1980 and 2005 substantially increased public spending on education and launched numerous improvement initiatives in their education systems, yet very few OECD school systems achieved significant improvement in performance

and in other school systems performance never changed or even worsened, making the situation even more confusing (Ntirandekura, Ainebyoona, et al., 2022). In his study (Aisha et al., 2023), he observed that over time, African states gradually increased public spending on both primary and secondary education to address the problem of quality education in secondary schools. For example, "The African region devotes 5.0 percent of its total GDP of about \$1.5 trillion to public

Received: 14.02.2024

Accepted: 18.02.2024

Published on: 29.02.2024

spending on education, the second highest percentage after North America with a total GDP of \$32 trillion per capita and Europe at 5 percent with a total GDP \$24 trillion per capita. capita' (Frank et al., 2023). Another comparison shows that "African countries allocated the largest share of government spending on education at 18.4 percent, followed by East Asia and the Pacific at 17.5 percent; and South and West Asia allocated only 12.6 percent" (Lydia et al., 2023). In fact, some students in school are not much better off than those who missed school. Consequently, the quality of education in Africa is in a precarious state (Suzan & Kazaara, 2023). Since no mention is made of the management practices used in schools in Africa, one wonders if this profound learning crisis is not attributed to the management practices in place and their effectiveness on academic performance (Victoria et al., 2023). It is noteworthy that in countries like Nigeria, public debates often revolve around improving educational practices. The displeasure of the general public has always been anticipated with the annual publication of what is called the "West African Matriculation Examination Results for Seniors". Akinsolu (2010) argued that students' examination results do not necessarily reflect government investment (Anthony et al., 2023). (Kazaara et al., 2023) regrettably noted that academic excellence has since left Nigeria. Every year, the nation is saddened by the underperformance of a student in national examinations, where only 20 percent of candidates pass at an acceptable credit level. a reflection of institutional, educational or structural qualities in schools. On the other hand, a research study

(Brighton et al., 2023) on the state of the education system in South Africa revealed that of all the middle-income countries in the world, South Africa has the worst education system. Out of 100 students who start school, only 50 make it to grade 12, 40 pass and only 12 qualify for university. (Brighton et al., 2023) further noticed in his study that this quality of education is not only perceived as unproductive, but also grossly below average. While there are areas of good management practice in South African schools, the overall impression is that most school principals are unable or lack motivation to improve the quality of training and learning effectively, as observed by Bush, Joubert, Kiggundu and Rooyen, (2009). In Uganda, one of the main objectives of the education sector is to increase and improve equitable access to quality education (Racheal et al., 2023). The Ugandan government has invested heavily in the secondary education sector over the years, such as US\$150 million received from the World Bank to develop government-supported secondary schools (Christopher, Komunda et al., 2022). Despite these efforts, the overall performance of public schools in the country has not been more impressive, especially secondary schools in the country (UNEB Report, 2015). Since 2008, UNEB has implemented a program known as the National Assessment of Progress in Education (NAPE) for secondary education. The aim of this program is to monitor the effectiveness of the educational process in the country (Christopher, Komunda, et al., 2022). Notably, between 2008 and 2010, no improvement in results was observed for biology, English and mathematics. Better results were observed in non-universal secondary schools such as Namagunga

Received: 14.02.2024

Accepted: 18.02.2024

Published on: 29.02.2024

Girls Secondary School rather than USE schools such as Arua Secondary School (JICA Report,

2012), leaving many to wonder what are the reasons for such poor performance.

Statement of the problem

Effective management styles allow students to feel good about school, learning and also lead to better student achievement (Micheal et al., 2023). The effectiveness of management can be increased by implementing systems of performance management practices in schools. Accordingly, most secondary schools in Kabarole District have adopted management style practices such as planning, monitoring and evaluating teachers' performance. Despite the above practices, the level of school performance in most secondary schools in Kabarole District remains unsatisfactory (Christopher, Moses, et al., 2022). School inspection reports of the Ministry of Education of Kabarole District (EDU/212/1, 2018) also show that the preparation of lessons is ineffective, a large number of individual teachers regularly avoid lessons in schools and under-evaluated pupils. 'secondary school teachers' books (Richard et al., 2023). If this problem persists; the learning process will be constantly curtailed, resulting in low student achievement and also constantly questioning the quality of education offered by USE schools. Accordingly, mitigating measures are urgently needed to curb the unsatisfactory level of teacher performance in schools in Kabarole District (Micheal et al., 2023).

Despite the above problems still exist and therefore this study seeks to investigate the impact of school management styles on student performance. Research in this area also seeks to clarify the factors influencing performance and in particular the influence of management styles on academic performance (Godfrey et al., 2023).

Specific Objectives

1. To find out how autocratic management style affects academic performance in schools in Kabarole District.
2. To access the effect of democratic management style on academic performance of students in Kabarole District.
3. To find out how charismatic management styles affect academic performance of students in Kabarole District.

Methodology

This study adopted a Cross-Sectional Survey design which according to Creswell (2011) involves data generation from the population at a particular time. The adoption of this study design was based on the fact that it is comparatively quicker to conduct given the limited time for this study. The design employed both qualitative and quantitative approaches, whereby adequate narrative data was collected. The Head teachers and the student leaders while numerical data was collected the Board members and the teachers. This facilitates better understanding of the problem. Kabarole District Education department comprises 7 Technical staff at the District Education office, Head teachers and Teachers, members of both Board of Governors and the student. The District Education Officer, the District Inspector of Schools, the 48 Board members, 4 Head teachers, 117 teachers and the 237 student leaders of the secondary schools provide ground for this study making a total of 408 respondents.

Received: 14.02.2024

Accepted: 18.02.2024

Published on: 29.02.2024

Degu and Yigzaw (2006) described Sample as a selected number of study units from a defined study population which is representative of the population. From an accessible population of 408, the study established a sample size of 202 using Yamane (1967) formula cited in Israel (2013) as; $n = \frac{N}{1+N(e^2)}$ where n is the sample size, N is the population size and e is the level of precision ($e = 5\%$ or 0.05). The sample sizes for Teachers, members of the Board of Governors and student leaders were computed from the formula; **Sample size of each category of respondents (X) = (target population of X/408) x 202**, giving the following sample sizes; 56 Teachers (14 per school), 116 student' leaders (29 per school) and 24 members of School Boards (6 per school). This presents a total accessible population of 202 including the D.E.O, the D.I.S and the 4 Head teachers which represents 49.5% of the target population.

Table 1 Sample Size and Sampling Techniques

Category	Target population	Sample size	Sampling Techniques
DEO and the DIS	2	2	Purposive sampling
Head teachers	4	4	Purposive sampling
Teachers	117	56	Simple Random sampling
Members of BOG	48	24	Simple Random sampling
Student leaders	237	116	Stratified Random Sampling
Total	408	202	

Source: Kabarole District Education department Report and Schools Status Report, 2023

Open ended questionnaires were conducted to generate information from the District Education Officer, the District Inspector of Schools and the Head teachers of the four schools under study. Non response rate in the study was managed by having a close follow up on the respondents by the researcher and the research assistant, and explaining to the respondents the importance of this research to Educationists and all education stakeholders in the District. Kothari (2004) defined data analysis as the computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups. Kompo and Tromp (2006), defined data analysis as a method of “examining what has been collected in a survey or experiment and making deductions and inferences”. “It involves uncovering underlining structures, extracting important variables, detecting any anomalies and testing any underlining assumptions”. In this study, data was analyzed using both qualitative and quantitative methods. In qualitative data analysis, analysis begins with the coding process to generate descriptions of settings or people as well as categories of themes for analysis and make interpretations of the meanings of the data (Amin, 2005). In this study, the data was collected through interviews, focus group discussions and documentary review was categorized under the main themes of planning, organizing and controlling and then content analysis was done. The data was coded, analyzed and interpreted according to the respective themes.

Received: 14.02.2024

Accepted: 18.02.2024

Published on: 29.02.2024

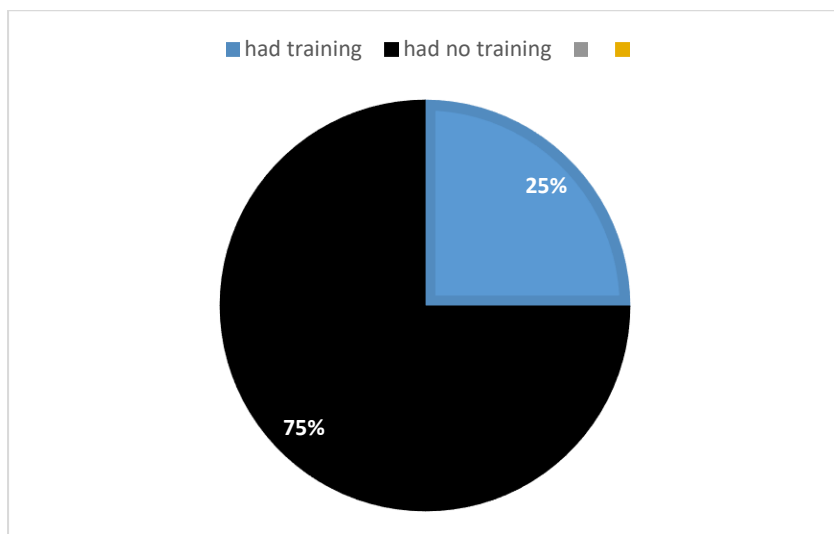
Quantitative data analysis involves using numbers or common statistics to discover and describe patterns in data, so as to make sense of the raw data gathered in research (Chambliss & Schutt, 2010). In the study, both descriptive and inferential statistics were used to analyze the data from the questionnaires. Descriptive statistics describes and presents data in terms of summary of frequencies namely mean and standard deviation and skewness (Cohen, Manion and Morrison, 2007, p.502). The data from the questionnaires were sorted, coded, categorized, entered in to the computer and analyzed using the Statistical Packages for Social Scientists (SPSS) program. Specifically, the study employed some of the social techniques mentioned in descriptive statistics above to aid in the data analysis (Nelson et al., 2022). Inferential statistics, by contrast, strive to make predictions based on the data gathered. These include hypothesis testing using correlation and regression analyses (Cohen, Manion and Morrison, 2007). In correlative indices, the Pearson's Correlation Coefficient will be used to establish the correlation between two ordinal scale variables.

RESULTS

Head teacher's training and professional development

When asked whether the head teachers have had any management training, 25% only had a management training while 75% had not head teachers training in management skills

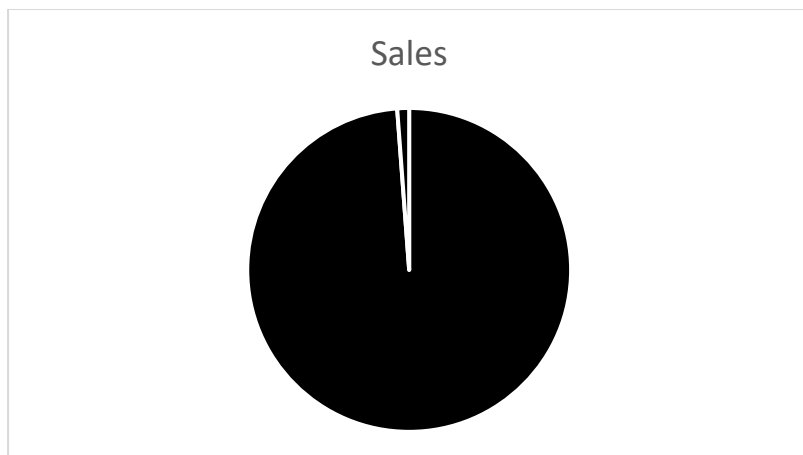
Figure 1: Showing responses on management training



Source: primary source

When asked when management training was important in the management of school, all the head teachers (100%) agreed that it is very important for head teachers to be trained in management skills.

Figure 2: showing response on training

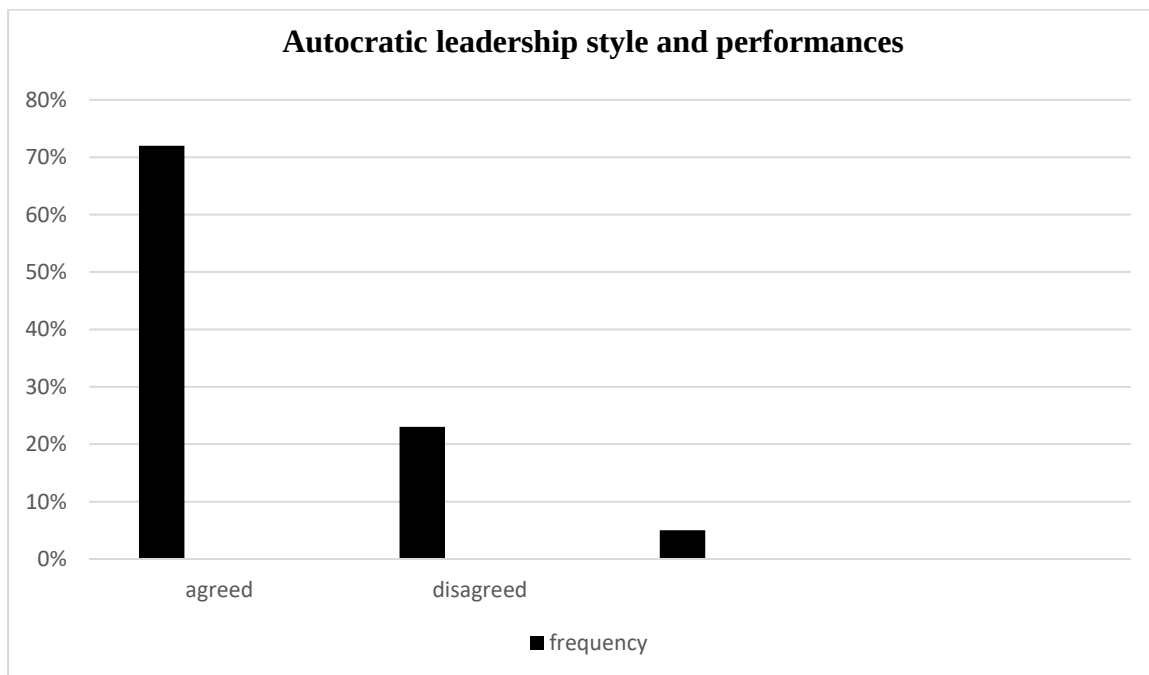


Source: primary source

Autocratic school management and performances

As to whether autocratic school management affect performance the respondents (72%) agreed that autocratic school management significantly affect performance while 23% disagreed with the statement as 5% were in different.

Fig 3: Showing responses on autocratic management practice.



Source: primary source

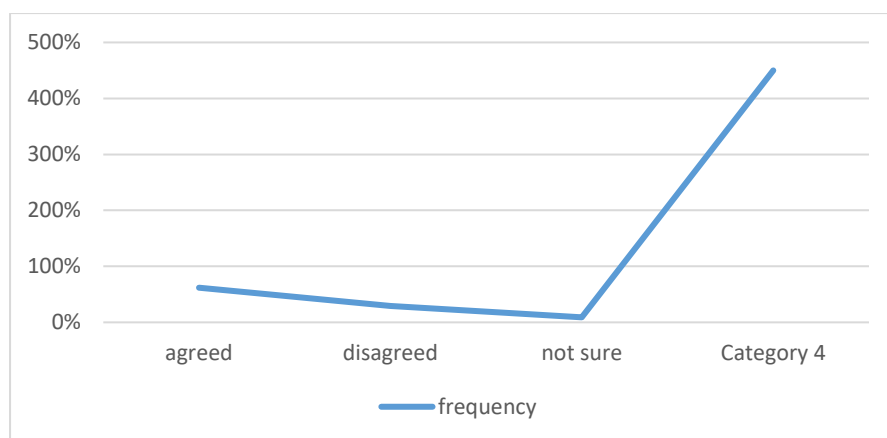
Received: 14.02.2024

Accepted: 18.02.2024

Published on: 29.02.2024

In relation to the above, autocratic school management affects performance of staff and students. It is important to observe the management skills of the school managers because it has adverse effect on performance. When asked about how strict the management is, 62% of respondents agreed that head teachers are rude and reluctant to listen to others 29% dismissed the statement as untrue while 9% did not show sides.

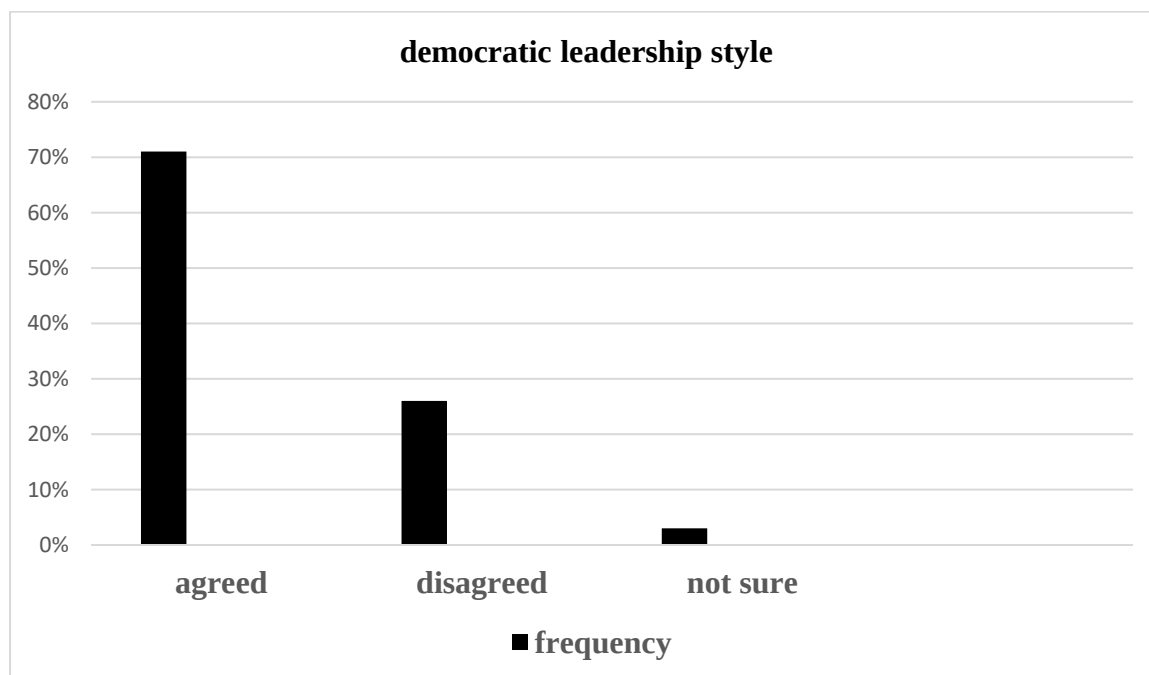
Figure 4: Showing response control measures



Source: primary source

Democratic school management and performance

Figure 5: Showing responses on democratic management style.



Received: 14.02.2024

Accepted: 18.02.2024

Published on: 29.02.2024

When asked whether democratic management is important in management, 71% of respondent agreed that democratic management is the best form of governance and should be encouraged in schools, 26% of the respondents however disagreed with the statement while 3% were not sure.

When asked whether democratic styles is being practiced in their schools, below is the response:

Summary.

In this chapter, it was established that management is very important in creating an effective school. So the best form of school management in schools revealed by the study is democratic. It was also found that most head teachers used this kind of management in order to create ownership in schools.

It was also found that no one kind of management was used in schools. Although the democratic style was most preferred, it was found out that depending on situations in the school, leaders tended to vary the different school management and at times used the autocratic style of management, but this was very seldom and it was mostly used where policies in schools had been compromised.

It was also established that where the democratic style of management was practiced, the school was likely to achieve a good overall performance.

Conclusion

It has been observed by the researcher that there are many management styles employed by school head teacher. However for purposes of this study, the researcher examined the management styles and school performance and analyzed three managements styles namely: autocratic, Democratic and charismatic.

The study established that age, professional to become more democratic with age, professional maturity and experience. It was noted that the young teachers, because of over ambition, tended to be more aggressive which led to head teachers adopting a more autocratic management style.

Another thing was in respect of the head teachers training. It was established that the nature of head teachers training contributed to either poor or good management and hence were well trained as teachers did not automatically make them good school leaders.

That type of training did not prepare them with management roles as Mulkeen et al (2004) observed that there is a gap in management training to fit head teachers for their roles. The study established that unless head teachers are well equipped with knowledge and skills in management and management, they would not be able to improve school performance.

So most of the head teachers interviewed indicated that they had neither attended any induction management training course upon being appointed as head teachers, nor undertaken any training during their tenure of service as head teachers, only they attended the peer group meetings (PGM) of head teachers and Deputy Head teachers at Coordinating centre (CC) level for continuous professional development (C.P.D).

Recommendations

It is therefore strongly recommended that every school undertake a strategic visioning process. It is through a shared vision and mission that the head teacher will be able to offer sense of direction in his/her staff. With this vision and mission, the school can develop a plan. The plan should be broadly shared and understood by all the stakeholders.

Another recommendation is that the head teachers should strengthen support supervision of lessons to his/her teaching staff.

School management and academic performance

From the literature reviewed, it was clear that management is very important in the process of improving the school's performance. This observation led the researcher to probe further during the interviews to identify reasons for apparent contradictions. What was established from the literature and confirmed by the study was that management, though important, can be misused particularly when it remains in the hands of an individual, more so when the school management of that individual is autocratic.

This study therefore submits that for management to remain important and useful towards the promotion of quality education, it must be distributed appropriately among different levels of administration in the school. Even teachers would be given some position of management at various levels and this encouraged teachers to find their voices and to take up their potential as leaders and change agents in their schools.

Autocratic school management and academic performance

It has been found out that autocratic school management negatively affects school performance in primary schools. It has been found that autocratic school managers tend to be too strict and harsh which discourages their subordinates from performing to the best of their ability.

The study also established that in schools with autocratic management style, there is always resistance. So it is necessary for teachers to be involved in the process of deciding the roles they wish to take on and then be supported by the school management in doing so.

It is therefore recommended that school head teachers avoid the use of autocratic management styles in the management of the school. The schools should be training grounds for future educational leaders.

Autocratic management school management and academic performance

It has been found from the study that autocratic management has low influence in school performance. So one of the findings of the study was that autocratic management leaders do not delineate the problem that needs to be solved and tend to delegate their duties which leads to poor performance because most of the work remains undone at the end of the day. Duties can be delegated but responsibilities cannot be delegated, one remains accountable. It is therefore recommended that school managers avoid autocratic management school management which permits total delegation of responsibility to teachers. Leaders need to monitor activities so as to ensure compliance and results.

Democratic management and academic performance

Received: 14.02.2024

Accepted: 18.02.2024

Published on: 29.02.2024

This study established that the democratic school management positively influences academic performance. Democratic school management encourages everybody to participate in the affairs of the school as a whole. The staff feels they are part of the school this motivates them to work hard.

This study therefore submits that head teachers be encouraged to use this style of management in the management of schools.

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Received: 14.02.2024

Accepted: 18.02.2024

Published on: 29.02.2024

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