

School Management Styles And its Impact On Students Performance. A Case Study Of Mpanga Secondary School, Kabarole District

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Abstract

This exhaustive research investigation sought to profoundly examine the consequences imposed by distinctive institutional administrative tendencies upon students' academic achievement at Mpanga Secondary School situated in Kabarole District, Uganda. A mixed-method methodology was rigorously applied involving an intensive literature assessment to garner invaluable insights into topics fundamentally pivotal to comprehending this sphere of scholarship. Subsequently, an extensive collection of quantitative information was procured through a meticulously administered questionnaire targeting 150 randomly selected pupils enrolled across various educational levels at the identified case study institution. Simultaneously, qualitative viewpoints were obtained through meticulously conducted focused group dialogues comprising students and elucidating consultations with key pedagogical administrators to attain a deeply insightful grasp of the prevailing local contextual realities. Both descriptive analytical techniques and inferential statistical methods such as regression analysis were stringently applied to analyze the wealth of empirical data accumulated. From the findings, 71% of respondent agreed that democratic management was 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. 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.

Keywords: School Management Styles, teaching and Students Performance

Background of the study.

This study was based on the relationship between management practices and academic performance (Christopher et al., 2022b). (Victoria et al., 2023) defined management as the process of achieving organizational goals by effectively directing and controlling the organization's information, financial, human, and physical resources. Managerial practices according to (Ntirandekura et al., 2022) refer to administrative activities. Nzoka & Orodho (2014) noted that educational management "is the application of management principles in designing, developing and influencing resources to achieve educational objectives", seen in the extent to which schools realize the expectations of their partners. The various definitions of management above are not mutually exclusive. They all suggest that management includes setting goals, plans, policies and programs, mobilizing resources; men, material and machinery into operations, supervise and control their performance (Irumba et al., 2023). Therefore, this study adopted the above definitions but limited itself to only three management practices, namely planning, organizing and managing educational processes. Santos, Rivera, and Bourne (2014) defined performance as a task or

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operation viewed in terms of how successfully it is performed. Individuals are considered performing when they have realized the goals set by management, and organizations are considered performing when they have met the so-called "requirements of their stakeholders and are more effective and efficient than their competitors" (Santos, Rivera, & Bourne, 2014). Organizational performance can be "assessed in terms of the results the organization achieves in relation to its goals" (Moses et al., 2022). Basically, the researchers argue that organizational performance can be "measured at the level of output, outcome, or impact, and less strictly as adherence to organizational rules." Although the definitions presented by the two sets of authors do not contradict each other, the definition of Therkildsen and Tidemand (2007) seems to bring a clearer concept of performance, and in this study, academic performance refers to the extent to which the school's academic goals are achieved and graduation rates meet standards (Seth & Ntirandekura, 2022). Kabarole District is a district in western Uganda. Kabarole District is part of Tooro Kingdom. Its capital is Fort Portal before 1 July 2020, when it was elevated to a city, separating it from Kabarole District Government. (Kabarole District Local Government Population Report, 2015). The District Local Government Council consisting of 26 members including the Chairman (LC V) is the highest political body in the district with legislative and executive powers, it has an executive committee of 5 members (Kabarole District Local Government Population Report, 2015) (Godfrey et al., 2023). The district also has a technical team composed of eight (8) directorates and departments, among which is the directorate of education, which is in charge of all schools in the district and is managed by the district education officer (Kabarole District Office Population Report, 2015). The district has 18 secondary schools, of which 6 are government aided and twelve are privately owned (Kabarole District Local Government Five Year Development Plan, 2012). Some of the major challenges faced by these schools include; Inadequate number of teachers, especially science teachers, inadequate primary school equipment such as classrooms, limited community and parental participation, including schools' over-reliance on the meager universal secondary school grant to cover all school activities, irregular school inspections due to lack of manpower in the district school department and lack of capacity building training for teachers (Kabarole Education Department Report, 2015) (John et al., 2023). Out of the 6 government high schools in the district, only four schools will be considered in this study as the other two are still newly established schools.

Statement of the problem

Effective management styles allow students to feel good about school, learning and also lead to better student achievement (Richard et al., 2023). Management effectiveness can be increased by implementing systems of performance management practices in schools (Mark et al., 2023). 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 (Anthony et al., 2023). 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 students. ' books for secondary school teachers. If this problem persists; the learning process will be constantly restricted, resulting in low student achievement and also constantly questioning the quality of education offered by USE schools (Victoria et al., 2023). Accordingly, mitigating measures are urgently needed to curb the unsatisfactory level of performance of teachers in schools in Kabarole district. 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 (Victoria 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

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the 237 student leaders of the secondary schools provide ground for this study making a total of 408 respondents. 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

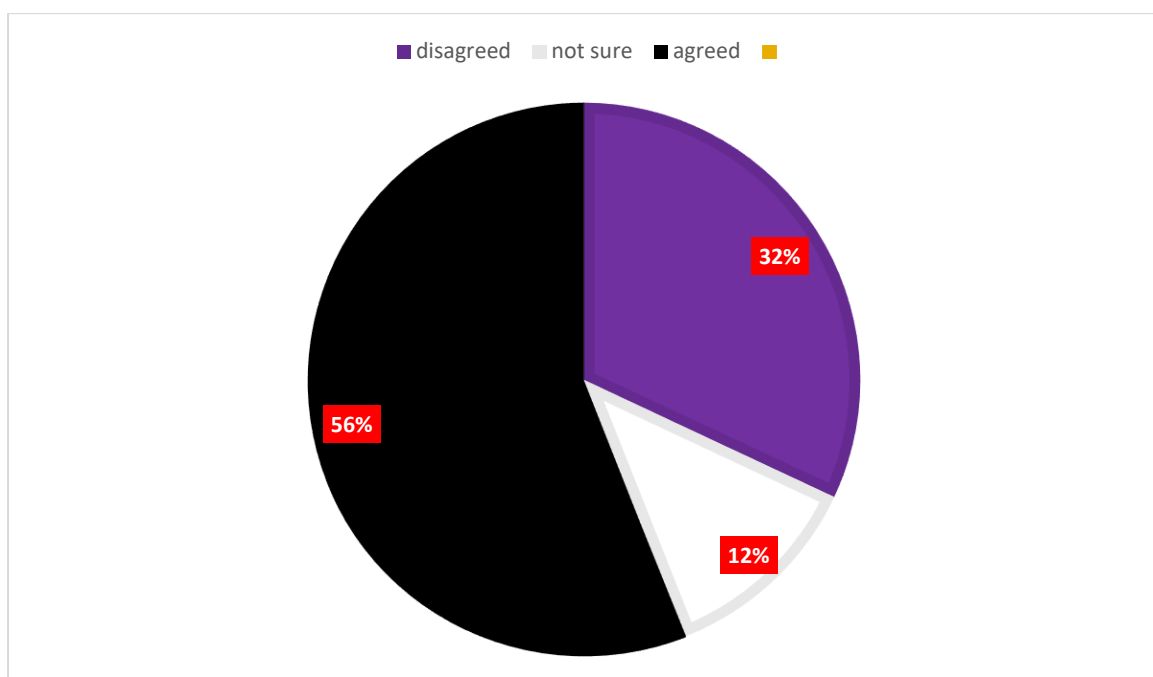
The research process employed “probability sampling techniques (simple random sampling and Stratified random sampling) and non-probability sampling technique that is, purposive sampling, to select the respondents from the various categories identified”.

Simple random sampling technique was used to select fourteen (14) Teachers per school and six (6) members of school Boards per school. Gupta (2011) defines simple random sampling technique as, “a technique was used for drawing a sample in such a way that each unit of the population has an equal and independent chance of being included in the sample, making it the least biased technique in selection process”. Questionnaires were used in this study to collect quantitative and qualitative data. Kothari (2004, p.100) explains that, “a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms”. It involves low costs even when wide area of the sample is selected. In the study, closed ended questionnaires were administered to the teachers and members of school Boards. 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. In this study, data was analyzed using both qualitative and quantitative methods. 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 (Nelson et al., 2022). Specifically, the study employed some of the social techniques mentioned in descriptive statistics above to aid in the data analysis.

Results

Figure 2: Showing responses on consultation



4Head teacher's training and professional development

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

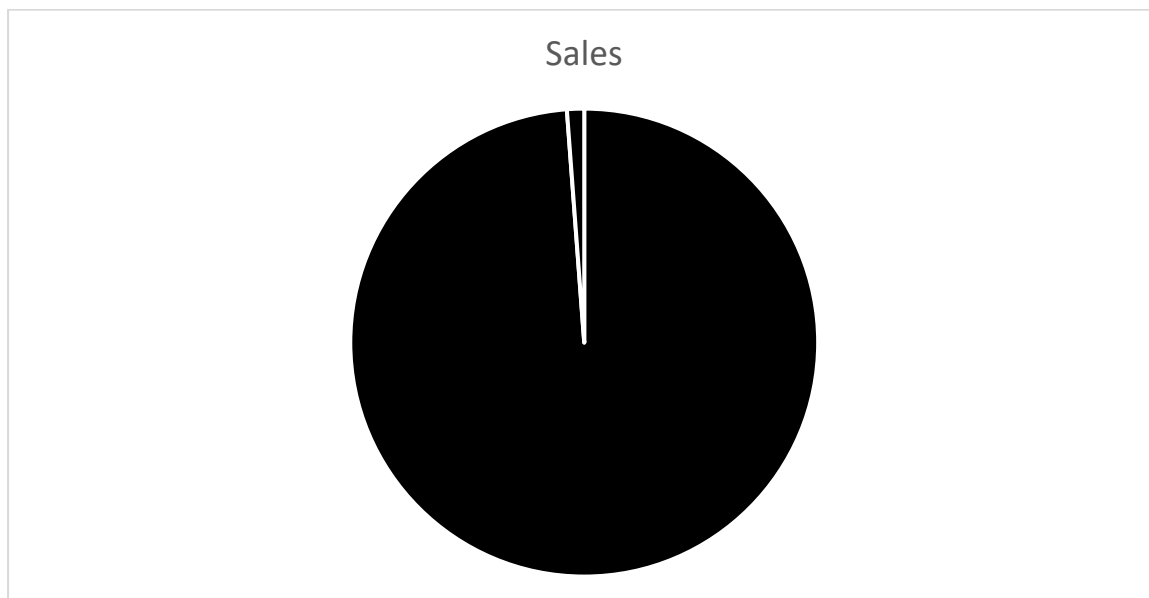
Figure 3: Showing responses on management training



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 4: showing response on training



Source: primary source

Autocratic school management and performances

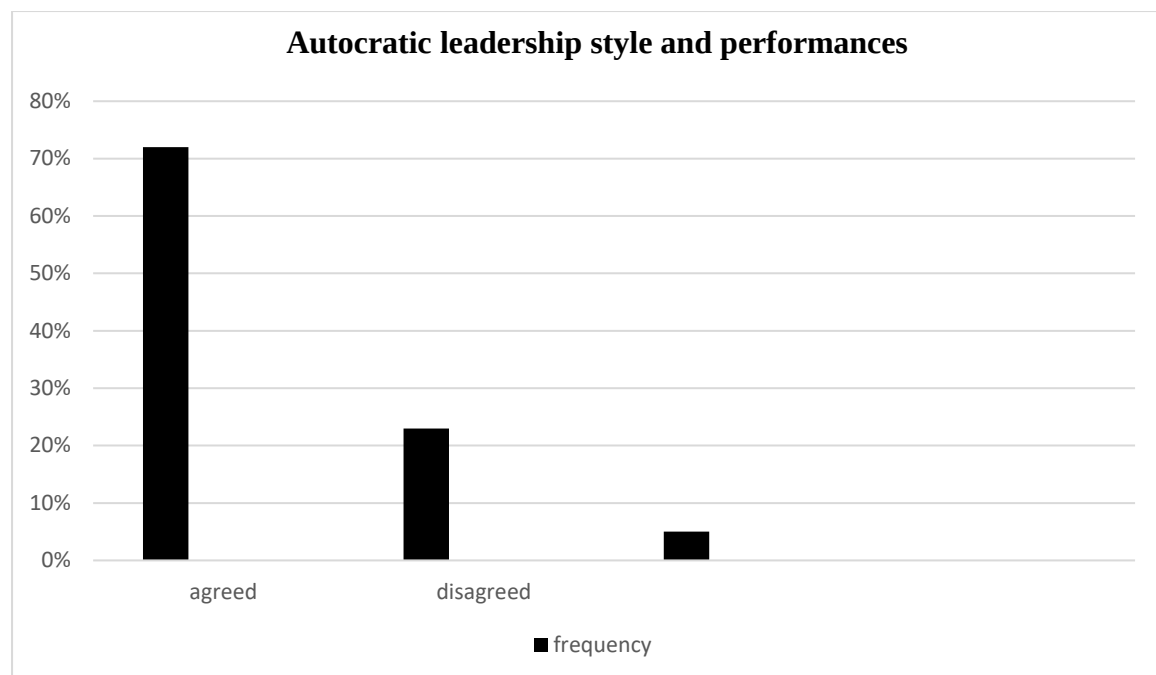
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As to whether autocratic school management affect performance the respondents (72%) agreed that autocratic school management significantly affect performance while 23% disagreed with the statement as 5% were in different.

Fig 5: Showing responses on autocratic management practice.

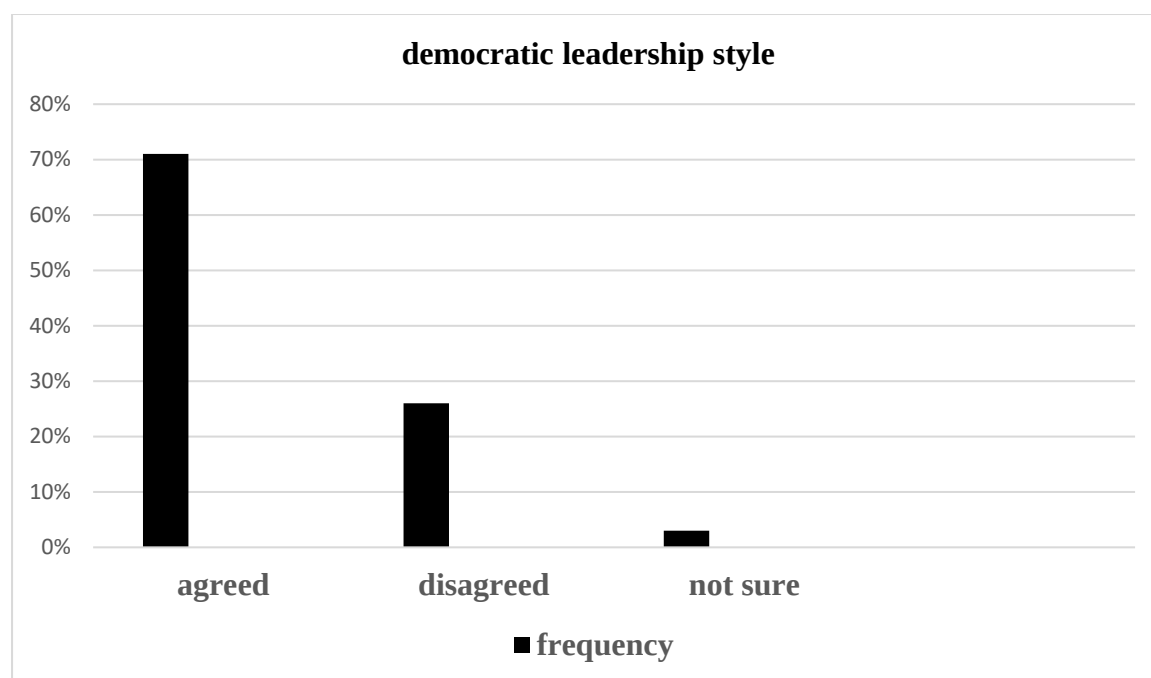


Source: primary source

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.

Democratic school management and performance

Figure 6: Showing responses on democratic management style.



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:

Discussion of the demographic characteristics of respondents

It was established that over 44% of the teachers who participated in this study were below 30 years. This means that the teachers are still young in the profession and this explains why some head teachers used autocratic school management to put up policies right. On the contrary more mature teachers appeared to be at peace with more democratic management approaches and they could even perform well under a autocratic management style of management. The perceptions of the management styles of the head teacher by the young teachers differed from that of the old ones (Jac & Kazaara, 2023). They constantly seek for guidance from head teacher even when his/her management approach appeared democratic.

The age of the head teachers, however, was not found to be crucial factors in influencing the school management employed. However, because most of the head teachers who participated in the style were above 45 years, it could be inferred that head teachers probably become more democratic with age, professional maturing and experience. From the findings, one of the head teachers interviewed is yet holding a caretaking position of headship and this means that he lacks the necessary skills and training (Emmanuel et al., 2023). However, professional development (CDP) is being implemented by the center coordinating Tutor (CCT) on monthly basis. The findings also indicated that head teachers were well trained as teachers, but not as school head teachers (Administrators). So the training given to the head teachers when they were training as teachers is inadequate to prepare them for management

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roles (Christopher et al., 2022a). As observed by Mulkeen et al. (2004). There is a gap in management training to prepare head teacher for their roles. With many educational reforms today in Uganda, educational management and many challenges which come with reforms is becoming a big concern. Every country is struggling to meet its commitments in the implementation of the education for AU (EFA) goals and millennium development goals (MDGs) (Anthony et al., 2023). Most school leaders use the democratic school management compared to other management is because the schools are composed of people who are intelligent with ideas that help in the day-to-day running of the school. The leader in the school uses the democratic school management to build trust, respect and commitment because they have a say in decisions that affect their work. It is found that a very strong school can no longer be managed by only one person at the top of the hierarchy (Micheal et al., 2023). Teachers who reportedly serving under democratic head teachers described their school situation as easy to access collaborate among themselves, good discipline and all enjoy being at school. This led to good performance because teachers are highly motivated and hardworking. These head teachers are described as positive because they set high professional standards, adopt a dynamic but consultative policy decision making and actively support the professional development of their subordinates. In spite of being a desired style, the democratic school management has some setbacks like having endless meetings, failure to secure a consensus on critical issues which need urgent handling and in times of critics (Racheal et al., 2023).

This study established that head teachers who use the autocratic management school management tend to fail to follow upon those they have delegated tasks to and this performance hands of their subordinates, some of when may lack the necessary skills and competence to perform the work. Other may simply not like to do the work unless they are supervised. Subordinates were found to be unproductive of their supervisors did not supervise them or exercise control over them (Moses et al., 2022).

It indicated that Autocratic management created neglect and lack of follow up of activities which could lower down concerns towards effective performance.

Autocratic management is not the best school management to use in the school organization because complete delegation without follow up may create performance problems which are likely to affect the school effectiveness. During interactions with the leaders, they were asked if they would independently make decisions regarding academic programs without the head teacher's intervention. Their responses were that as much as teachers have to make decisions regarding academics, the head teacher has to monitor and approve their decisions because he/she is the head of school whatever goes on wrongly he/she has to be answerable to as a leader (Faridah et al., 2023). However, autocratic management approach when properly implemented does not fully imply that the subordinates are irresponsible. The answer lies in the fact that if subordinates are skilled, self-starting and professionally mature, they may need autonomy and freedom in decision making with the directive specified by the head teacher, the school or even the task itself. In this case there is no need for head teacher to intervene.

Where the school is well established and the tasks are well structured, the head teacher may lose his initiative and new plans as he/she finds himself in a fix.

The study also handled head teacher's training and continuous professional development (CPD), inadequate preparation of head teachers for management roles was singled out as one of the factors responsible for school performance (Christopher et al., 2022b). In some schools, teachers were not involved in decision making processes in the schools and this was found to be responsible for teacher's indifference towards school's activities and commitment to learner's academic needs. Lack of team work and collaborative among staff affected performance. The study indicated that it is only through democratic management that different views can be brought together, challenges identified and collective decisions reached.

Recommendations and conclusion

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.

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 on an individual, more so when the school management of that individual is autocratic.

This study there 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 level and this encouraged teacher to find their voices and to take up their potential as leaders and change agents in their schools.

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.

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.

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 management 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).

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