



Management Organizing Function and Academic Performance Students in Government-Aided Secondary Schools in Dokolo District

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Abstract: This study examined the effect of the management organizing function on students' academic performance in Government-aided Secondary Schools in Dokolo District, Uganda. The study was motivated by the persistent concern over low academic performance despite increased government investment in secondary education. Guided by Systems Theory, the study adopted a mixed-methods approach using a case study design. Data were collected from 229 respondents comprising head teachers, deputy head teachers, directors of studies, subject teachers, and members of the prefects' body selected from seven government-aided secondary schools. Quantitative data were analyzed using descriptive statistics, correlation, and regression analysis, while qualitative data were analyzed thematically. The findings revealed that management organizing practices were effectively implemented in the schools ($M = 3.990$, $SD = 0.388$). Correlation analysis established a moderate positive relationship between management organizing and students' academic performance ($r = 0.418$, $p < .001$). Regression results further showed that management organizing had a positive and statistically significant effect on students' academic performance ($\beta = 0.442$, $p < .001$), explaining 17.5% of the variation in academic performance ($R^2 = .175$). Qualitative findings reinforced these results by indicating that effective task allocation, coordination of school activities, communication systems, and resource management enhance teaching and learning outcomes. The study concluded that management organizing is a significant predictor of students' academic performance and recommended strengthening organizational structures, improving resource allocation, and enhancing coordination and communication mechanisms within schools to improve academic outcomes.

Keywords: Management organizing, Academic performance, School management, Government-aided secondary schools, Educational management, Dokolo District.

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1. Introduction

Education is widely recognized as a fundamental tool for socio-economic development and national transformation. Governments invest in education to equip citizens with knowledge, skills, and competencies necessary for economic productivity and social advancement (Ministry of Education and Sports

[MOES], 2016; World Bank, 2023). In Uganda, the education sector remains a national priority, receiving substantial budgetary support to improve access, equity, and quality of education. In the 2024/2025 financial year, the education sector was allocated approximately UGX 5.85 trillion, accounting for about 8% of the national budget (Bank of Uganda, 2024). The Government of Uganda has further promoted access to secondary education through the Universal Secondary Education

(USE) policy, which was introduced to increase educational opportunities for learners from economically disadvantaged backgrounds (MOES, 2016).

Despite increased government investment and policy interventions, concerns remain regarding the academic performance of students in government-aided secondary schools. The expansion of enrolment following the introduction of USE has placed significant pressure on school resources, infrastructure, and management systems (Asankha & Yamano, 2011). Consequently, school administrators face increasing challenges in ensuring effective teaching and learning while maintaining acceptable academic standards. Educational researchers have argued that effective school management plays a critical role in enhancing student achievement by ensuring efficient utilization of available resources and creating a conducive learning environment (Okumbe, 2001; Molo, 2016).

Management is broadly understood as the process of planning, organizing, directing, coordinating, and controlling organizational resources to achieve predetermined objectives (Fayol, 1949). Among these functions, organizing is particularly important because it involves arranging tasks, allocating responsibilities, coordinating activities, and establishing communication channels necessary for organizational effectiveness (Robbins & Coulter, 2002). In secondary schools, the organizing function includes assigning duties to teachers and staff, coordinating departmental activities, managing instructional resources, and ensuring effective collaboration among stakeholders such as students, teachers, parents, and school administrators (Okumbe, 2001). Effective organization enables schools to function efficiently and enhances the implementation of academic programs designed to improve student learning outcomes.

Academic performance is commonly used as an indicator of the effectiveness of educational institutions. In Uganda, students' academic performance is primarily measured through national examinations administered by the Uganda National Examinations Board (UNE), particularly the Uganda Certificate of Education (UCE) examinations (MOES, 2016). Schools that consistently perform well in national examinations are generally perceived as providing quality education, while poor examination results are often associated with weaknesses in school management and instructional practices (Sekabira, 2013). According to Chandan (2009), organizational effectiveness significantly influences institutional performance because the achievement of educational goals depends on how well resources and personnel are coordinated toward a common purpose.

The Systems Theory provides an appropriate framework for understanding the relationship between organizing functions and students' academic performance. The theory, which was advanced by Von Bertalanffy (1969), views an organization as a system composed of interrelated and interdependent parts working together to

achieve common goals. In a school setting, administrators, teachers, students, parents, and support staff constitute subsystems that must work collaboratively for effective educational outcomes. The theory suggests that effective organization strengthens coordination among these subsystems, leading to improved efficiency and better academic results (Capra, 1997; Von Bertalanffy, 1969).

In Dokolo District, the performance of students in government-aided secondary schools has generated concern among education stakeholders. Reports from Uganda Certificate of Education examinations over recent years have indicated fluctuations and, in some cases, declines in academic performance despite increased government investment in education and efforts to improve educational quality (UNE, 2024). This situation has raised questions regarding the effectiveness of school management practices, particularly the organizing function, in facilitating teaching and learning processes. While previous studies have examined factors such as teacher competence, motivation, and availability of resources as determinants of academic performance (Fehintola, 2014; Kaawaase, 2013), limited attention has been given to how management organizing functions influence students' academic outcomes in government-aided secondary schools within Dokolo District.

Therefore, this study seeks to investigate the influence of the management organizing function on students' academic performance in government-aided secondary schools in Dokolo District. Specifically, the study examined how coordination of school activities, delegation of responsibilities, communication structures, and resource allocation contribute to students' academic performance.

1.1 Problem statement

Quality education remains a key global priority under Sustainable Development Goal 4 (SDG 4), which advocates for inclusive, equitable, and quality education for all. The Education 2030 Framework for Action emphasizes effective school management and administration as essential elements for improving learning outcomes and educational quality. Among the core management functions, organizing plays a critical role in ensuring that human, financial, and material resources are effectively coordinated to support teaching and learning processes within schools.

In Uganda, enhancing students' academic performance is a major objective of government education policies such as the Universal Secondary Education (USE) programme, Uganda Vision 2040, and the Education and Sports Sector Strategic Plan. These policy frameworks highlight the importance of effective school management practices in improving educational quality, strengthening accountability, and enhancing learner achievement (Ministry of Education and Sports [MOES], 2017; National Planning Authority, 2013). Through

government funding, teacher recruitment, infrastructural development, and provision of instructional materials, substantial efforts have been made to improve the quality of education in government-aided secondary schools.

Despite these interventions, academic performance in many government-aided secondary schools in Dokolo District remains unsatisfactory. Uganda National Examinations Board (UNEB) reports and district education records indicate that students in several government-aided secondary schools continue to perform below expectations and, in many cases, below their counterparts in private secondary schools (UNEB, 2023; Dokolo District Local Government, 2023). This persistent underperformance exists despite the availability of government support in terms of teachers, school facilities, capitation grants, and inspection services. Such a situation raises concerns regarding the effectiveness of internal school management practices, particularly the organization of school activities and resources necessary to facilitate quality teaching and learning.

The organizing function of management involves assigning responsibilities, coordinating activities, establishing communication channels, allocating resources, and creating structures that enable an institution to achieve its objectives efficiently (Fayol, 1949; Okumbe, 2001). In a school setting, effective organization ensures that teachers, students, departments, and other stakeholders work collaboratively towards improving academic outcomes. Conversely, poor organization may lead to ineffective coordination, role ambiguity, inefficient use of resources, weak communication systems, and reduced instructional effectiveness, all of which can negatively affect students' academic performance.

Although previous studies have examined factors such as leadership styles, teacher competence, school resources, parental involvement, and learners' socio-economic backgrounds as determinants of academic performance (Hallinger & Heck, 2010; Leithwood et al., 2020), limited empirical attention has been given to the specific effect of the management organizing function on students' academic performance, particularly in government-aided secondary schools in Dokolo District. Consequently, it remains unclear whether the manner in which school activities, personnel, and resources are organized contributes to the persistent academic performance challenges experienced in these schools.

Therefore, the continued low academic performance in government-aided secondary schools in Dokolo District, despite significant government investment in education, presents a management concern that warrants investigation. Specifically, there is limited empirical evidence on the extent to which the management organizing function influences students' academic performance in these schools. This study therefore sought to analyze the effect of the management organizing function on students' academic performance

in Government-aided Secondary Schools in Dokolo District, Uganda.

1.2 Objectives

This study had an objective:

- To analyze the effect of management organizing function on academic performance students in Government-aided Secondary Schools in Dokolo District.

2. Literature Review

Organizing is one of the core management functions that plays a vital role in determining the effectiveness and efficiency of educational institutions. According to Fayol (1949), organizing involves establishing structures, assigning responsibilities, allocating resources, and coordinating activities to achieve organizational objectives. In the school setting, organizing ensures that teachers, students, departments, and other stakeholders work together harmoniously towards the achievement of academic goals. Effective organization facilitates the optimal utilization of available resources and creates an environment conducive to teaching and learning. As educational institutions increasingly strive to improve students' academic performance, the organizing function has become an important aspect of school management that requires careful consideration.

Academic performance is commonly used as an indicator of the quality and effectiveness of educational institutions. In Uganda, students' academic performance is primarily measured through national examinations administered by the Uganda National Examinations Board (UNEB), particularly the Uganda Certificate of Education (UCE) examinations. Educational scholars have argued that the extent to which schools effectively organize their activities, personnel, and resources significantly influences learners' academic achievement (Bush, 2021; Hallinger & Heck, 2010). Consequently, understanding the relationship between organizing and students' academic performance is essential in identifying management practices that can improve educational outcomes, particularly in government-aided secondary schools.

The organizing function is one of the fundamental management functions that facilitates the effective coordination of human and material resources towards the attainment of organizational goals. According to Fayol (1949), organizing involves establishing structures, assigning responsibilities, allocating resources, and coordinating activities necessary for the implementation of institutional plans. In educational institutions, organizing enables school administrators to create systems that support effective teaching and learning by ensuring that staff, facilities, finances, and

instructional materials are appropriately utilized. Consequently, effective organization is considered a critical factor in enhancing students' academic performance.

The literature suggests that schools with effective organizational structures tend to achieve better academic outcomes than those characterized by weak coordination systems. Robbins and Coulter (2002) observed that organizing provides a formal framework through which tasks are divided, grouped, and coordinated to achieve organizational objectives. Similarly, Van Deventer and Kruger (2003) argued that organizing creates an environment that promotes cooperation, accountability, and teamwork among staff members. In the school context, clear structures and well-defined responsibilities facilitate effective implementation of academic programmes, which may contribute to improved student achievement.

One important aspect of the organizing function is the determination of tasks to be performed within an organization. Effective schools establish clear academic and administrative responsibilities that guide teachers, heads of departments, and students towards achieving institutional goals. Osterman (2011) noted that proper identification and categorization of tasks enhance efficiency and facilitate monitoring of performance. In secondary schools, tasks such as lesson preparation, continuous assessment, remedial teaching, guidance and counselling, and academic supervision play a significant role in promoting students' academic success. Proper coordination of these activities ensures that learning objectives are achieved effectively.

Another important dimension of organizing is the assignment of tasks and responsibilities. According to Weihrich and Koontz (2005), assigning duties based on employees' competencies and expertise enhances productivity and organizational effectiveness. In schools, administrators assign responsibilities to deputy head teachers, directors of studies, heads of departments, and class teachers to ensure effective management of academic programmes. Kreitner (1986), as cited in Kwizera (2011), argued that a clear chain of command and delegation of authority improve accountability and coordination within organizations. When teachers understand their roles and responsibilities, they are more likely to perform effectively, resulting in improved students' academic performance.

The allocation of human and non-human resources is also a key component of the organizing function. Resources such as qualified teachers, instructional materials, classrooms, laboratories, libraries, finances, and information systems are essential for effective teaching and learning. Mullins (2010) emphasized that managers must ensure the availability and proper coordination of resources to facilitate achievement of

organizational goals. In educational settings, adequate allocation of resources supports curriculum implementation, enhances instructional effectiveness, and provides students with opportunities to achieve better academic outcomes.

Empirical studies have demonstrated a positive relationship between organizing practices and academic performance. Wiyono et al. (2023) found that schools with effective organizational systems, clear communication mechanisms, and coordinated academic activities recorded higher levels of student achievement. Similarly, Hallinger and Heck (2010) reported that effective school management contributes to improved learning outcomes through better coordination of school programmes and resources. These findings suggest that schools that effectively organize their resources and activities are more likely to achieve higher academic performance than schools with weak organizational arrangements.

Despite the recognized importance of organizing, some scholars caution that organizational structures alone may not guarantee improved academic performance. Leithwood et al. (2020) argued that effective organization must be supported by competent leadership, adequate resources, and continuous monitoring to produce desired educational outcomes. Similarly, Bush (2021) noted that poorly implemented organizational systems may result in role conflicts, weak communication, and inefficiencies that negatively affect student achievement. Therefore, the success of organizing as a management function depends largely on how effectively it is implemented within the school environment.

Within the context of government-aided secondary schools in Dokolo District, effective organizing remains critical in ensuring that teachers, students, and available resources work collectively towards improved academic performance. However, despite government investments in education, concerns about persistent low academic achievement continue to exist. Limited empirical evidence is available regarding how organizing practices influence students' academic performance in these schools. Therefore, this study seeks to examine the effect of the management organizing function on students' academic performance in Government-aided Secondary Schools in Dokolo District, with particular emphasis on task determination, assignment of responsibilities, and allocation of human and non-human resources.

3. Methodology

This study employed a mixed-methods research approach, combining quantitative and qualitative methodologies to assess the effect of the management organizing function on students' academic performance in Government-aided Secondary Schools in Dokolo

District. The mixed-methods approach was adopted because it enabled the collection of both numerical and narrative data, thereby providing a comprehensive understanding of the phenomenon under investigation (Creswell & Plano Clark, 2017). The study was guided by the pragmatic paradigm, which integrates both positivist and interpretivist perspectives. Quantitative data were used to establish the relationship between organizing practices and academic performance, while qualitative data provided deeper insights into how organizing functions are implemented and perceived within schools.

The study adopted a case study research design focusing on seven Government-aided Secondary Schools in Dokolo District, namely Kangai Secondary School, Agwata Secondary School, Kwera Secondary School, Bata Secondary School, St. John Bosco Secondary School, Adeknino Secondary School, and Dokolo Girls Secondary School. The target population consisted of 247 respondents, comprising 1 District Education Officer, 1 District Inspector of Schools, 7 Head Teachers, 7 Deputy Head Teachers, 7 Directors of Studies, 7 Class Teachers, 140 Subject Teachers, and 105 members of the Prefects' Body. Using Yamane's (1967) sample size determination formula, a sample size of 229 respondents was obtained and selected for participation in the study. In addition, a qualitative sample comprising 14 Focus Group Discussions and two Key Informant Interviews with the District Education Officer and District Inspector of Schools was utilized to generate in-depth information regarding school organizing practices and academic performance.

Both probability and non-probability sampling techniques were employed. Simple random sampling was used to select teachers and prefects to ensure equal chances of participation and minimize selection bias. Purposive sampling was used to select key informants, including Head Teachers, Deputy Head Teachers, Directors of Studies, the District Education Officer, and the District Inspector of Schools because of their specialized knowledge and involvement in school management. Data were collected using questionnaires, interview guides, document review checklists, and focus group discussion guides. The questionnaire focused on dimensions of the organizing function such as task allocation, assignment of responsibilities, coordination of activities, and allocation of human and non-human resources. Validity was established using the Content Validity Index (CVI), while reliability was determined using Cronbach's Alpha coefficient, where the organizing construct attained a reliability coefficient of 0.7551, which was above the acceptable threshold of 0.70.

Quantitative data were coded, entered, and analyzed using STATA version 18.5. Descriptive statistics, including frequencies, percentages, means, and standard

deviations, were used to summarize respondents' views on the organizing function and academic performance. Inferential statistics, particularly Pearson correlation and regression analysis, were used to determine the effect of the management organizing function on students' academic performance. Qualitative data obtained through interviews and focus group discussions were analyzed thematically by organizing responses into categories and themes related to task allocation, delegation of responsibilities, resource allocation, and coordination of school activities.

Throughout the study, ethical principles were rigorously observed to ensure the credibility, integrity, and trustworthiness of the research process. Ethical approval was obtained from the Clarke International University Research Ethics Committee (CIUREC), and research clearance was subsequently secured from the Uganda National Council for Science and Technology (UNCST). Permission to conduct the study was also obtained from the relevant education authorities and participating secondary schools. Informed consent was obtained from all participants after they had been adequately informed about the purpose of the study, the procedures involved, the expected duration of participation, and their rights as research participants. Participation was entirely voluntary, and respondents were free to decline participation or withdraw from the study at any stage without penalty or negative consequences. Confidentiality was maintained by avoiding the collection of personally identifiable information and by using codes rather than participants' names during data collection, analysis, and reporting. Anonymity was further ensured by presenting findings in aggregate form so that individual respondents could not be identified. Privacy was respected by conducting interviews and focus group discussions in secure and appropriate settings where participants could express their views freely. In addition, all research data were stored securely and accessed only by the researcher and authorized supervisors. The information obtained was used strictly for academic purposes and was protected from unauthorized access. These measures enhanced participants' protection, promoted ethical compliance, and strengthened the validity and credibility of the study findings.

4. Results and Discussion

4.1 Respondent characteristics

This section presents the demographic characteristics of the respondents who participated in the study. The characteristics examined included respondent category, gender, age, and level of education. These characteristics were important in establishing the profile of the respondents and assessing the representativeness of the study sample. The results are presented in Table 1

Table 1: Demographic Characteristics of Respondents

Variable	Category	Frequency (n)	Percent (%)
Category of Respondent (N=229)	Deputy Head Teacher	7	3.06
	Director of Studies	7	3.06
	Head Teacher	7	3.06
	Prefect Body	87	37.99
	Subject Teacher	121	52.84
Gender (N=229)	Female	88	38.43
	Male	141	61.57
Age Group (N=142)-None prefects	26–35	49	34.51
	36–45	44	30.99
	45 and above	49	34.51
Highest Level of Education (N=142)-None prefects	Bachelor’s Degree	80	56.34
	Diploma	35	24.65
	Master’s Degree	15	10.56
	Postgraduate Diploma	12	8.45
Class Level (N=87)-Students	S1	4	4.6
	S2	13	14.94
	S3	17	19.54
	S4	25	28.74
	S5	12	13.79
	S6	16	18.39

Source: Primary data, 2026

Table 1 presents the background characteristics of the respondents who participated in the study. The characteristics examined included respondent category, gender, age, educational qualification, and class level for student respondents. The findings indicate that the majority of respondents were subject teachers (52.84%), followed by members of the prefects’ body (37.99%), while head teachers, deputy head teachers, and directors of studies each constituted 3.06%. Male respondents accounted for 61.57% of the sample compared to 38.43% female respondents. The age distribution of teachers and administrators was relatively balanced, with 34.51% aged between 26 and 35 years, 30.99% aged between 36 and 45 years, and 34.51% aged 45 years and above.

Regarding educational qualifications, most respondents held Bachelor’s degrees (56.34%), followed by Diploma holders (24.65%), while 10.56% possessed Master’s degrees and 8.45% had Postgraduate Diplomas. Among the student respondents, the largest proportion was in Senior Four (28.74%), followed by Senior Three (19.54%) and Senior Six (18.39%), while Senior One had the lowest representation (4.60%). These findings suggest that the study involved respondents with adequate academic qualifications, experience, and knowledge of school operations, thereby enhancing the reliability and credibility of the data collected on the

organizing function and students’ academic performance.

4.2 Management organizing

This section presents findings on the management organizing function in Government-aided Secondary Schools in Dokolo District. Specifically, it examines respondents' perceptions regarding task allocation, assignment of responsibilities, coordination of school activities, communication systems, and allocation of human and non-human resources. These aspects were assessed because they are critical indicators of the organizing function and are essential for the effective implementation of teaching and learning activities. The findings presented in Table 2 were analyzed using descriptive statistics, including frequencies, percentages, mean scores, and standard deviations based on a five-point Likert scale. The results provide insights into the extent to which organizing practices are implemented in the selected schools and how they contribute to the improvement of students' academic performance. The higher the mean score, the more effective the respondents perceived the organizing function to be within their schools.

Table 2: Respondents perception on management organizing

Management Organizing	n	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean (SD)	Standard Deviation	Interpretation
Roles and responsibilities are clearly defined.	229	0.87	10.04	10.92	45.41	32.75	3.991	0.960	High
Resources are allocated effectively.	229	0.87	4.37	9.61	61.57	23.58	4.026	0.766	High
Teaching materials are available.	229	0.87	1.31	6.99	56.77	34.06	4.218	0.704	High
Class allocation is well organized.	229	0.87	3.06	5.68	62.88	27.51	4.131	0.720	High
Laboratories and libraries are functional.	229	0.44	3.93	6.99	54.59	34.06	4.179	0.760	High
Workload is fairly distributed.	229	2.18	10.04	21.83	55.9	10.04	3.616	0.879	High
Communication systems are effective.	229	1.31	1.75	12.23	73.36	11.35	3.917	0.647	High
Departments coordinate activities well.	229	0.87	2.18	15.28	72.49	9.17	3.869	0.629	High
School facilities are well arranged.	229	0.44	0	16.16	70.31	13.1	3.956	0.576	High
Time is effectively managed.	229	2.62	2.18	1.75	79.91	13.54	3.996	0.691	High
Overall	229						3.990	0.388	High

Key

Likert Scale :5= Strongly agree (SA) , 4= Agree (A) , 3= Neutral (N) , 2= Disagree (D) and 1= Strongly disagree (SD).

- Likert Mean: less 3- Disagreement and greater than 3- Agreement.
- Legend: Very high (4.24 – 5.00), High (3.43 – 4.23), Moderate (2.62 – 3.42), Low (1.81 – 2. 61), Very Low (1.00 – 1.80)

Source: Primary data, 2026

Table 2 presents respondents' perceptions regarding the management organizing function in Government-aided Secondary Schools in Dokolo District. The findings focused on key aspects of organizing, including role definition, resource allocation, availability of teaching materials, coordination of activities, communication systems, workload distribution, and time management.

The results indicate that respondents generally perceived the management organizing function to be effectively implemented in the selected schools, as reflected by the high overall mean score (**M = 3.990, SD = 0.388**). The statement *"Resources are allocated effectively"* recorded a high mean score (**M = 4.026**), while *"Teaching materials are available"* attained one of the highest mean scores (**M = 4.218, SD = 0.704**), with the majority of respondents agreeing that instructional materials were adequately provided. Similarly, *"Class allocation is well organized"* (**M = 4.131**) and *"Laboratories and libraries are functional"* (**M = 4.179**) received high levels of agreement, suggesting that schools have established effective systems for managing physical and instructional resources. Respondents also agreed that *"Roles and responsibilities are clearly defined"* (**M = 3.991**) and that *"Communication systems are effective"* (**M = 3.917**), implying that organizational structures and communication channels support the

implementation of school activities and academic programmes.

The qualitative findings support the quantitative results by revealing that organizing practices are largely guided by competence, specialization, and clearly established structures. Participants indicated that work allocation is based on professional expertise, as illustrated by statements such as *"work is distributed equally based on qualifications"* (FGD1-01) and *"based on subject specialization"* (FGD5-01). Respondents further noted that organizational activities are coordinated through formal mechanisms including *"a duty roster at the beginning of the term"* (FGD11-01), which helps to ensure accountability and effective execution of school responsibilities. These findings suggest that schools have put in place structured organizational arrangements that facilitate efficient management of both academic and administrative activities.

The findings further reveal that resource organization and access are managed through established institutional frameworks. Participants explained that learning resources are coordinated *"through Heads of Department"* (FGD2-04) and *"through the school library"* (FGD12-03), while others reported that

resources are “stored in libraries, departments, and laboratories” (FGD9-03). Such practices ensure that teaching and learning materials are accessible and effectively utilized by both teachers and students. In addition, respondents emphasized the positive contribution of effective organization to educational outcomes, noting that “good organization improves performance” (FGD7-05). These findings demonstrate that effective resource management and coordination create an enabling environment for academic achievement.

However, both quantitative and qualitative findings indicate that some organizational challenges persist. Although “Workload is fairly distributed” recorded a high mean score ($M = 3.616$), it had the lowest mean among the organizing indicators and attracted a considerable proportion of neutral and negative responses. This finding is consistent with qualitative evidence that pointed to staffing constraints within some schools. For example, the District Education Officer observed that “inadequate staffing at school” remains a major challenge affecting effective implementation of school activities. Similarly, the District Inspector of Schools noted that “schools allocate responsibilities to individual teachers” (DIS), sometimes resulting in excessive workloads. Respondents further explained that coordination is often achieved “through meetings” (FGD3-02), although such mechanisms may not fully address workload imbalances and staffing shortages.

Overall, the findings suggest that the management organizing function is strongly established in Government-aided Secondary Schools in Dokolo District. Effective organization of tasks, responsibilities, resources, and communication systems appears to support smooth school operations and contribute positively to students’ academic performance. Nevertheless, challenges related to staffing levels, workload distribution, and coordination require attention. Strengthening staff capacity, improving workload balance, and enhancing organizational coordination would further improve the effectiveness of the organizing function and enhance academic performance in the schools studied.

4.3 Students Academic performance

This section presents respondents’ perceptions of students’ academic performance in Government-aided Secondary Schools in Dokolo District. The analysis focuses on key indicators including examination performance, class attendance, participation in co-curricular activities, student motivation, pass rates, retention, assignment completion, and overall academic improvement. The results presented in Table 3 were measured using a five-point Likert scale and analyzed using frequencies, percentages, mean scores, and standard deviations to determine the overall status of academic performance in the selected schools.

Table 3: Respondents perception on academic performance

Students’ Academic Performance	n	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean (SD)	Standard Deviation	Interpretation
Students perform well in exams.	229	0.44	0.44	10.92	78.17	10.04	3.969	0.516	High
Students attend classes regularly.	229	0.44	1.75	16.59	72.05	9.17	3.878	0.594	High
Students participate in co-curricular activities.	229	0.44	2.62	20.96	67.69	8.3	3.808	0.634	High
Examination results are improving.	229	0.44	2.18	16.59	73.36	7.42	3.852	0.588	High
Students are motivated to study.	229	1.31	0	12.66	74.67	11.35	3.948	0.597	High
Academic results reflect effective management.	229	0.44	4.37	28.38	58.95	7.86	3.694	0.696	High
Pass rates are high.	229	1.31	10.48	23.14	60.26	4.8	3.568	0.795	High
Dropout rates are low.	229	1.31	0.44	6.55	72.05	19.65	4.083	0.626	High
Students complete assignments on time.	229	0	0.44	8.3	77.29	13.97	4.048	0.489	High
Overall academic performance is improving.	229	0.87	0.44	12.66	74.24	11.79	3.956	0.583	High
Overall	229						3.880	0.410	High

Key:

- Likert Scale :5= Strongly agree (SA) , 4= Agree (A) , 3= Neutral (N) , 2= Disagree (D) and 1= Strongly disagree (SD).
- Likert Mean: less 3- Disagreement and greater than 3- Agreement.
- Legend: Very high (4.24 – 5.00), High (3.43 – 4.23), Moderate (2.62 – 3.42), Low (1.81 – 2. 61), Very Low (1.00 – 1.80)

Source: Primary data, 2026

Table 3 presents respondents' perceptions regarding students' academic performance in the selected Government-aided Secondary Schools in Dokolo District. The findings were measured using indicators such as examination performance, class attendance, participation in co-curricular activities, academic improvement, student motivation, pass rates, assignment completion, and dropout rates. Overall, the results indicate that respondents perceived students' academic performance to be positive, as reflected by the high overall mean score (**M = 3.880, SD = 0.410**).

The findings show that *"Students perform well in exams"* recorded a high mean score (**M = 3.969, SD = 0.516**), with the majority of respondents expressing agreement. Similarly, *"Students attend classes regularly"* (**M = 3.878**) and *"Students are motivated to study"* (**M = 3.948**) received high ratings, suggesting that student commitment toward learning is generally satisfactory. The statement *"Examination results are improving"* registered a mean score of **3.852**, while *"Overall academic performance is improving"* attained a mean score of **3.956**, indicating a positive perception of academic progress in the schools. Furthermore, *"Students complete assignments on time"* recorded a high mean score (**M = 4.048**) and *"Dropout rates are low"* obtained one of the highest mean scores (**M = 4.083**), implying that student retention and academic discipline are relatively strong across the schools.

The qualitative findings corroborate the quantitative results by revealing a general perception of gradual improvement in students' academic performance. Key informants noted that *"there has been steady improvement in academic performance"* (DEO), while the District Inspector of Schools observed that *"there is slight improvement, especially with the new curriculum"* (DIS). Participants further emphasized the importance of discipline in promoting academic success, indicating that *"student discipline leads to higher concentration and improved academic performance,"* whereas *"poor discipline reducing learners' concentration and performance."* These responses demonstrate that, in addition to instructional practices, student behaviour and commitment significantly influence academic outcomes.

The findings further reveal that schools have established mechanisms for monitoring and improving learners' performance. Respondents reported that academic progress is tracked through *"continuous assessment"* and *"weekly tests and assignments,"* which help identify learning gaps and guide interventions. Where poor performance is identified, schools implement strategies such as *"remedial teaching," "teacher follow-up,"* and *"regular assignments"* to support learners. Participants also highlighted the role of teacher motivation, noting that it *"promotes hard work, leading to higher achievement."* These findings suggest that continuous monitoring and timely interventions contribute positively to the observed improvements in academic performance.

However, some areas require further attention. Although indicators such as pass rates (**M = 3.568**) and the perception that *"academic results reflect effective management"* (**M = 3.694**) were rated highly, they attracted relatively higher neutral responses compared to other indicators. Likewise, *"Students participate in co-curricular activities"* (**M = 3.808**) received positive ratings but showed variations across respondents. These findings imply that improvements in academic performance may not be uniform across all schools and that some aspects of student development require additional emphasis.

Overall, the findings indicate that students' academic performance in Government-aided Secondary Schools in Dokolo District is generally positive and improving. The quantitative results, supported by qualitative evidence, suggest that effective monitoring systems, student discipline, continuous assessment, and targeted interventions have contributed to this improvement. Nevertheless, strengthening co-curricular participation, improving pass rates, and enhancing the link between management practices and academic outcomes would further promote sustained improvement in students' academic performance.

4.4 Regression and Correlation analysis

Table 4: Correlation analysis showing the association between management organizing and student academic performance

Variable	Students' Academic Performance	Management Organizing
Students' Academic Performance	1.000	
Management Organizing	0.418 (0.000)	1.000

Source: Primary data, 2026

Table 4 presents the results of the correlation analysis examining the relationship between the management organizing function and students' academic performance in Government-aided Secondary Schools in Dokolo District. The findings revealed a moderate positive relationship between management organizing and students' academic performance ($r = 0.418$), indicating that schools with effective organizing practices tend to register better academic outcomes. This suggests that proper organization of school activities, roles, responsibilities, and resources contributes positively to the teaching and learning process, thereby enhancing students' academic achievement.

Furthermore, the relationship was found to be statistically significant ($p = 0.000$), implying that the association between management organizing and students' academic performance was not due to chance. The findings suggest that organizing practices such as effective task allocation, clear assignment of responsibilities, coordination of activities, and proper allocation of human and non-human resources play an important role in promoting academic success. Therefore, strengthening the management organizing function is likely to improve school effectiveness and contribute to better academic performance among students in Government-aided Secondary Schools in Dokolo District.

Table 5: Regression analysis showing the relationship management organizing and student academic performance

Variable	B	SE	t	p	95% CI	R ²	Adj. R ²	F-value
Management Organizing	0.442	0.064	6.93	< .001	[0.317, 0.568]	0.175	0.171	48.07***
Constant	2.116	0.256	8.27	< .001	[1.612, 2.620]			

N = 229; Dependent Variable: Students' Academic Performance. ** $p < .001$.

Source: Primary data, 2026

The regression results indicate that management organizing has a positive and statistically significant effect on students' academic performance. The coefficient value of 0.4423 shows that a one-unit increase in management organizing leads to an increase of 0.4423 units in academic performance. This implies that effective organizing practices such as proper allocation of resources, clear roles and responsibilities, and coordination of school activities play an important role in improving students' academic outcomes. The relationship is statistically significant as shown by the p-value of 0.000 and the t-value of 6.93, confirming that the effect is not due to chance. The model summary shows an R-squared value of 0.1748, meaning that management organizing explains 17.48% of the variation in students' academic performance. This indicates that organizing is an important predictor of performance, although other factors also contribute to the remaining variation. The overall regression model is statistically significant ($F = 48.07$, $p = 0.0000$), showing that the model is appropriate for explaining the relationship. The constant value (2.1156) represents the baseline level of academic performance when management organizing is zero. Overall, the findings demonstrate that management organizing significantly and positively influences students' academic performance, with a relatively stronger effect compared to planning. This suggests that improving organizational practices in schools can lead to better academic outcomes, although it should be supported by other management functions for greater impact.

4.5 Hypothesis testing

The null hypothesis (H_0) stated that management organizing function has no significant effect on students' academic performance in Government-aided Secondary Schools in Dokolo District. The regression results, however, revealed that management organizing had a positive and statistically significant effect on students' academic performance ($\beta = 0.442$, $t = 6.93$, $p < .001$). Since the p-value was less than the significance level of 0.05, the null hypothesis was rejected.

The findings imply that improvements in management organizing practices, such as effective allocation of resources, clear assignment of roles and responsibilities, proper coordination of school activities, and efficient communication systems, significantly contribute to improved students' academic performance. The positive regression coefficient indicates that an increase in the effectiveness of organizing practices leads to a corresponding improvement in academic performance. Therefore, the alternative hypothesis (H_1) was accepted, confirming that the management organizing function significantly influences students' academic performance in Government-aided Secondary Schools in Dokolo District. The results underscore the importance of strengthening organizational structures and practices as a strategy for enhancing students' academic achievement.

4.6 Discussion

The findings of this study are consistent with recent literature emphasizing the importance of management organizing in enhancing students' academic

performance. Effective organizing practices such as proper allocation of resources, clear definition of roles and responsibilities, and coordination of school activities have been identified as key drivers of school effectiveness. For example, Bush (2021) highlights that organizing ensures that human and material resources are optimally utilized, which directly supports teaching and learning processes. Similarly, Leithwood et al. (2020) argue that well-organized schools create structured environments that enhance teacher performance and student engagement, ultimately leading to improved academic outcomes. This supports the present findings, where management organizing demonstrated a positive and significant effect on students' academic performance.

Furthermore, the relatively higher coefficient value compared to management planning suggests that organizing may play a more prominent role in translating plans into action. This aligns with studies that emphasize the importance of implementation in educational management. According to Hallinger (2020), effective organization is critical in bridging the gap between planning and actual instructional practice, ensuring that policies and strategies are properly executed. The R-squared value (17.48%) observed in this study also agrees with prior research indicating that while organizing is a significant predictor of academic performance, it works alongside other factors such as leadership, school environment, and teacher quality (Bush, 2021).

Overall, the findings reinforce the view that management organizing is a crucial determinant of academic performance, particularly in creating an enabling environment for effective teaching and learning. However, consistent with existing studies, its impact is strengthened when combined with other management functions such as planning and controlling. This suggests that schools should focus not only on designing plans but also on ensuring that these plans are effectively organized and implemented to achieve desired academic outcomes.

5. Conclusion and Recommendations

5.1 Conclusion

The study concluded that the management organizing function has a positive and significant influence on students' academic performance in Government-aided Secondary Schools in Dokolo District. Effective organizing practices, including clear allocation of roles and responsibilities, proper coordination of school activities, efficient communication systems, and appropriate allocation of human and non-human resources, contribute to the smooth functioning of schools and support the teaching and learning process. Schools with stronger organizing practices were found to

exhibit better academic performance than those with weaker organizational arrangements.

The study further concludes that effective management organizing creates an enabling environment that promotes accountability, efficient resource utilization, and collaboration among staff and students. Through proper organization of school operations, teachers are able to perform their duties more effectively, learning resources become more accessible, and academic programmes are implemented efficiently. Therefore, strengthening management organizing practices is essential for enhancing school effectiveness and improving students' academic performance in Government-aided Secondary Schools in Dokolo District.

5.2 Recommendations

1. Based on the finding that the management organizing function has a positive and significant influence on students' academic performance, the study recommends that school administrators strengthen organizational structures by clearly defining roles and responsibilities for all staff members. Clear allocation of duties enhances accountability, reduces role conflict, and promotes effective implementation of academic programmes, thereby improving students' academic outcomes.
2. The study further recommends that government-aided secondary schools improve the allocation and management of human and non-human resources to support teaching and learning. School administrators should ensure that qualified staff are appropriately deployed, instructional materials are readily available, and school facilities such as libraries and laboratories are adequately maintained and utilized. Effective resource organization can enhance instructional effectiveness and contribute to improved academic performance.
3. Finally, schools should strengthen coordination and communication mechanisms among administrators, teachers, departments, and students. Regular departmental meetings, teamwork, information sharing, and collaborative decision-making should be encouraged to promote efficiency in school operations. Improved coordination will facilitate the implementation of academic activities, enhance monitoring of learners' progress, and ultimately contribute to better students' academic achievement.

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