

THE EFFECT OF SCHOOL MISSION STATEMENTS ON STUDENT
ACADEMIC PERFORMANCE: A STUDY OF SECONDARY SCHOOLS IN
WAKISO DISTRICT, UGANDA

BY

BARASA MERCY CHEMUTAI

A THESIS SUBMITTED TO OFFICE OF THE GRADUATE SCHOOL IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE OF MASTER OF ARTS IN LEADERSHIP OF PAN AFRICA
CHRISTIAN UNIVERSITY

OCTOBER, 2017

DECLARATION

This thesis is my original work and has not been presented for a degree or any other award in any other university.

.....

Date:

Barasa Mercy Chemutai

MAL/0684/15

This thesis has been submitted for examination with our approval as supervisors

.....

Date:

Dr. Edward K. Nzinga

Department of Leadership and

Organisational Development

Pan Africa Christian

University

.....

Date:

Dr. Lillian I. Vikiru

Academic Registrar

Pan Africa Christian University

.....

Date:

Dr. Truphena Oduol

Head Department of Leadership and

Organisational Development

Pan Africa Christian University

TABLE OF CONTENTS

TABLE OF CONTENTS.....	ii
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT.....	vii
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS AND ACRONYMS	x
DEFINITION OF TERMS	xi
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
Background to the Study	1
Origins of a Mission Statement	2
Mission Statements Versus Vision Statements.....	3
The Role of a Mission Statement	3
The Effect of School Mission Statement on a School:	4
A Profile of Secondary Schools in Wakiso District, Uganda.....	5
Statement of the Problem	6
Purpose of the Study	6
Objectives of the Study	7
Research Questions	7
Assumptions of the Study	7
Justification of the Study.....	7
Significance of the Study	8
Scope of the Study.....	9
Limitations of the Study	9
Delimitations to the Study.....	10
CHAPTER TWO	11
LITERATURE REVIEW	11
Introduction:	11
The Mission Statement.....	11
Student Academic Performance	12
Developing the School Mission Statement	12

The Ashridge Mission Model	13
Relationship between the School Mission Statement and Student Academic Performance	15
Theoretical Framework	17
The Effective Schools Movement by Lezotte and Edmonds	17
The Causal Model of Organisational Performance and Change by Burke and Litwin.....	18
Conceptual Framework	20
Summary of Literature Review	22
RESEARCH METHODOLOGY.....	23
Introduction	23
Research Design`	23
Target Population and Sampling Frame	24
Sampling Method	25
Types of Data	26
Data Collection.....	26
Interview Schedule	26
Observation Study	27
Reliability of Research Instruments	27
Validity of Research Instruments	28
Data Analysis Plan	28
Ethical Considerations.....	29
Summary	29
CHAPTER FOUR.....	30
DATA ANALYSIS AND INTERPRETATION	30
Introduction	30
Themes Arising from School Mission Statements	30
Differences in the themes	35
Frequency of the Themes	38
Interview Data Analysis	39
Observation Data Analysis.....	46
CHAPTER 5	50
DISCUSSION AND RECOMMENDATIONS.....	50
Introduction	50

Discussion of Findings	50
Themes.....	50
Differences in Themes	52
Implementation of School Mission Statement.....	53
Conclusions	55
Recommendations	56
Suggestions for Further Research.....	57
REFERENCES	58
APPENDIX I	61
RESEARCH INSTRUMENTS.....	61
Interview Schedule for School Administrator.....	61
Observation Schedule:.....	63
APPENDIX II	64
SAMPLING FRAME	64
APPENDIX III.....	74
METHOD OF GRADING SCHOOLS AS HIGH, MIDDLE OR LOW- PERFORMING	74
APPENDIX IV.....	76
SAMPLE LIST : SCHOOLS AND THEIR MISSION STATEMENTS	76
APPENDIX VI.....	90
OBSERVATION STUDY SCORES.....	90
APPENDIX VII	91
LETTER OF INTRODUCTION	91
APPENDIX VIII	92
PERMISSION LETTER.....	92
APPENDIX IX.....	93
CERTIFICATE OF CORRECTION	93

DEDICATION

I dedicate this work to my family: Mum and Dad, Mr Elisha Kiptoo Musani and Mrs Margaret Cherotich Musani: your vision for us has been my greatest inspiration, my husband Joe Aarons Kadima, whose support has been invaluable, and my children, Jesse and Michelle whom I hope will follow in my footsteps and surpass me to do greater things.

ACKNOWLEDGEMENT

I want to thank Almighty God for bringing me this far and for His favour, provision, and grace. I wish to acknowledge my supervisors, Dr. Edward Nzinga and Dr. Lillian Vikiru for their guidance and support along this journey. I also acknowledge Watoto Childcare Ministries, Education Directorate for kindly allowing me to pursue this course. I would also like to thank the District Inspector of Schools, Wakiso District, the Executive Secretary Wakiso Head teachers' Association, and all the school administrators and teachers who were very indulgent of me during my project.

ABSTRACT

A stated mission is essential to the leadership of a school institution as it provides a strategic basis for all of its decisions, policies, and activities. The study sought to determine the effect of the school mission statement on student academic performance in Wakiso District, Uganda. The literature reviewed showed that a key characteristic of effective schools is the possession of a clear and focused school mission. A descriptive research design was adopted in which a mixed methods design was applied to collect both quantitative and qualitative data. The sample consisted of 69 secondary schools which were categorized as high, middle, and low-performing according to their performance in the 2016 Uganda Certificate of Examinations. The study revealed 13 major themes in the mission statements of the schools. It was found that the mission statements of high-performing schools focused more on academic excellence, knowledge and skill acquisition, and social responsibility while those of middle-performing schools focused more on religion and quality education, and those of low-performing schools focused on self-reliance and holistic education. From the findings of the study it was concluded that the effect of the mission statement on the academic performance of students was indirect through values imbued in the students, supportive infrastructure, and co-curricular activities. Based on the research findings, the researcher recommended that all schools increase implementation of their mission statements and periodically review it with the participation of stakeholders. The researcher proposed that a study be done into the methods of implementation of the mission statement in exemplary schools. The researcher also suggested that research be done into the effect of the school mission on school culture.

Key words: mission statement, student academic performance, strategic leadership

LIST OF TABLES

Table 1: Percentage Occurrence of Themes in High, Middle, and Low-performing schools.....	35
Table 2: Frequency of the Themes in the School Mission Statements	39
Table 3: Percentage Scores of Schools in Observation Study	47
Table 4: Observation Checklist.....	63
Table 5 : Grading System from the Uganda National Examinations Board, 2016.....	74
Table 6: grading of aggregate scores according to division from UNEB, 2016.....	75
Table 7: Observation Checklist and Average Scores of 9 Sample Schools from the Three Categories.	90

LIST OF FIGURES

<i>Figure 1: The Ashridge Mission Model. Adapted from “Mission Statement Clarity and Organizational Behaviour at an Art-Focused High School by Mitchell, 2014, Walden University Scholar Works, p. 23.</i>	14
<i>Figure 2: The Causal Model of Organisation Performance and Change. Adapted from “A Causal Model of Organisation Performance and Change” by Burke and Litwin, 1992, Journal of Management, Vol 18, No 3, p523.....</i>	19
<i>Figure 3: A Conceptual Framework showing the relationship between the School Mission Statement and the Academic Performance of Students.</i>	21
<i>Figure 4: A Graph showing Percentage Occurrence of Themes in High, Middle, and Low-performing Schools</i>	36
<i>Figure 5: Percentage of staff that knows the school mission statement</i>	41
<i>Figure 6: Percentage of students that knows the school mission statement</i>	42
<i>Figure 7: A graph of the Percentage Scores of Schools in Observation Study</i>	48

LIST OF ABBREVIATIONS AND ACRONYMS

S.M.S – School Mission Statement

S.A.P - Student Academic Performance

U.C.E –Uganda Certificate of Education

M.o.E.S.T –Ministry of Education, Science, and Technology

DEFINITION OF TERMS

Student Academic Performance - a description of what a learner knows and can do to demonstrate proficiency against a standard (International Bureau of Education, 2013).

Mission Statement - It is a declaration of organisational purpose, designed to inspire and focus the efforts of all the members of the organization (Preedy, Glatter & Levacic, 2004).

Curriculum - a plan incorporating a structured series of intended learning outcomes and associated learning experiences, generally organized as a related combination or series of courses.

School Culture - the values, beliefs, traditions, and norms of the school (Owens & Valesky, 2014).

Values - the ideas and beliefs that influence our choices and actions (Ciulla, 2014).

Strategic plan- this is a document that serves as a blueprint that defines how the organisation will allocate its resources in pursuit of its goals (Aguinis, 2014).

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

In their pursuit of results, leaders must take the necessary first step of articulating a vision and a mission for their organisations. This is all a part of strategic management. Leaders will always be judged by their results and in the case of school leaders, the academic performance of their students is the single most important measure of success. Duke (1987) stated, “What counts is output; a school leader’s effectiveness is based on how well students achieve” (Jacobson, 2011, p. 34). The most powerful tool of ensuring that this is constantly at the focus of the school community should be the mission statement.

This research study undertook to investigate how school leaders relate their school mission statements to the academic performance of their students. This section provides an overview of the origins of the idea of a mission and how it came to claim the place of importance that it does in the governance of organisations. The difference between mission statements and vision statements is then highlighted. The general roles of a mission statement as well as its potential impact on a school community are also highlighted. Finally, the problem statement, significance of the study, scope, limitations, and delimitations of the study are explained.

Background to the Study

A mission statement is a critical part of organisational life. It is a declaration of organisational purpose, designed to inspire and focus the efforts of all the members of the organization (Preedy, Glatter & Levacic, 2004). This chapter presents an overview of the origins of a school’s mission statement. The originators are usually the founding

proprietors though this net ought to be spread wider to include other stakeholders. The role of the mission statement is also elucidated and its importance to the organization highlighted. Finally, the effect of the school mission statement on the school is assessed, revealing its guiding role. It is shown to have the ability to motivate, and direct members of the school community and even market the school. The development of a mission statement is the first step towards achievement of the vision of an organization.

Origins of a Mission Statement

According to scripture, the first ever mission was handed down by Almighty God to man. The mission statement as recorded in Genesis 1: 22 was as follows: “Be fruitful and multiply and fill the earth and subdue it and have dominion over the fish of the sea and over the birds of the heavens and over every living thing that moves on the earth” (Crossway Bibles, 2006). This statement gave man a reason for existence; a purpose and direction in life. In the same way, mission statements give purpose and direction to the activities of organizations.

The use of the term mission statement is thought to have originated in the military. Military commanders employed strategy to overcome the enemy and as a tool of victory in war (Mainardes, Ferreira, & Raposo, 2014). In a sense, a mission statement is a means of ensuring victory for leaders and the organisations that they lead by delivering the desired goals and objectives. Mitchell (2014) explained that:

In order for troops to maintain focus on preparation for and execution of specific actions, they were given missions along with the goals and objectives of the mission... individuals with military training and experience supporting the military returned to civilian service, many adopted techniques that would keep employees focused and on task. (pp. 8-9).

Since then, businesses have adopted the use of mission statements in a bid to reap their benefits. The development of mission statements in different organizations has been spurred on by academic studies that suggest a positive correlation between having a mission statement and organizational performance (David & David, 2003). In countries like the United States of America, possession of a mission statement is a requirement for accreditation (Orwig & Finney, 2007). Therefore, possession of a mission statement has become almost compulsory for all organizations.

Mission Statements Versus Vision Statements

Mission and vision are sometimes used interchangeably, however most scholars argue that they should not be. “The mission is the present purpose while the vision is the future purpose” (Horwath, 2005, p. 1). Page (2008) states that the vision originates from within whereas the mission is developed to advance towards the vision with the use of external factors like resources. It should reflect a unity of purpose among the members of the organization. The mission is usually expressed in form of a mission statement.

“A mission statement is an enduring statement of purpose that distinguishes one organization from other similar enterprises” (David & David, 2003, p. 11). Mission statements should result from a collaborative, inclusive development process that may include students, parents, administrators, teachers, and community members (Great School Partnership, 2015). Therefore, the salient characteristics of a mission statement reflect strongly on the values and goals of the people who formulated it.

The Role of a Mission Statement

According to Saffold (2005), the mission statement should be the super-ordinate goal; an overarching purpose that takes precedence over all other objectives.

Therefore, the function of the mission statement is a directing one- to direct and control all activities of the organization. In addition, the mission statement gives an overarching set of values and purpose to the strategic planning process (Preedy et al, 2004). As for the image of the organization, the mission statement is a reflection of what the organization is really about (Page, 2008). A study of colleges and universities in the United States of America with effective educational programs showed that all of these institutions were mission driven with clearly stated educational purposes that strongly influenced how things occurred (Slate, Jones, Wiesman, Alexander , & Saenz, 2008, p. 18). There is no data that relates the school mission statements of secondary schools with their performance as educational institutions.

The Effect of School Mission Statement on a School:

When well-crafted and communicated a mission statement has the potential to rally organization members to action. Mission statements give educators stronger motivation and provide parents with a clearer picture of what the school values (Gabriel & Farmer, 2009). It can help the school community to reflect on and rally around its core educational values, and operational objectives, and focus its academic program on a set of common, agreed-upon learning goals (G.S.P, 2015). Moreover, it is an important marketing tool as it communicates the values of the institution (Desmidt , Prinzie, & Decramer, 2011). It serves as a focal point for individuals, including prospective parents and students, to identify with the organization's purpose and direction thereby acting as a cultural control and coordinating mechanism for the school community (Desmidt et al, 2011).

A Profile of Secondary Schools in Wakiso District, Uganda

Wakiso District is the largest district in Uganda. It consists of 580 secondary schools, of which 527 are privately-owned while 53 are Government-aided (Wakiso District Local Government, 2017). Therefore, the majority of secondary schools in Uganda are owned by entrepreneurs. Wakiso District boasts of some of the oldest schools in Uganda and these are referred to as “traditional schools”, some of which are over a century old. These traditional schools are often church-founded and are famed for their excellent performance in the Uganda Certificate of Education (UCE) examinations.

Despite the fact that it presents the largest numbers of candidates, Wakiso District has consistently held the second or third position in best-performing Districts in UCE examinations, beaten only by Kampala and Mukono Districts (Tumwine, 2016). The mission statements of these schools were formulated by their founders and these statements have, in the past, produced students who were excellent both academically and all-round. This has made Wakiso district an educational “giant” in Uganda.

However, over the past decade, there has been an outcry from universities and higher institutions of learning that students joining their courses, most of whom hail from Wakiso, Kampala, and Mukono Districts, fall far short in terms of competences like critical thinking and prerequisite skills (Tumwine, 2016). This brings into question the strategies that school leaders in these schools use to obtain the high results that qualify their students for entry into higher institutions of learning. This study sought to investigate the way in which these school leaders utilise their school mission statements as one of the keys to delivering results for their institutions.

Statement of the Problem

The mission statement of an organization ought to be central to its life since it is the compass that orders all its activities, plans, and goals. It should communicate organizational values, and therefore, influence school vision and culture, as well as teaching, learning, and academic performance (Craft et al, 2009). Unfortunately, for many organisations the world over, mission statements seem to be “empty public relations initiatives” (Desmidt et al, 2011, p470). A study of the literature about mission statement- financial performance relationship of organisations over a span of 20 years concluded that there is a positive relationship between mission statements and measures of financial organisational performance though the magnitude of the relationship was influenced by the means of operationalization of the mission statement (Desmidt et al, 2011). Therefore, the importance of mission statements to organisations is established by empirical literature.

However, in Wakiso District, Uganda, some secondary schools have no record of mission statements, while most have loftily worded mission statements that have no relationship with what is observed on a visit to the school campus. There is reason to question whether school administrators in Uganda, specifically Wakiso District, understand the importance and myriad benefits of mission statements. It is important too, to assess the utilisation, or lack thereof, of the school mission statement by school leaders to produce results in the form of student academic performance.

Purpose of the Study

The purpose of this study was to assess the effect of the school mission statement on the academic performance of students in secondary schools in Wakiso district, Uganda through an analysis of the themes reflected in these mission statements.

Objectives of the Study

The objectives of the study were:

1. To determine the themes reflected in the mission statements of selected schools.
2. To identify the differences in individual themes represented in the mission statements of schools that ranked top, middle, and low in the Uganda Certificate of Education examinations of 2016.
3. To identify ways in which the mission statement is operationalized in relation to student academic performance.

Research Questions

The study was guided by the following research questions:

1. What are the themes that are reflected in the mission statements of the selected schools?
2. What differences exist in the themes represented in the mission statements of schools with high, middle, and low levels of academic performance?
3. How do the selected schools operationalize their mission statements in relation to student academic performance?

Assumptions of the Study

The study was carried out under the assumptions that:

1. The mission statements of selected schools contain at least one theme.
2. The theme reflected in the school mission statements has an impact on the student academic performance.

Justification of the Study

A mission statement is a critical tool of leadership. For a school community, it provides the guiding purpose and ultimately, its reason for existence. Therefore, the

character and function of the school should be shaped by the school mission statement and this should translate into student academic achievement as one of the key measures of school productivity. An exploration of previous research yielded no data that linked the school mission to the academic performance of students in Africa, and specifically, Uganda. Since the mission statement is crucial for the effective leadership of a school, there is need to evaluate its contribution to the most obvious of performance measures- the academic performance of students.

Significance of the Study

The crafting of a school mission statement is traditionally the work of school administrators and proprietors. This study ought to challenge school administrators to evaluate the process by which their mission statements were developed and hence the impact of their own mission statements on student achievement. It should trigger a need to assess the mission statement in all aspects, including: which stakeholders were involved in its formulation, does it have the support of the school community, and whether it is being implemented in terms of guiding policy and activities in the school.

If need be, school administrators ought to review the existing mission statements and formulate new ones that would be more impactful. The Ministry of Education, Science and Technology of Uganda does not require schools to have a mission statement as a licensing and accreditation requirement (Ministry of Education and Sports, 2013). Despite this fact, most schools in Wakiso District, Uganda have a public declaration of their mission statement. Therefore, this study should stimulate reflection by other stakeholders including parents, community members, curriculum developers, and the Ministry of Education, Science and Technology on the value and relevance of school mission statements to student achievement, specifically, academic achievement.

Scope of the Study

There are a number of factors that have an effect on student academic performance; school leadership, teacher qualifications and preparedness, availability of school resources, student attitudes and motivation, and parental influence. This study focused on the effect of the school mission statement- a facet of school leadership, on student academic performance. The study involved the secondary school population of Wakiso District in Uganda, which was divided into three categories; high, middle, and low-performing. These categories were determined from the performance of sample schools in the Uganda Certificate of Education examinations for 2016. The study then sought out the mission statements of these schools for analysis. The research project also targeted the school administrators of these schools to obtain further information about the mission statements and student academic performance.

Limitations of the Study

The study was limited by time constraints; therefore the researcher was unable to make more school observations and interview more school administrators to give a clearer picture of the impact of the school mission statement on their leadership and what effect this had on student academic performance. Another limitation to the study was the fact that examination-oriented teaching could have had a major contribution to the academic performance of students as reported in the U.C.E results of 2016. Therefore, the researcher could not fully attribute the academic performance of students to the implementation of the S.M.S. The researcher was unable to investigate the effect of the mission statement on the school culture as this required a much lengthier and in-depth study.

Delimitations to the Study

The main subjects of the study were school administrators since they were usually the ones who were tasked with understanding the mission statement and communicating it to the school community. Moreover, the onus was upon them to produce good results in terms of student academic performance. The researcher chose to do interviews instead of using a questionnaire in order to obtain in-depth information from the subjects of the study and also to be able to further query them about their leadership strategy for the production of results in their schools. In conducting school observations, the researcher eliminated the school culture from the observation point as this could not be effectively observed in just a single visit.

CHAPTER TWO

LITERATURE REVIEW

Introduction:

This chapter presents a literature review of the relationship between the school mission statement and academic performance of students. The mission statement is defined and the necessary components that go into creating an effective mission statement are outlined. The meaning of student academic achievement as related to other forms of achievement is also explained. Literature that outlines the relationship between a school mission statement and student academic achievement is then analysed. Finally, some empirical studies related that were done to study the effect of mission statements on organisational performance are described.

The Mission Statement

A mission statement is a declaration of organizational purpose, designed to inspire and focus the efforts of all members of the organization (Preedy et al, 2004; David & David, 2003; Davis et al, 2007; Horwath, 2005; Aguinis, 2014). “A mission statement is a clear definition of the mission and purpose of the organization, it may be referred to as the organization creed statement, statement of purpose, statement of general principles, statement of corporate intent or vision statement” (Khalifa, 2012, p. 238). This short, catchy statement addresses major questions such as: who are we? What are the basic needs we exist to fulfil? What do we want to do to recognize and meet those needs? How should we respond to our stakeholders? What is our philosophy and what are our core values? What makes us distinctive and unique? (Preedy et al, 2004). The mission of an organization focuses on what the organization does and the value it serves (Page, 2014).

The mission statement is a key part of strategy development (Horwath, 2005, p. 2). According to Davis et al (2007), the mission statement serves two purposes: to provide the foundation necessary for establishing objectives and developing a strategic plan, and to unify the organization behind a single core purpose, streamlining decision-making. In addition, a well-crafted mission statement can arouse positive feelings about the organization and serve as a focal point, resolving divergent views among managers (David & David, 2003). The mission statement also defines the dimensions along which an organization's performance is to be measured and judged (Mitchell, 2014). This research study sought to use the S.M.S of different schools on their S.A.P as a measure of their performance as educational institutions.

Student Academic Performance

Student academic performance (S.A.P) is one of three educational outcomes: cognitive, attitudinal, and behavioural. It is a measure of learner proficiency as it can be used by educationists to describe what a learner knows and can do (International Bureau of Education, 2013). Tests and examinations are widely used to measure student academic performance in majority of the Sub-Saharan countries including Uganda (Oxford University, 2013) . This study used the Uganda Certificate of Examinations (U.C.E) to guide its research into the impact of S.M.S on S.A.P.

Developing the School Mission Statement

“Direction-setting through the development and implementation of a S.M.S is one of the core leadership practices that increase the likelihood of student success” (Jacobson, 2011, p. 36) . While developing the mission statement, school leaders must be careful to avoid the activities trap by committing the organization to specific results rather than only to engaging in specific activities (Slate, 2008). For educational

institutions in particular, student academic performance and school improvement initiatives aimed at the same should be the focus of the mission statement (Craft et al, 2009). This can be achieved through the development of a clear and effective mission statement.

The themes reflected in a school's mission statement will largely depend on the values and objectives of the founding members of a school. Mission statements of different schools vary by institutional setting as a function of the stakeholders and constituent groups who facilitate their development (Slate et al, 2008). In order for a mission statement to be effective, it must be carefully formulated to encompass the values of the staff, the actions that the school will take, and the areas it will address including curriculum, assessments, data to achieve its vision (Gabriel & Farmer, 2009). These factors directly influence the academic performance of students and should be reflected in the themes of the S.M.S.

The Ashridge Mission Model

Campbell and Yeung's Ashridge mission model as outlined in Mitchell (2014, p.10) defines four elements necessary for successful mission statements: purpose, values, behavior standards, and strategies as outlined in figure 1 below:

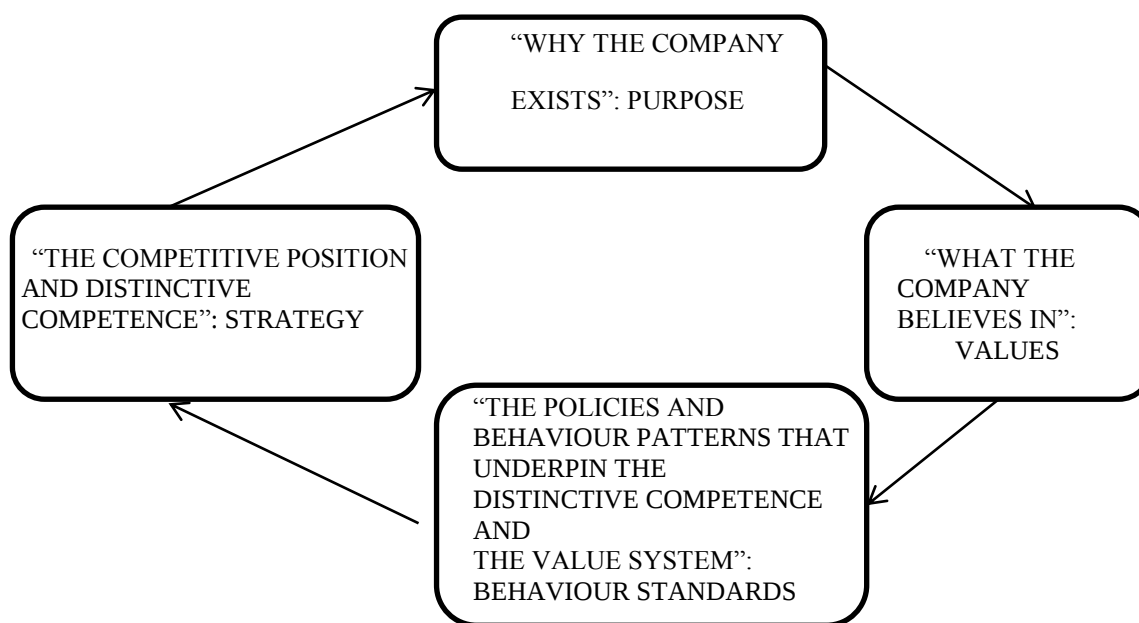


Figure 1: The Ashridge Mission Model. Adapted from “Mission Statement Clarity and Organizational Behaviour at an Art-Focused High School by Mitchell, 2014, Walden University Scholar Works, p. 23.

Basing on the Ashridge Model, school leaders must ask themselves four important questions as they formulate or evaluate their school mission statements: why does our school exist? What values does our school espouse or hope to espouse? What are the policies and behaviour patterns that underpin our school’s distinctive competence and value system? What competitive position and distinctive competence does our school need to assume? With these questions in mind Campbell and Yeung asserted that the resulting mission statement would be impactful.

Other scholars agree that a mission statement ought to reflect nine key components: customers, products/ services, geographic markets, technology, concern for survival, philosophy, distinctive competence, concern for public image, and concern for employees (Orwig & Finney, 2007; David & David, 2003; Khalifa, 2012). Whereas a mission statement may not contain all these components, these items are

used as benchmarks to evaluate, improve, and develop new and effective mission statements (Khalifa, 2012). It follows therefore, that the themes reflected in a S.M.S should contain at least some of the above components. The researcher aimed to discover what themes are reflected in the S.M.S of selected schools and assess their effectiveness in delivering high S.A.P.

Relationship between the School Mission Statement and Student Academic Performance

There is an enormous difference between writing a mission and living a mission (Mitchell, 2014, p. 1). Instead of viewing the mission statement as just formally articulated words that are hung on walls and have little relevance to teaching and learning, schools should use them as a tool to re-culture the school, shifting it from a culture of isolation to one of collaboration (Craft et al, 2009). School administrators need to make a shift to “management by mission” whereby the focus should be on results that contribute to the support of the organization’s deepest values and goals, as encapsulated by the mission statement (Saffold, 2005). Similarly, the study sought to discover whether schools in Wakiso District are practicing management by mission and if this has promoted student academic performance.

One of the key contributors to school success is when a written mission statement is incorporated by all professional staff into their daily curricular activities (Slate et al, 2008). Howarth (2005) contended that one element of the mission that is often overlooked is the importance of the belief and commitment to it once it’s developed. Members of the organization must have a shared understanding of the meaning of the S.M.S and consequently share common practices inspired by the same (Mitchell, 2014).

This means that the school community needs to be able to use the S.M.S as a tool to achieve student academic performance. If the S.M.S cannot aid the delivery of high S.A.P, then the question arises if developing a mission statement is a worthwhile effort (Desmidt et al, 2011).

The educational program of an institution can be effective if the S.M.S is clearly stated and strongly influences how things occur (Slate et al, 2008). Desmidt et al (2011) asserted that development of a S.M.S becomes beneficial if it acts as: the starting point of all strategic initiatives, a strategic framework for allocating organizational resources, a vehicle for communicating with internal and external stakeholders, and a focal point for individuals to identify with the organization's purpose and direction.

Therefore, the effectiveness of an S.M.S can only be realized if it has strong influence on all aspects of school life. The values, philosophies, and core competences espoused by the mission statement must be “baked” into the school culture with various reinforcement methods (Davis et al, 2007). Slate et al (2008) cautioned that S.A.P can as well be attributed to a high quality administration. However, the influence of the S.M.S is foundational and can impact even the quality of the administration. This study sought to discover the ways in which different schools implement their S.M.S in order to target improvement in S.A.P.

A review of studies related to the International Successful School Principalship Project (ISSPP), an on-going examination of principals who have led successful school improvement initiatives in over a dozen nations revealed that the first leadership practice necessary for student academic achievement is direction-setting (Jacobson, 2011). Direction-setting involves articulating a mission and a vision for the

school community. This study probed the leadership actions of direction-setting among school leaders in Wakiso District, Uganda.

Another study was carried out on elementary schools in the State of Texas and this found that the mission statements of high performing schools were more likely to include the themes of Academic Success, Challenge, Citizenship, Empowerment, Partnership, and Social Development than were the mission statements of low performing schools (Slate et al, 2008). This study aimed at discovering whether the themes reflected in the S.M.S of high, middle, and low-performing schools differ in their focus on different aspects of student achievement.

Theoretical Framework

According to Craft et al (2009, p.2), sustained academic performance is an overarching goal for most schools and improvement initiatives are frequently a part of a school's mission. Several studies have attempted to discover what makes for an effective school; one that delivers sustained academic achievement for all students.

The Effective Schools Movement by Lezotte and Edmonds

The Effective Schools Movement that was pioneered by Dr Larry Lezotte and Dr Ron Edmonds proposed seven correlates of effective schools, of which the fourth is possession of a clear and focused mission (Lezotte, 1999). Lezotte argued that in effective schools, it is through the clearly-articulated mission that the staff shares an understanding of and commitment to the school's goals, priorities, assessment procedures, and accountability (Lezotte, 1999, p. 3). Therefore, the school mission enables the leadership to articulate the school's overarching goals and unify the school community behind them.

School leaders set the environment for effectiveness. It is their job to formulate a school mission statement, present it to the school community in a way that wins their commitment. The leaders must also put in place strategic plans that are guided by the school mission. Such plans often address issues of growth, survival, turnaround, stability, innovation, and leadership, that are aimed at fulfilling the mission (Aguinis, 2014).

The Causal Model of Organisational Performance and Change by Burke and Litwin

The Causal Model of Organisational Performance and Change, developed by Burke and Litwin, supports this view. It postulated that mission and strategy are among the most important factors that affect organization performance as shown in Figure 2 below (Burke & Litwin, 1992). As such, it affects all other factors including: leadership, culture, structure, work climate, management practices, task and individual skill, motivation, and needs and performance of workers. All these factors are integrated and collaborate to deliver individual and organization performance (Burke & Litwin, 1992).

According to the model, the external environment determines the mission and strategy of the organisation. Aguinis (2014) supported this view:

After the environmental analysis has been completed and the gap analysis reveals an organization's leverage, constraints, vulnerabilities, and problems, the members of the organization must determine who they are and what they do. This information will then be incorporated into the organization's mission statement. (p.69).

For the school institution, the mission statement takes into account the needs of the society that it intends to meet, and determines its strategy and hence every other

element of performance including the culture, management structure, skill, and motivation. Together, these deliver one of the key organisational performance measure of a school- student academic performance. All the boxes are interconnected to show that a change in one box will eventually have an impact on the others (Burke & Litwin, 1992).

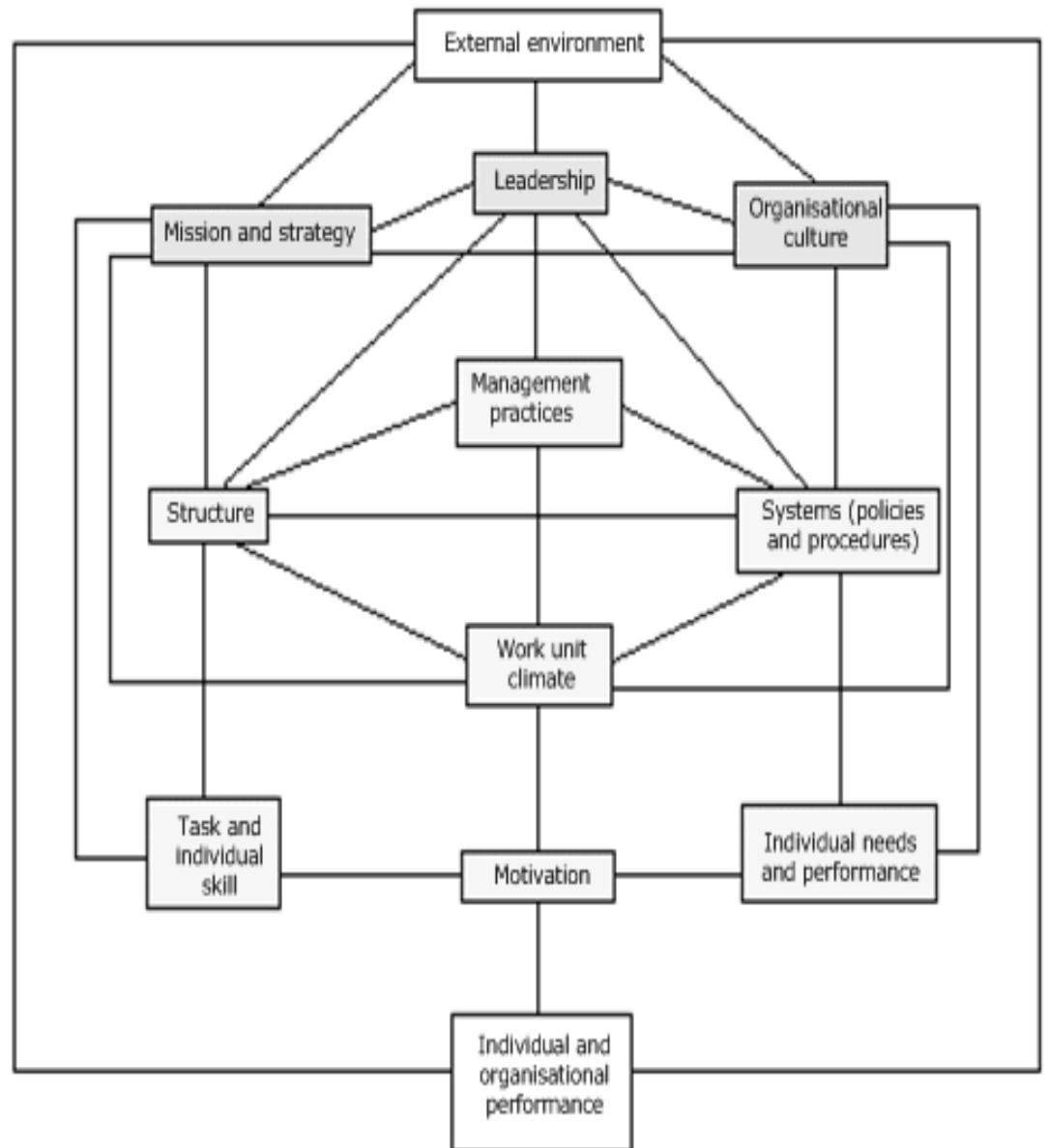


Figure 2: The Causal Model of Organisation Performance and Change. Adapted from “A Causal Model of Organisation Performance and Change” by Burke and Litwin, 1992, Journal of Management, Vol 18, No 3, p528.

Conceptual Framework

The study examined the relationship between the school mission statement and student academic achievement. Academic performance is one of the key indicators of how well a school is doing. The school-based factors determining academic performance include school leadership/management, a shared vision and focused mission statement of the school (Njuguna, 2011).

The school mission should affect the values and motivation of the staff, school culture, curriculum, and the strategic plan. Its effects on these critical factors of school life are encapsulated in the theme(s) around which the mission statement is constructed. These themes are key to the effectiveness of the mission statement. They serve to direct the efforts of the school community and should have an overall impact on student academic achievement. However, on reviewing the academic performance of the students, the school leadership team may decide to reconstruct the mission statement. In this sense therefore, the academic performance of students can also influence the school mission.

Figure 3 shows that the school mission statement is the independent variable, which produces one or more themes. These themes should direct several factors of school leadership including the school culture, curriculum, strategic plan, and staff values and motivation. The school leadership factors, guided by the themes presented by the school mission statement in turn have an effect on student academic performance, which is the dependent variable.

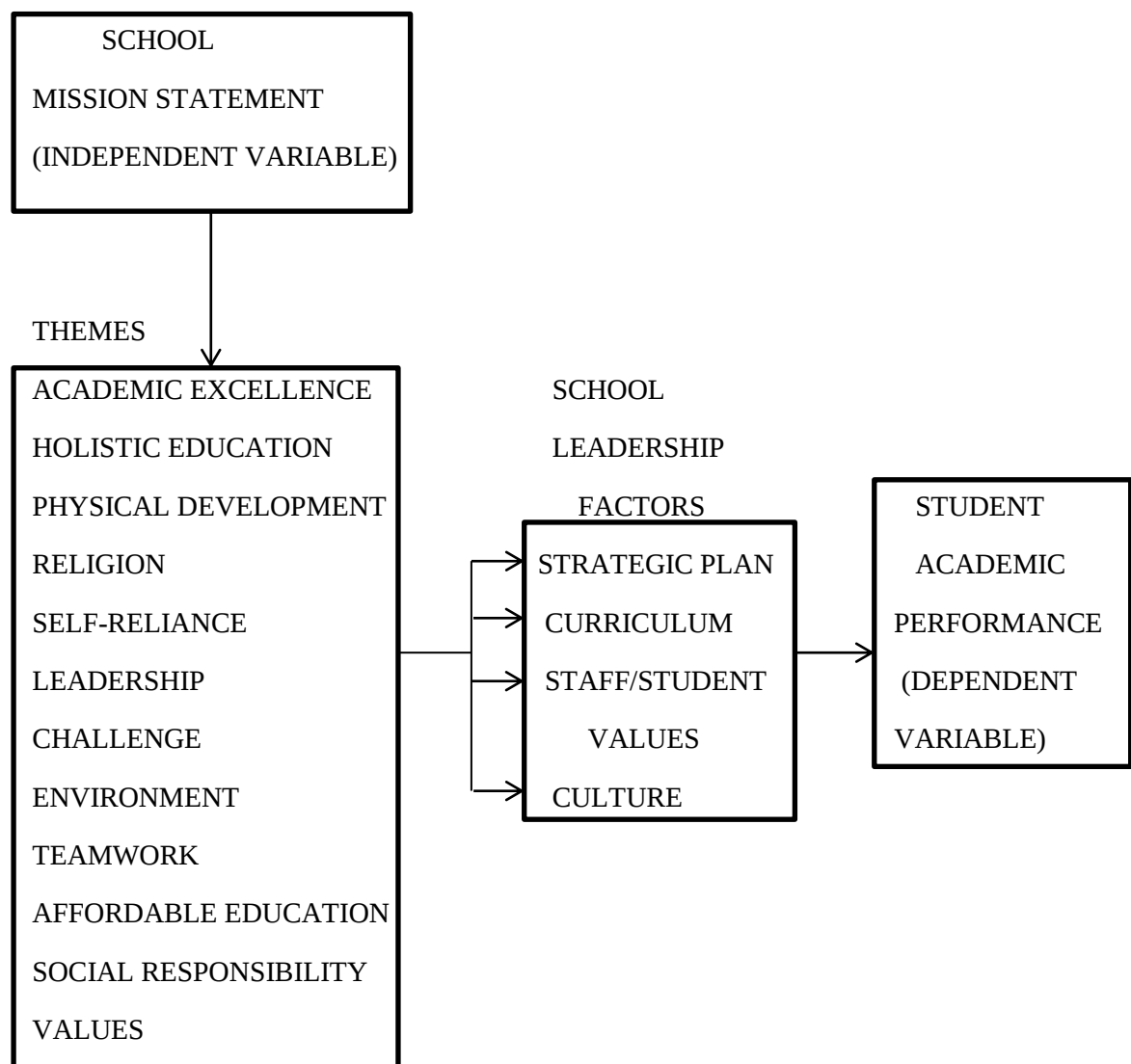


Figure 3: A Conceptual Framework showing the relationship between the School Mission Statement and the Academic Performance of Students.

Summary of Literature Review

The literature reviewed showed that the mission statement is a declaration of the enduring purpose of an organisation. It is formulated by a leadership team whose role is to set the direction for the organisation. Student academic performance was defined as a measure of learner proficiency which is traditionally measured using tests and examinations. Literature reviewed also revealed that a mission statement ought to have some key components including: the purpose, customers, values that the organisation espouses, key competences, and commitments to its employees, geographical markets, and strategies. The Effective Schools Movement guided the research study by expounding the effect of having a mission statement on student academic achievement. The study was also guided by the Causal Model of Organizational Change and Performance which postulates that one of the major factors that deliver individual and organisational performance is the possession of a mission. The conceptual framework indicated that the school mission statement was the independent variable, which produced one or more themes that guided school leadership factors including strategy, culture, curriculum, and values, which in turn had an effect on student academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter presents the research design that was employed in this study. It also describes the population under study and the sample that was selected along with sampling methods. It also describes the types of data that were used. Data collection methods are explained as well as the reliability and validity of research instruments that were used. Finally, the data analysis plan is described.

Research Design`

The research project adopted a descriptive design. According to Mugenda & Mugenda (2003), descriptive research “is a process of collecting data in order to test hypotheses or to answer questions concerning the current status of the subjects in the study” (p. 160). This study analysed the effect of mission statements on student academic performance thereby answering the question of whether there is any relationship between mission statements and student academic performance.

The study employed a mixed methods design of collecting data, which involved both qualitative and quantitative methods. Johnson & Onwuegbuzie (2004) described the mixed methods approach as a type of design that involves a quantitative mini-study and a qualitative mini-study in one overall research study (Slate et al, 2008). This method was chosen because through the qualitative study, the themes present in the mission statements of the individual schools could be identified, while the quantitative study would enable an analysis of the differences in the themes of high, middle, and low-performing schools. The qualitative study would also allow the

administrators to voice the different ways in which they and their school communities related with their mission statements

Population

The population that was studied comprised all the secondary schools in Wakiso District, Uganda. The number of registered secondary schools in Wakiso District as of January, 2017 was 580 (Wakiso District Local Government, 2017). However, the Uganda National Examinations Board (UNEBC) released results for only 352 schools in Wakiso District for 2016. These 352 schools were considered as the population for this research study. Wakiso District was chosen because it is the largest district in Uganda with the largest number of secondary schools, both government-aided and private. Therefore, it was expected that the district would provide a high diversity of school mission statements.

Target Population and Sampling Frame

The samples were drawn from all the secondary schools in Wakiso District. The sampling frame consisted of a list of all the secondary schools in Wakiso District, Uganda that participated in UNEBC examinations in 2016. Two samples were drawn from this; a main sample, and a smaller sub-sample. It was important to obtain two samples because the bigger sample would provide the themes in the mission statements and their frequency in high, middle, and low-performing schools, while the smaller sample would provide in-depth information about the operationalization of the mission statement in different schools from each category.

Sampling Method

The main sample in the study was obtained by stratified sampling. According to Mugenda & Mugenda (2003, p.47), this method involves the division of the population into two or more groups using a given criterion and then randomly selecting a given number of cases from each population subgroup. In this study, the members of the population were divided into three groups: the high-performing, middle-performing, and low-performing schools. High-performing schools are those that ranked top third in the 2016 UCE examinations while middle-performing are those that ranked in the middle third, and low-performing are those that ranked bottom third.

A sample size of 69 (20% of the population) was chosen in line with Mugenda and Mugenda (2003, p.42) which states that a sample of 20% to 50% is a good representation of the population. The school mission statements of these schools were analyzed for their themes. Nine schools were chosen from the 69 to constitute a sub-sample. The nine schools consisted of three schools from each category- high, middle, and low-performing. This sub-sample was necessary to allow for a qualitative mini-study.

The smaller sub-sample was selected by intense purposive sampling. In purposive sampling, the researcher selects subjects that have certain required information or characteristics with respect to the research study (Mugenda & Mugenda, 2003, p. 50). Intensity sampling allows the researcher to select a small number of rich cases that provide in-depth information and knowledge of a phenomenon of interest (Cohen & Crabtree, 2006). The criteria that was used to select

the sub-sample was that each school had to be representative of a school category. Therefore, the subjects were chosen randomly from each category.

Types of Data

The study generated two types of data: quantitative and qualitative. Quantitative data includes numerical values while qualitative data involves non-quantifiable data such as case studies, content analyses, and historical studies (Mugenda & Mugenda, 2003, pp. 155-156). Qualitative data was obtained from the content analysis of the S.M.S of selected schools, the interview schedule and observation study. Quantitative data was generated from the coding of the themes obtained from the mission statements of the sample schools.

Data Collection

Data was collected through document analysis to extract the mission statements of selected schools. These documents were accessed directly from the school administrators of the different schools. The current performance rating of the selected schools was determined through a document review of the 2016 Uganda Certificate of Education results.

The researcher visited nine sample schools to observe the different aspects of the school to assess the degree to which they reflect and reinforce the S.M.S. A school administrator from each of the nine sample schools was interviewed to establish how the school mission statement was formulated and implemented in order to ensure academic performance of students.

Interview Schedule

According to Mugenda & Mugenda (2003, p. 83), an interview is an oral administration of a questionnaire or an interview schedule. This research study

utilized an interview schedule to draw information from school administrators of the sub-sample schools about how their S.M.S was being implemented and achieved with a target to achieving desired S.A.P. One of the advantages of an interview schedule is that it provides in-depth data (Mugenda & Mugenda, 2003, p. 83). The researcher was able to interrogate the school administrators concerning different aspects of their S.M.S and obtain clarifications.

Observation Study

The researcher also conducted an observation study of the sub-sample schools to obtain further information about how different schools implemented their S.M.S. In an observation study, a researcher uses an observation checklist to record observations during data collection (Mugenda & Mugenda, 2003, p. 92). The observation checklist in this study had seven items: a fused curriculum, classroom environment, central display of S.M.S, placards and signs, co-curricular activities, schools infrastructure, and alignment of the school culture with the S.M.S.

Reliability of Research Instruments

The reliability of a research instrument is the degree to which it yields consistent results after repeated trials (Mugenda & Mugenda, 2003, p. 95). The reliability of the research instruments of this study was determined by conducting a pilot study in a school which was not included in the sample. The deputy head teacher of the sample school was interviewed and the school was observed using the prepared checklist. The interview questions were then assessed for the extent to which they were able to extract the desired information from the interviewee. It was also checked for ambiguity of the questions and the questions were reframed accordingly.

Validity of Research Instruments

Validity is the accuracy and meaningfulness of inferences which are based on the research results (Mugenda & Mugenda, 2003, p. 99). The research instruments were assessed for content validity in collaboration with the researcher's supervisors. In addition, a pilot study was carried out to fine tune the interview and observation schedules in order to improve their content validity. The interview instrument was also peer reviewed to assess its validity.

Data Analysis Plan

Data analysis was done through content analysis of the mission statements of selected schools. The school mission statements were individually assessed and the prevailing ideas extracted under unique codes. These codes were termed as themes. The frequency of occurrence of each theme in the 69 mission statements was determined using a Microsoft Excel Spread sheet application. The mission statements were placed in the first column in order of performance in the 2016 U.C.E Examination, starting with the high-performing schools, then middle, and finally, low-performing schools. The themes were placed in the next 13 columns. The Mission statement was numerically coded with 1 if the theme was present and 0 if the theme was absent. The results for each theme were then summed up for each category of Schools: high, middle, and low-performing. Microsoft excel was then used to generate graphs to represent the findings of the study.

The data from the interview was analysed qualitatively using the narrative technique. The scores that were assigned to each school during the observation study were recorded in a table. The average score for each school category on each observation was then obtained and converted into a percentage. This data was entered

into a Microsoft Excel Spread sheet from which a graph was generated to represent the results.

Ethical Considerations

According to Mugenda & Mugenda (2003), the consent of the research subjects must be sought before any information about them is revealed. The researcher obtained permission from the individual school administrators to obtain and record their mission statements. In addition, permission was acquired from the administrators of the different schools to allow the researcher to make an observation study of their schools and also conduct the necessary interviews.

Summary

This section details the method of research that was utilized. The research study employed a descriptive research design. This involved the use of both quantitative and qualitative methods in data collection and analysis. The target population was the secondary schools in Wakiso District, Uganda. The main sample to be taken was a total of 69 schools while the sub-sample consisted of nine schools from each category of performance: high, middle, and low. The data was collected using document analysis to extract themes reflected in the mission statements of the main sample schools. Observation and interview methods were applied on the sub-sample schools to discover how the school mission statement was being implemented. Finally, data analysis and reporting was done using Microsoft excel packages and narration of the findings from the interview.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Introduction

The purpose of this study was to determine the effect of school mission statements as a tool of leadership on the academic performance of students in Wakiso District, Uganda as a principal result of a school institution. This chapter presents the findings of the study based on the quantitative and qualitative data collected.

Themes Arising from School Mission Statements

A variety of themes were identified in the mission statements of schools that were sampled. These were categorized into 13 major themes:

Values

The theme was coded when the key words: values and morals appeared in a mission statement. Representative examples include: “To mentor young people who are morally, spiritually and academically equipped to serve God and society” and “To impart knowledge, skills, positive values and attitudes to the learners and empower them to meet community challenges”. This theme spoke the formation of attitudes and character in the students. Attitudes are a cornerstone ingredient of student academic performance.

Academic excellence

This theme was coded when the key words academic excellence and intellectual competence were identified in a mission statement. Representative examples include: “The school is dedicated to nurturing its students by improving their intellectual competence by facilitating conducive learning environment, social

responsibility and moral sense” and “To provide academic excellence that is aiming in know what, know how as well as human resource capacity building, not falling prey to elitists’ culture and moulding students into responsible citizens through emphasis of appropriate and socially acceptable attitudes, morals, values and ethics”. This theme focused exclusively on the academic aspect of school life. However, most of the schools that had it in their mission had an additional theme.

Holistic education

This theme was coded when the key words: quality education and holistic education were identified in a mission statement. Representative examples include “To expand access to sustainably-delivered quality secondary education across Africa” and “To offer a holistic education within a caring and secure Islamic environment enriched with values of discipline, tolerance, mutual care and respect which extends beyond the school into the wider community”. This theme was somewhat ambiguous as it did not address the specific aspects of education that the school would focus on. It was subject to different interpretations by different stakeholders. The term ‘quality education’, too, was vague as it did not describe the kind of education, for example, it could have been quality vocational education, quality academic education, or even quality religious education.

Leadership

This theme was coded when the key word: leadership was identified in a mission statement. There was only one mission statement that had this word: “To build a holistic person developed by embracing academic progress, building of character, self-determination, leadership, life skills, and development of individual talents”. This theme spoke to the need to develop leaders among the Ugandan youth.

As such, it had much potential to transform the curriculum and culture of the school to groom leadership traits among learners.

Self-reliance

This theme was coded when the key words: self-reliance, talent development and empowerment were identified in a mission statement. Representative examples include: “To produce morally-upright self-reliant and resourceful citizens by providing a balanced education in a conducive environment” and “To build a holistic person developed by embracing academic progress, building of character, self-determination, leadership, life skills, and development of individual talents”. Self-reliance was a clear theme. However, it had no real connection to student academic performance.

Religion

This theme was coded when the key words: God or Islam were identified in a mission statement. Representative examples include: “To provide quality education and to produce God-fearing people through self-reliance and teamwork”, “To produce God-fearing future Muslim preachers”, and “To propagate Islam and promote Islamic culture through training, documentation, research, and informal exchange”. The theme of religion reflected the theistic worldview of Ugandan society.

Social responsibility

This theme was coded when the key words: citizens, serving country, community, and productive were identified in a mission statement. Representative examples include: “Producing useful and well-behaved intellectuals serving God and our country”, and “To provide an all-round education that empowers students to meet global challenges, be productive, and self-reliant”. This theme lent to the contribution

that students were expected to make to their society through education. However, it did not directly reflect S.A.P.

Knowledge and skills

This theme was coded when the key words: knowledge and skills were identified in a mission statement. Representative examples include: “The fundamental mission of St. Lawrence Academy, Schools and Colleges is the advancement and dissemination of knowledge its understanding and appreciation” and “To offer vocational and academic education”. The theme of knowledge and skills was quite specific as to the kind of education the school hoped to provide to the learners. It was directly related to S.A.P.

Affordable education

This theme was coded when the key words: affordable education were identified in a mission statement. Representative examples include: “To be the most sought-out school with all-round education that covers the body, mind and soul in the most affordable and appropriate form” and “To provide affordable quality education to the youth”. This theme was quite general and somewhat unambitious as concerns S.A.P.

Physical development

This theme was coded when the key words: physical development or physically capable were identified in a mission statement. Representative examples include: “To produce upright academically sound, socially balanced and physically capable women to serve God and their country” and “To pursue excellence in education, physical development and social interaction with the Bible as the

foundation”. The theme of physical development was specific in its goal. However, the connection to S.A.P was indirect.

Challenge

This theme was coded when the word challenge was identified in a mission statement. Only one school had this theme: “Building a strong school that will promote excellence in education in an environment that treasures and challenges each individual”. The theme of challenge was somewhat ambiguous in its goals. It was subject to different interpretations and could send members of the school community in different directions.

Teamwork

This theme was coded when the word teamwork was identified in a mission statement. Representative examples include: “To produce quality education and to produce God-fearing people through self-reliance and team-work” and “To: provide a balanced curriculum, Encourage creative, independent learners, Equip children with knowledge, skills and strategies for a healthy and fulfilling lifestyle, Teamwork, mutual support, and conflict resolution, Awareness of environmental responsibilities”. This team had no direct connection to S.A.P. Moreover, it was not clear about the parties to the teamwork, whether it was between students, staff and students, or the parents.

Environment

This theme was coded when the key word: environment was identified in a mission statement. Only one school had this theme: “To: provide a balanced curriculum, Encourage creative, independent learners, Equip children with knowledge, skills and strategies for a healthy and fulfilling lifestyle, Teamwork, mutual support,

and conflict resolution, Awareness of environmental responsibilities”. This theme was quite specific. However, it did not relate directly to S.A.P.

Differences in the themes

The themes were inserted into a Microsoft excel spreadsheet with the corresponding mission statements. Different spreadsheets were used for high-performing, middle-performing, and low-performing schools. The themes were coded with 1 if it was present in the mission statement and 0 if not. The total score for each theme in each school category was then obtained by summation. These figures were then converted to percentages as shown in the table 1:

Table 1: Percentage Occurrence of Themes in High, Middle, and Low-performing schools

THEME	HIGH- PERFORMING	MIDDLE- PERFORMING	LOW- PERFORMING
VALUES.	47.82	30.4	30.4
ACADEMIC EXCELLENCE	34.8	17.4	17.4
HOLISTIC EDUCATION.	43.5	56.5	60.9
LEADERSHIP	4.3	0	0
SELF RELIANCE	30.4	17.4	43.5
RELIGION	8.7	56.5	34.8
SOCIAL RESPONSIBILITY	56.5	21.7	8.7
KNOWLEDGE /SKILLS.	30.4	21.7	21.7
AFFORDABLE EDUCATION.	8.7	4.3	13
PHYSICAL.DEVELOPMENT	17.4	8.7	4.3
CHALLENGE	4.3	0	0
TEAMWORK	0	0	13
ENVIRONMENT	0	0	4.3

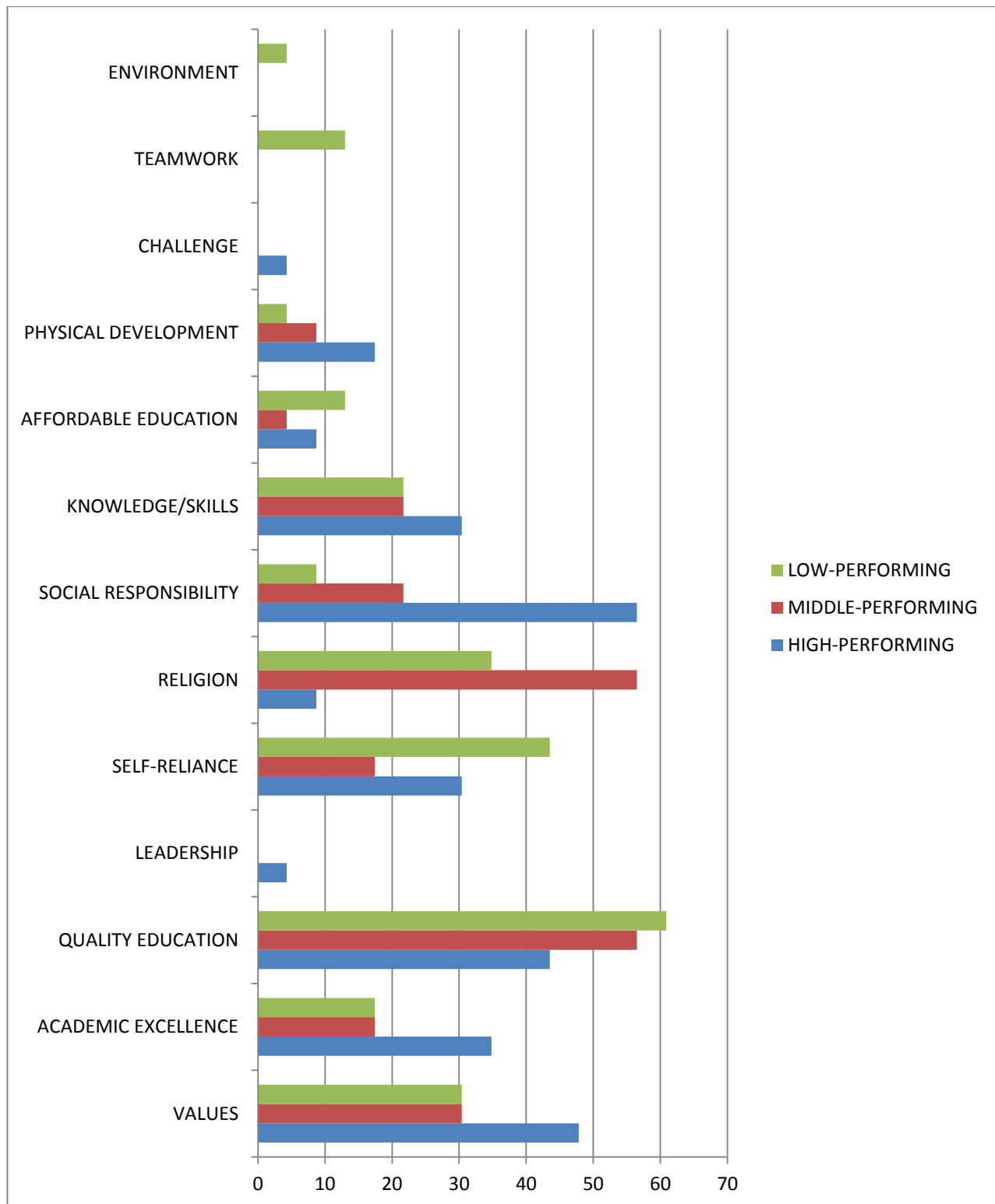


Figure 4: A Graph showing Percentage Occurrence of Themes in High, Middle, and Low-performing Schools

Figure 4 indicates that there were clear differences in the themes reflected by high, middle, and low-performing schools in Wakiso District.

The theme of Values appeared most frequently in high-performing schools with 11 out of 25 mission statements reflecting it. Seven middle and seven low-performing schools had this theme reflected in their mission statements. The theme of Academic Excellence appeared twice as many times in the S.M.S of high-performing schools as in middle and low-performing schools. The theme of Quality Education appeared most frequently in low-performing schools with 14 out of 27 mission statements reflecting it. It appeared the least frequently in high-performing schools with 10 out of 27 mission statements reflecting it. The theme of Leadership was reflected in only one school which happened to be in the high-performing category.

The theme of Self-reliance appeared the most frequently in low-performing schools with 10 out of 21 mission statements reflecting it. It appeared the least frequently in middle-performing schools with only four mission statements reflecting it. The theme of Religion appeared the most frequently in middle-performing schools with 13 out of 23 mission statements reflecting it. It appeared the least frequently in high-performing schools with only two mission statements reflecting it. The theme of Social Responsibility appeared the most frequently in high-performing schools with 13 out of 20 mission statements reflecting it. It appeared the least frequently in low-performing schools with only two mission statements reflecting it.

The theme of Knowledge and Skills appeared the most frequently in high-performing schools with seven out of 17 mission statements reflecting it. Middle and low-performing schools each had a frequency of 5 for this theme in their mission statements. The theme of Affordable education had a higher frequency in low-

performing schools, with three out of six mission statements reflecting it. It appeared the least frequently in middle-performing schools with only one mission statement reflecting it.

The theme of Physical Development appeared the most frequently in high-performing schools with four out of seven mission statements reflecting it. It appeared the least frequently in low-performing schools with only one mission statement reflecting it. The theme of Challenge appeared in only one school from the high-performing category. The theme of Teamwork only appeared in low-performing schools with a frequency of three. The theme of Environment appeared in only one school in the low-performing category.

Frequency of the Themes

A frequency count was made to determine the extent to which the each theme appeared in the mission statements. The frequency of the themes is presented in Table 2. The theme of Quality Education had the highest frequency at 39%. It appeared the most in low-performing schools and least in high-performing schools. This was followed by the theme of Values, at 36% frequency. It had the highest frequency in high-performing schools and the least in low-performing schools. The themes of Religion, Self-reliance, and Social Responsibility also had higher frequencies at 33%, 30%, and 29% respectively. The themes of Leadership, Challenge, and Environment had the lowest frequency at 1.5% each.

Table 2: Frequency of the Themes in the School Mission Statements

THEME	MISSION STATEMENTS WITH THEME PRESENT	MISSION STATEMENTS WITH THEME NOT PRESENT
Values	25	44
Academic Excellence	16	53
Holistic Education	27	42
Leadership	1	68
Self-reliance	21	48
Religion	23	46
Social Responsibility	20	49
Knowledge and Skills	17	52
Affordable Education	6	63
Physical Development	7	62
Challenge	1	68
Teamwork	3	66
Environment	1	68

Interview Data Analysis

An interview was administered to the administrators of three schools from each category. This was aimed at uncovering the ways in which the school mission statement was operationalized. The following were the findings from the interviews that were carried out.

Formulation of the school mission statement

All school administrators cited the founders and Boards of Directors as the originators of their school mission.

“Our school mission statement was developed by the owners.” (Head teacher, Bright Future Academy- Low-performing school)

This means that the incumbent school leaders had nothing to do with the formulation of the school mission statement but they had to implement it.

Values and objectives

Each school administrator identified different values and objectives drawn from their mission statement. However, some school administrators gave values that had no relationship with their school mission statement. The most commonly-mentioned value mentioned by the high-performing schools was hard work. Middle-performing schools and low-performing schools mentioned discipline as the foundation of their missions.

The high-performing schools that were visited identified the dissemination of knowledge as a key objective, as well as involvement of students in co-curricular activities. Middle-performing schools identified the formation of strong morals as a key objective. Low-performing schools mentioned self-reliance, teamwork, and physical development as key objectives of their missions.

“Our emphasis is on strong morals and active, reflective and creative education” (Head teacher, Buloba Secondary School, Middle-performing school)

Knowledge of Mission Statement

In the high-performing schools, the administrators reported that 100% of the staff and students knew and could recite the mission statement. In middle-performing schools, an average of 40% of the staff and 30% of the students knew and could recite the mission statement. In low-performing schools, the administrators reported that 50% of the staff knew and could recite the mission statement while an average of 73% of the students knew and could recite the mission statement. This is shown in figures 5 and 6 below.

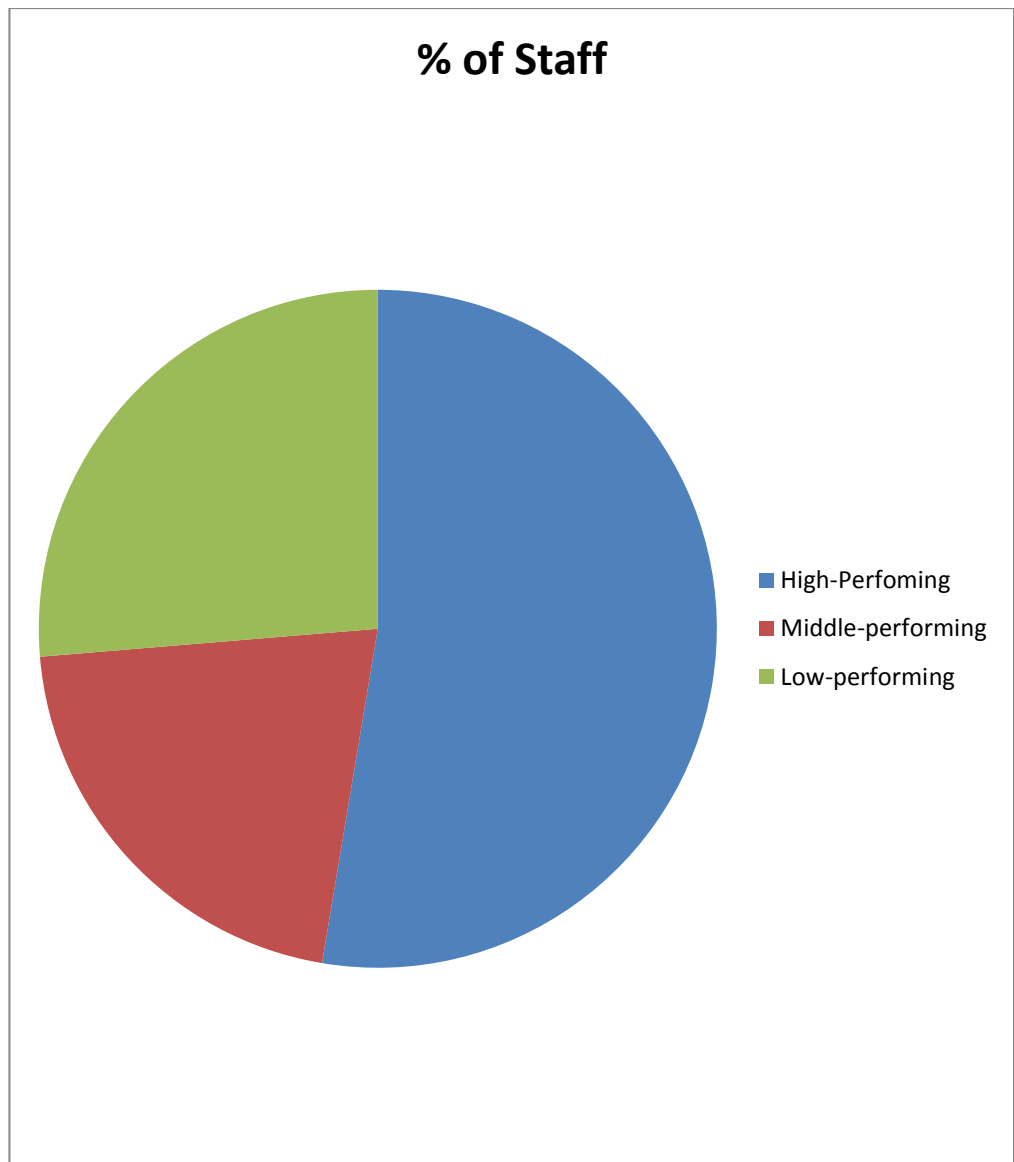


Figure 5: Percentage of staff that knows the school mission statement

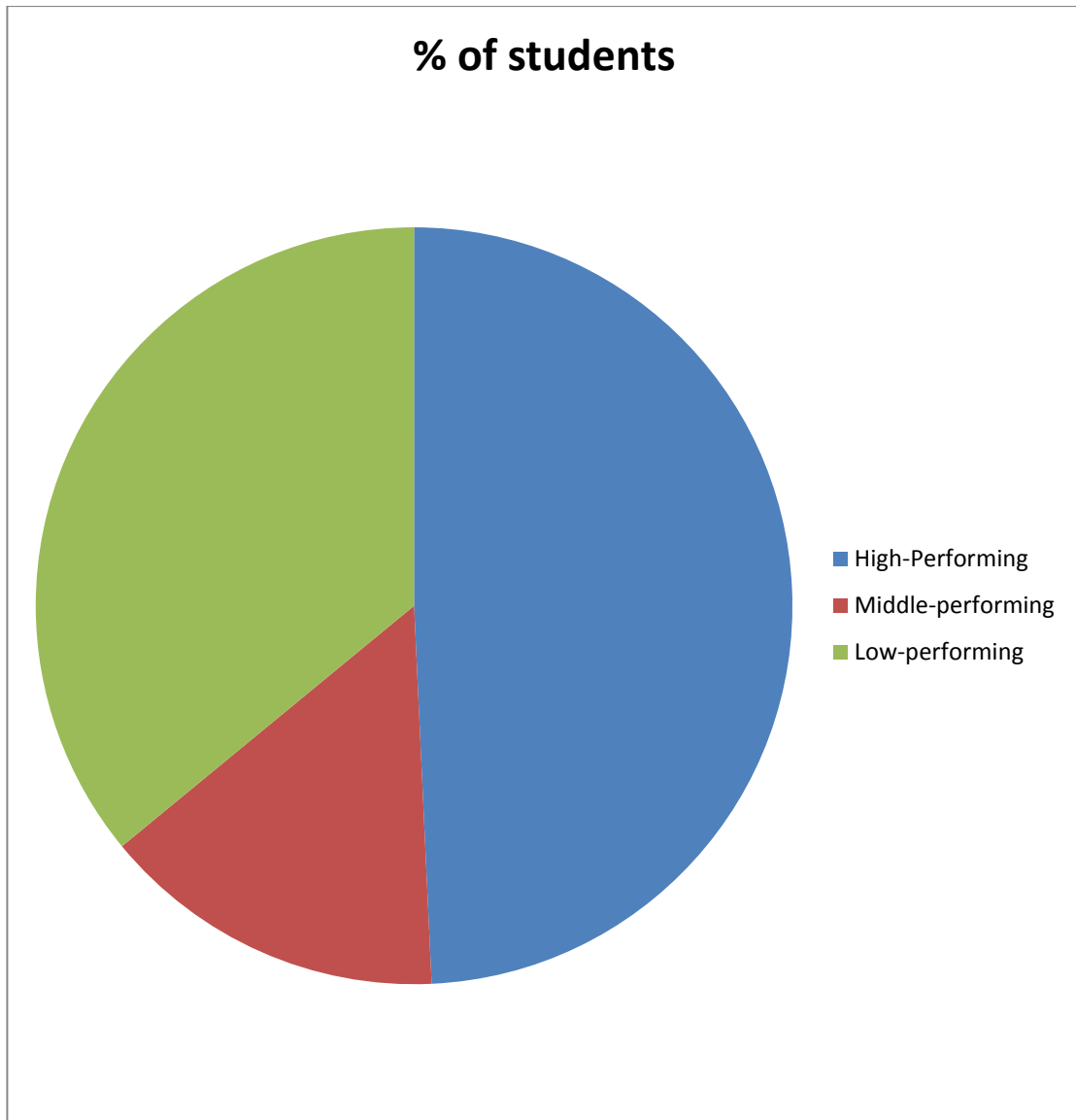


Figure 6: Percentage of students that knows the school mission statement

Figures 5 and 6 indicate that staff and students of high-performing schools were more likely to know their school mission statement, followed by middle and then low-performing schools. It also shows that administrators of low-performing schools believed that more of their students than staff knew the mission statement.

Measures taken to ensure buy-in and commitment

The administrators of high-performing school cited two major measures of ensuring staff buy-in and commitment to the mission statement: orientation of new staff and termly appraisals.

“All our staff members are expected to belong to different committees and to participate in co-curricular activities” (Director of Studies, Buddo Secondary School, High-performing school)

The measures used on students were orientation of new students, guidance and counseling, and motivation. Middle-performing schools used delegation, motivation, and appraisal systems to ensure staff commitment. For students, they used motivation and involvement of students in decision-making processes. Low-performing schools used orientation, termly meetings, appraisal, and motivation to ensure staff commitment to the mission. For students, they used orientation, motivation and religious activity to ensure their commitment to the school mission.

This means that all school administrators recognized the importance of orientation of new school members into the school mission. Appraisal systems were used by all school to assess staff performance in the achievement of the school mission. All the school administrators cited motivation of students in different ways, including bursaries, sports opportunities, and rewards to ensure their commitment to the school mission.

Impact of school mission statement on school culture, curriculum, strategic plan, and staff values

The different school administrators acknowledged the impact of the S.M.S on the school culture. The impact was diverse, depending on the S.M.S. High-performing schools identified the routine activities, appreciation of diverse talents, and

community outreaches. Middle-performing schools identified innovation, and religious culture, while low-performing schools identified religious diversity, discipline, tolerance, and appreciation of sports.

“All learners are developed in talent so there is no inferiority complex; every learner has a place to belong.” (Director of Studies, Buddo Secondary School, High-performing School)

All school administrators were able to name some additions to the National Curriculum that were inspired by the S.M.S. High-performing schools had included skills-based subjects, foreign languages, and co-curricular activities to their curriculum. Middle-performing schools had added theological and vocational studies, and co-curricular activities. Low-performing schools also named vocational skills, theological studies, and co-curricular activities. This means that all schools added co-curricular activities like sports, music, dance and drama, and debates to their curriculum. Theological studies like Islam played an important role for middle and low-performing schools, and this is supported by the high frequency of religion in their mission statements.

“We teach a dual curriculum in which we have theology classes for part of the day and secular studies for the rest of the day.” (Director of Studies, Maddinah Islamic Secondary School)

All the school administrators stated that the mission had impacted the strategic plan of the school through increased enrolment of students. This necessitated expansion and development of the different schools.

Some of the staff values that were inspired by the S.M.S included: time management, involvement in co-curricular activities, teamwork, research, and religious values. These were mentioned by administrators across the board.

Achievement of school mission statement

The school administrators were queried about the extent to which their mission statements had been achieved, with evidence. All administrators of high-performing schools believed that their S.M.S had been achieved to a large extent. Two administrators of middle-performing schools believed that they had achieved their S.M.S to a large extent while one believed it was to a considerable extent. One administrator of low-performing schools believed that their S.M.S had been achieved to a large extent while two believed it was to a considerable extent. However, all the administrators felt that there was still much to do in the implementation of their S.M.S.

“Our mission statement has been achieved to a large extent, for example, we have three judges in the Supreme court who are alumni of this school” (Trinity College, Nabbingo- High-performing School)

Impact of school mission statement on student academic performance

All the schools administrators felt that their S.M.S had impacted their students’ academic performance through the values embodied thereby. The values that were cited include discipline, perseverance, and hard work. Middle-performing schools also felt that their mission statements had fostered competitiveness and motivated students to work harder. The administrators of low-performing schools, however, felt that the impact of their S.M.S on academic performance had been small.

“Our mission statement has impacted the students’ academic performance to a small extent.” (Head teacher, Bright Future Academy- Low-performing school)

Satisfaction with school mission statement

All school administrators felt that they were satisfied with their S.M.S as they were and would not make any changes to them. However, all administrators admitted to a need to improve in the implementation of the S.M.S.

“I am satisfied with the mission statement as it is but a lot needs to be done to implement the mission statement, for example salary increments for teachers, more sports activities, more scholastic materials, and better equipped laboratories and library” (Deputy Head teacher, Sumayya Girls’ High School)

Observation Data Analysis

The researcher visited three schools from each category to make an observation study of how the S.M.S was being implemented. The findings were recorded in a table on a scale of 1 to 3 with 1 representing no evidence of the item under observation, 2 representing partial evidence, and 3 representing clear evidence. The findings for the three schools under study were then averaged to give an overall score as shown in table 3 and the percentage scores obtained as shown in table 4.

There were seven items under study: fused curriculum, school infrastructure, co-curricular activities, central display of SMS, placards and signs, classroom environment, and alignment of school culture with S.M.S.

Under a fused curriculum, the researcher sought to find evidence of peculiar aspects of the mission that were being integrated into the national curriculum in order to achieve the S.M.S. The researcher was also looking out for evidence that the school

infrastructure had been planned out to meet the demands of the S.M.S. The researcher also sought to discover whether there were co-curricular activities that were inspired by the S.M.S. The study also sought to identify a central display of the S.M.S that was accessible and clearly legible. The researcher was looking out for placards and signs on the school compound that supported the S.M.S. The study also sought to discover whether the classroom environment supported the S.M.S in terms of posters, seating arrangements, or other infrastructure. Finally, the researcher was looking out for evidence that the school culture was in alignment with the S.M.S. The scores of three schools in each category were averaged and a percentage score obtained as reflected in Table 4. The individual scores are documented in Appendix IV.

Table 3: Percentage Scores of Schools in Observation Study

CATEGORY	HIGH PERFORMING	MIDDLE PERFORMING	LOW PERFORMING
FUSED CURRICULUM	66.7	76.6	66.7
SCHOOL INFRASTRUCTURE	89.9	66.7	76.6
CO-CURRICULAR ACTIVITIES	100	89.9	89.9
CENTRAL DISPLAY OF SMS	89.9	33.3	33.3
PLACARDS AND SIGNS	89.9	43.3	43.3
CLASSROOM ENVIRONMENT	43.3	56.6	66.7

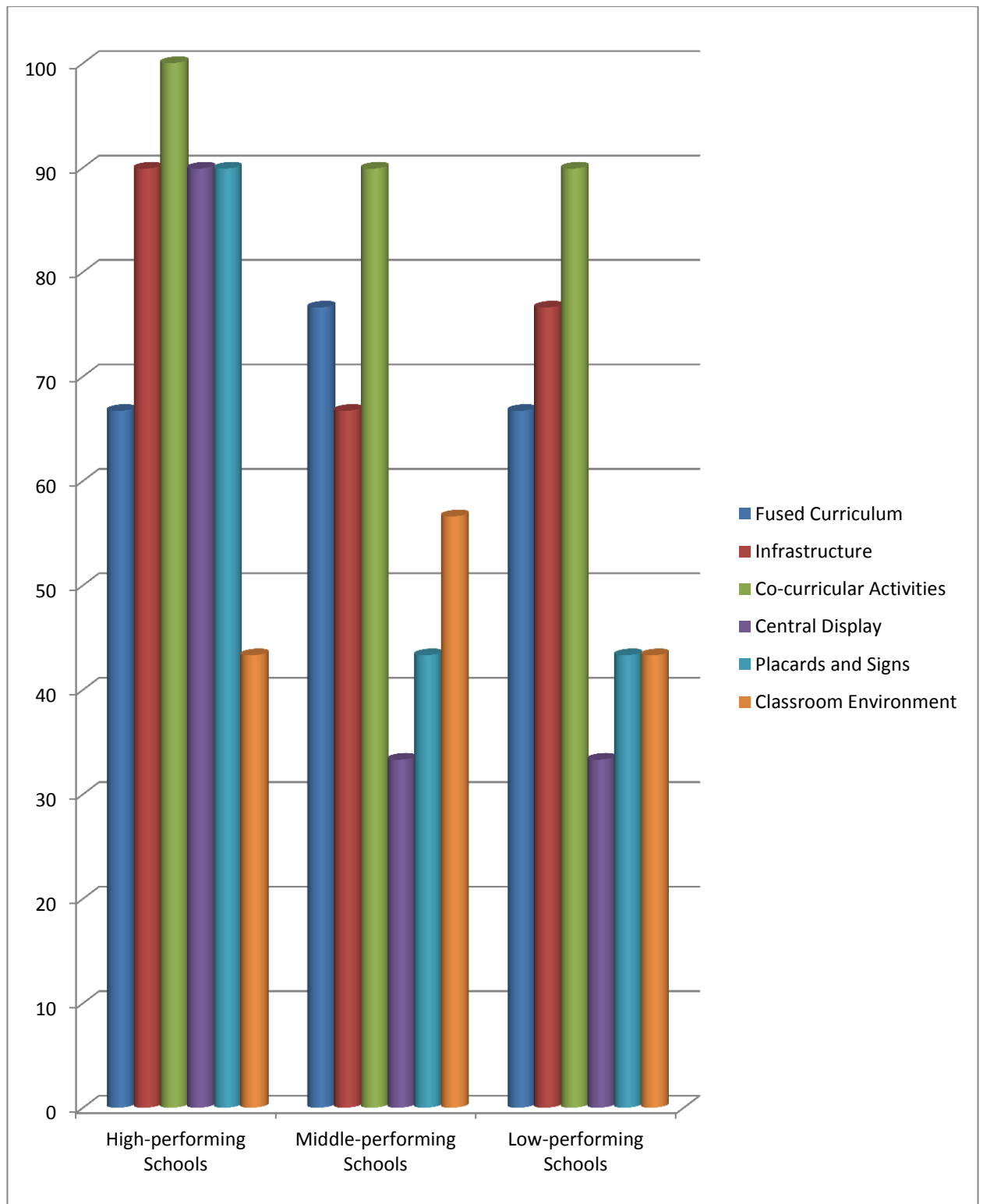


Figure 7: A graph of the Percentage Scores of Schools in Observation Study

From figure 7, it is clear that middle-performing schools had the highest evidence of a fused curriculum, compared with high and low-performing schools.

High-performing schools had the greatest evidence of infrastructure that supported their S.M.S. High-performing schools also had the greatest evidence of co-curricular activities that were in line with their mission statements.

High-performing schools had the clearest and most evident central display of their S.M.S compared to middle and low-performing schools. They also had the greatest evidence of placards and signs that supported the S.M.S. Finally, the middle-performing schools had the greatest evidence of classroom environments that supported the S.M.S.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

Introduction

This chapter gives a discussion of the findings of the study, conclusions, recommendations, and suggests areas for further research. The purpose of the study was to determine the impact of mission statements on the academic performance of students in Wakiso District, Uganda. The research was guided by three questions. Question one sought to discover the themes that are reflected in the mission statements of secondary schools in Wakiso District. Question two aimed at determining the differences in the themes reflected in the mission statements of high, middle, and low-performing schools in Wakiso District. Finally, question three focused on establishing the ways in which the schools in the different categories went about implementing their mission statements.

Literature reviewed revealed that a mission statement should have four main elements: purpose, values, behaviour standards, and strategies. It was also found from literature that the mission statement is an administrative tool that affects all other factors including: leadership, culture, structure, work climate, management practices, task and individual skill, motivation, needs and ultimately, the performance of the organization.

Discussion of Findings

Themes

The study discovered 13 major themes that were reflected by the mission statements of the schools that were sampled: values, academic excellence, holistic education, leadership, self-reliance, religion, social responsibility, knowledge and

skills, affordable education, physical education, challenge, teamwork, and environment. Only two of the sample schools had a single theme reflected in their mission statement. All other schools had an average of three themes reflected in their mission statements.

The study revealed that holistic education, religion, and values had the highest frequencies in the school mission statements. This could be an indication of two things: our priorities as a country or a gap in our society that the schools seek to fill. It was also found that leadership, challenge, and environment scored lowest among all the mission statements that were sampled. The effects of this are highly evident in our society today. There is much evidence of disregard for the environment with unchecked littering, pollution, swamp drainage, and deforestation. Few youth are willing to take up leadership positions with the result that most people in leadership from the Government to the grassroots are above the age of 50. It also accounts for the 'laziness' exhibited by many Ugandans, low levels of innovation, and creativity.

However, most notably, the theme of academic excellence only appeared in 23% of all schools. This theme touched directly on the academic performance of students and so it is a wonder that it appeared explicitly in such a small number of schools. The theme of holistic education also relates directly to student academic achievement. This theme appeared in 39 % of the sample schools. This number is also quite small. The theme of knowledge and skills also contributes to student academic performance. However, this theme only appeared in 25% of the schools. This is an indication that the mission statements of schools in Wakiso District do not have student academic performance as their primary goal. If the mission statement does not include S.A.P in one form or another, then S.A.P becomes an accidental by-product of school activities.

Differences in Themes

The study found that there was not much variation in the themes reflected in themes of high, middle, and low-performing schools. However, high-performing schools stood out in three themes: values, academic excellence, and social responsibility. High-performing schools constituted 44% of the schools that had values in their mission statements, 50% of those that had academic excellence, and 65% of those that had social responsibility.

The high frequency of the theme of academic excellence by high-performing schools reveals a central focus on student academic performance. The strategies, goals, and resources are therefore aligned towards the achievement of this goal. It is highly likely that their focus on values and academic excellence is the reason for the quality of performance that these schools posted in the 2016 UCE examinations. In addition, focus on social responsibility could explain why many of these schools are famous for their alumni that have occupied significant positions of influence in Uganda.

Middle-performing schools stood out in the theme of religion with 56.5% of the school with this theme falling in this category. Low-performing schools stood out in the themes of holistic education and self-reliance. Low-performing schools constituted 52% of the schools that had holistic education in their S.M.S and 48% of those that had self-reliance in their S.M.S. The theme of holistic education is broad, encompassing several aspects of education, including acquisition of knowledge, teaching of values, skills. Therefore, the lack of specificity of the theme in the mission statement makes it difficult to focus on student academic excellence.

Implementation of School Mission Statement

All the S.M.S were formulated by the founders and Boards of Governors. This comes as no surprise since these are the vision-bearers. However, some of the schools, especially in the high-performing category were found to be over half a century old and their mission statements were found to be just as old. This brings the relevance of such mission statements to the present-day society into question.

The researcher found that the values that were reported by the school administrators were in line with their mission statements. However, some school administrators stated generic values that had little to do with their mission statements. This implies that little thought is given to the contents of the S.M.S.

The high-performing schools had the highest percentage of staff and teachers that knew the S.M.S. This was achieved through constant exposure to it. High-performing schools had staff and student diaries with the S.M.S clearly printed in it. These schools also had a clear central display of the S.M.S. Orientation was done for new staff and students in which they were briefed about the S.M.S and what was expected of them. Considering that these schools had the highest appearance of the theme of academic excellence, the high student academic achievement becomes a natural result of the school's efforts.

Most middle-performing and low-performing schools had lower percentage of staff and students that knew the S.M.S. School visits revealed that there was often no central display of the S.M.S and the only record of it was in the school office or in the head teacher's office. School administrators reported that staff orientations, termly meetings, and appraisals were used to ensure commitment to the S.M.S. However, on

further investigation, it was found that often, no direct reference was made to the S.M.S during these meetings and appraisals.

The interviews revealed that in low-performing schools, more students than staff knew the S.M.S. This is irregular and could be explained by an administrative gap in which school leaders interact more with students than with staff. This is possible because in many Ugandan schools, the teaching force is highly mobile, with one teacher serving as many as three schools at a time. Therefore, the teachers are quite disconnected with the school.

According to Slate et al (2008, p18), school success requires a written mission statement which is incorporated by all staff into their daily curricular activities and strongly influences how things occur. The study found that the school curriculum, culture, staff values, and strategic plan were indeed influenced by the S.M.S. The low-performing schools stood out here in that they were more focused on co-curricular activities especially sports and vocational studies. School visits revealed infrastructure and programs that supported this.

Therefore, this study revealed that the school mission statement had a positive effect on student academic performance of the theme of academic excellence appeared in the mission statement. Moreover, mission statements that had ambiguous themes like holistic education and quality education did not have a significant contribution to the S.A.P. The S.M.S was also found to influence S.A.P through the inculcation of values like hard work, discipline, and perseverance that supported academic achievement.

Conclusions

Based on the findings of the study, the following conclusions were made:

1. School mission statements are a reflection of the values of the leaders, the school's priorities, or needs in society that the school endeavours to fill. There was evidence of this in themes like leadership, challenge, and environment, which nonetheless had the lowest frequency of appearance in the school mission statements. However, the study revealed that student academic achievement was not a priority for majority of the schools in Wakiso District.
2. Emphasis on student academic performance in the school mission statement increases the likelihood of high student academic achievement. The mission statements of high-performing schools in Wakiso District had higher frequency of the themes: academic excellence, holistic education, and knowledge and skill acquisition than middle and low-performing schools. This meant that the efforts of the high-performing schools were more geared towards student academic performance than those of the middle and low-performing schools.
3. Greater visibility of the school mission statement enabled the leaders of high-performing schools to continuously direct their staff and students towards the school mission and goals. High-performing schools implemented their S.M.S mainly through high visibility and repetition of the same in addition to orientation and appraisals while middle and low-performing schools relied on motivation, orientation, and appraisal systems.
4. School mission statements have an indirect influence on student academic performance through value acquisition, supportive infrastructure, competences built through co-curricular activities, and guiding staff values positively.

Recommendations

In light of the research findings, the researcher would like to make the following recommendations:

1. The school leadership should be more intentional about bringing the school mission into the spotlight and allowing it to guide activities, curricula, culture, and the strategic plan. This should be done primarily through greater visibility of the S.M.S, use of supportive placards and signs around the school compound, and inclusion in school activities like assemblies and staff meetings.
2. The leadership of schools should allow all stakeholders of the school, like staff, students, and parents a chance to contribute to the mission statement of the school through periodic review to assess its relevance to the needs of contemporary stakeholders.
3. School leaders need to assess the contents of their mission statements to determine whether they address the key issues of purpose, values, behaviour competencies, and strategic initiatives. They should avoid ambiguous terminology in their mission statements such as ‘quality education’ and ‘holistic education’. These terms should be deconstructed for the school community in order to foster greater understanding of the mission statement and groom positive attitudes towards it. This would also help to clarify the goals, objectives, and strategic initiatives as they relate to the school mission.
4. All schools should include a clause about student academic performance in their mission statements since this is the primary result of school institutions.

5. The District Education Office should maintain records of school mission statements and utilize them to assess the strategic leadership of the schools in order to improve their overall performance.

Suggestions for Further Research

Considering the limitations and delimitations of the research project, the researcher would like to make the following suggestions for further research:

1. The Effect of School Mission Statements on School Culture.
2. The methods used by exemplary and non-exemplary schools in Uganda to implement their school mission statements.

REFERENCES

- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC, U.S.A: American Psychological Association.
- Beecher, M., & Sweeny, S. M. (2008). Closing the Achievement Gap With Curriculum Enrichment and Differentiation: One School's Story. *Journal of Advanced Academics*, 502- 530.
- Burke, W. W., & Litwin, G. H. (1992). A Causal Model of Organisation Performance and Change. *Journal of Management*, Vol 18, No 3, 523- 545, doi: 10.1177/014920639201800306
- Burns, S., & Drake , R. (2004). *Meeting Standards Through Integrated Curriculum*. Retrieved from Association for Supervision and Curriculum Development Learn. Teach. Lead: <http://www.ascd.org/publications/books/10311/chapters/What-is-Integrated-Curriculum.aspx>
- Cohen, B., & Crabtree, B. (2006, July). *Intensity sampling*. Retrieved from Qualitative Research Guidelines Project: <http://www.qualres.org/HomeInte-3810.html>
- Craft, K., Slate, J., & Bustamante, R. M. (2009, November 26). *Elementary School Mission Statements of Exemplary and Academically Unacceptable Campuses in Texas*. Retrieved from <http://creativecommons.org/licenses/by/3.0/>
- Crossway Bibles. (2006). *The Holy Bible: English Standard Version*. United States of America: Crossway Bibles.
- David, F. R., & David, F. R. (2003). "It's time to redraft your mission statement". *Journal of Business Strategy*, Vol. 24 Issue: 1, 11-14, doi: 10.1108/02756660310508218
- Davis, H. J., Ruhe, A. J., Lee, M., & Rajadhyaksha, U. (2007, January). Mission Possible: Do School Mission Statements Work? *Journal of Business Ethics*, Vol 70(1), 99- 110, <http://www.jstor.org/stable/25075273>
- Desmidt , S., Prinzie, A., & Decramer, A. (2011). Looking for the value of mission statements: a meta-analysis of 20 years of research. *Managment Decision* Vol. 49, No.3, 468- 483, doi: 10.1108/00251741111120806
- Drucker, P. (n.d.). *Developing Mission Statements*. Retrieved from BYU Manager's Toolbox: <https://training.byu.edu/documents/t-mission%20statements.pdf>
- Gabriel, J. G., & Farmer, P. C. (2009). *How to Help Your School Thrive Without Breaking the Bank*. Retrieved from Association for Supervision and Curriculum Development Learn.Teach.Lead:

<http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx>

Great School Partnership. (2015, May 18). *Mission and Vision*. Retrieved from The Glossary of Education Reform: <http://edglossary.org/mission-and-vision/>

Horwath, R. (2005). *Discovering Purpose; Developing Mission, Vision, and Values*. Retrieved from Strategic Thinking Institute: http://www.strategyskills.com/Articles/Documents/Discovering_Purpose-STI.pdf

International Bureau of Education. (2013, September). *GLossary of Curriculum Terminology*. Retrieved from UNESCO International Bureau of Education: <http://www.ibe.unesco.org>

Jacobson, S. (2011). Leadership Effects on Student Achievement and Sustained School Success. *International Journal of Educational Management*, 25(1), 33-44, <http://dx.doi.org/10.1108/09513541111100107>

Khalifa, A. S. (2012). Mission, Purpose, and Ambition: Redefining the Mission Statement. *Journal of Strategy and Management*, 5(3), 236-251, <http://dx.doi.org/10.1108/17554251211247553>

Lezotte, L. W. (1999). Correlates of Effective Schools: The First and Second Generation. Okemos, Missouri, U.S.A. Retrieved June 6, 2017, from Edutopia.org: <https://www.edutopia.org/pdfs/edutopia.org-closing-achievement-gap-lezotte-article.pdf>

Ministry of Education and Sports. (2013, April). Guidelines for Establishing, Licensing, Registering and Classification of Private Schools/Institutions. Kampala, Uganda.

Mitchell, M. A. (2014). *Mission Statement Clarity and Organizational Behavior at an Art-Focused High School*. Retrieved from Walden University ScholarWorks: <http://scholarworks.waldenu.edu/dissertations>

Mugenda, O. M., & Mugenda, A. G. (2003). *Research Methods; Quantitative and Qualitative Approaches*. Nairobi, Kenya: Acts Press.

Njuguna, N. R. (2011). Factors Influencing Academic Performance of Public Primary Schools in Makuyu Division, Murang'a South District, Kenya. Nairobi, Kenya.

Orwig, B., & Finney, R. Z. (2007). Analysis of the Mission Statements of AACSB-Accredited Schools. *Competitiveness Review: An International Business Journal*, 17(4), 261-273, doi: 10.1108/10595420710844343

Owens, G. R., & Valesky, C. T. (2014). *Organizational Behaviour in Education: Leadership and School Reform*. Essex, England: Pearson Education Limited.

- Oxford University. (2013, March). *Assessment and education quality in Sub-Saharan Africa: Prospects & Pitfalls*. Retrieved from <http://www.oxes.org.uk/wordpress/wp-content/uploads/2013/03/Assessment-and-education-quality-in-sub-Saharan-Africa-presentation-with-timings.pdf>
- Page, D. (2008). *Effective Team Leadership: Learning to lead through relationships*. Nairobi, Kenya: Evangel Publishing House.
- Preedy, M., Glatter, R., & Levacic, R. (2004). *Educational Management: Strategy, quality, and resources*. Berkshire, United Kingdom: Open University Press.
- Saffold, G. S. (2005). *Strategic Planning: Leadership Through Vision*. Nairobi, Kenya: Evangel Publishing House.
- Slate, J. R., Jones, C. H., Wiesman, K., Alexander, J., & Saenz, T. (2008). School mission statements and school performance: a mixed research investigation. *New Horizons in Education Vol.56, No. 2*, 17- 27.
- Tumwine, A. (2016, February 1). Top 100 A level Schools Over the Last Four Years. The Daily Monitor. Retrieved from <http://www.monitor.co.ug/News?Education?Top-100-A-Level-schools-over-the-last-four-years>
- University Writing Center. (n.d.). *The New Sixth Edition Publication Manual of the American Psychological Association*. Retrieved from <http://www.regent.edu/writing>
- Wakiso District Local Government. (2017). *Education and Sports*. Retrieved April 6, 2017, from Wakiso District Local Government: <http://www.wakiso.go.ug/departments/education-sports>
- Wiles, J. (2009). *Leading Curriculum Development*. California, U.S.A: Corwin Press.

APPENDIX I

RESEARCH INSTRUMENTS

Interview Schedule for School Administrator

Who was involved in the formulation of your school mission statement?

.....
.....

What values and objectives are reflected by your school mission statement?

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

What percentage of your staff knows and can recite your school mission statement?

A.90-100% B. 60- 80% C. 30- 50% D. 0- 20%

What percentage of your students knows and can recite your school mission statement?

A.90-100% B. 60- 80% C. 30- 50% D. 0- 20%

What measures are taken to ensure buy-in and commitment to the school mission statement by the staff and students?

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

How has your school mission statement affected the:

School culture

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

School curriculum

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

Strategic plan of the school

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

Staff values

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

a) In the years that your school has existed, to what extent has your school mission statement been achieved?

A. Large B. Considerable C. Small D. Negligible

Can you cite evidence of this?

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

What has been the impact of your school mission statement on the academic performance of your students?

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

a) Are you satisfied with your school mission statement as is?

.....

If not, what changes would you make to it?

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

Observation Schedule:

The schedule below indicates the points of observation for the school visits.

The researcher shall be interested in discovering if there is any evidence of operationalization of the S.M.S through aspects of the school such as: school culture, environment, and curriculum. The aspects of the culture that shall be investigated include: staff and student time-management, collaboration between teachers and students, and general discipline. The aspects of the school environment to be observed include: central display of the S.M.S, placards and signs on the school compound reflecting the S.M.S, and evidence of the S.M.S in the classroom environment. The aspects of the curriculum to be investigated include: evidence of a fused curriculum whereby the S.M.S is integrated with the national curriculum, school infrastructure, and co-curricular activities that reinforce the S.M.S.

Table 4: Observation Checklist

ITEM	HIGHLY EVIDENT (3)	PARTLY EVIDENT (2)	NOT EVIDENT (1)	REMARKS
Fused Curriculum				
Central Display				
Placards and signs				
Co-curricular activities				
School infrastructure				
Classroom Environment				

APPENDIX II

SAMPLING FRAME

HIGH PERFORMING SCHOOLS	
SCHOOL	% DIVISION I SCORES
The Academy St Lawrence Buddo	100
St Mary's Secondary School Kitende	99.31
Uganda Martyrs Secondary School Namugongo	97.7
Gayaza High School	95.89
Turkish Light Academy	94.1
Namirembe Hillside High School	92.59
St Mary's College Kisubi	91.62
King's College Buddo	90.6
London College of St. Lawrence	88.12
Naalya Secondary School Namugongo	85.9
Trinity Colege Nabbingo	78.31
Buddo Secondary School	77.4
Naalya Secondary School Bweyogerere	76.8
Kisubi Seminary	68.9
St Lawrence City. High School Horizon	65.96
Merryland High School Entebbe	62.5
Wits College Namulanda	56
St Mary's Kitende Annex	49.53
St Kizito Secondary School Kabowa	45.71
Mugwanya Summit College	45.26
Kisozi High School Natete	45.06
Hope Boarding Secondary School Lutembe	43.86
34.Brilliant High School Kawempe	43
Turkish Light Secondary School	41.5
Our Lady of Good Counsel Kasangati	41.17
St Augustine's College Wakiso	40.56
Kajjansi Progressive Secondary School	36.86
St Henry's Bugeye Secondary School Mpigi	36.73
Rines Secondary School Namusera	35.19
Hope Senior School, Bbira	34.69
Mita College Kawempe	33.9
St Gerald Millenium High School	33.3
Namboole High School Kla	32.9
Kennedy Secondary School Kisubi	31.89
Buloba High School	31.8
Kingsway High School Kla	31.53
Mbogo High School	30.6

Trinity Senior Academy Entebbe	30.19
Light College Katikamu	29.4
St Lucia Hill School Namagoma	29.2
Entebbe Secondary School	29
Bethany High School Naalya	28.9
Kitende Secondary School Kajjansi	26.64
St Elizabeth Secondary School Nkoowe	26.25
St Noah's Girls Secondary School Zzana	25.46
St Mark's College Namagoma	25.22
Greenstars High School Entebbe	25
Springfield High School Matugga	25
Kinaawa High School Mugongo	24.3
SOS Hermann Gmeiner Secondary School	24.14
Atlas High School Gayaza	24
St Charles Lwanga International Secondary School	22.77
St Julian High School Kampala	22.62
Luyanzi College Bweyogerere	22.45
Kyaddondo Secondary School Kampala	21.94
St Henry's College Kampala	21.81
St Peter's Secondary School Naalya	21.6
Mbogo Mixed Secondary School	21.14
Makerere High School Migadde	21
Kawanda Secondary School	20.8
Kisubi Mapeera Secondary School Kisubi	20.6
Hana Mixed Secondary School	20.4
38.Buddo Secondary School (Annex)	20.2
St Henry's College Gangu	20.18
Ubayyi Islamic Secondary School Kajansi	20
Wampewo Ntakke Secondary School	20
World Ahead Secondary School Matugga	20
Motherland Academy Kampala	19.4
Lubiri High School Buloba	19.27
Nansana St. Joseph Secondary School	19
Wellstar Bright Secondary School Kireka	19
Standard High School Zzana	18.72
Highfield High School of E.A Kla	17.85
Greenlight Islamic Secondary School, Nansana	17.5
Kireka High School	17.46
Exodus College School, Mmende	16.8
St John's Secondary School Ntebetebe	16.38

Namugongo Secondary and Vocational School	15.7
God's Way High School Maganjo	15.6
Mary Reparatrix Training College Entebbe	15.5
Najjera High School Kampala	15.25
St Aloysius Secondary School Nabbingo	15.15
St Henry's College Mbalwa	15.15
St Thomas Aquinas Secondary School Kawempe	15.04
Jovens High School Entebbe	14.7
Kinaawa High School Kawempe	14.62
Gifted Hands Secondary School Kawanda	14.6
Bweyogerere Secondary School	14.4
Luigi Giussani High School Kampala	14.29
St Francis High School Namagoma	14.29
Bethel Covenant College Kampala	13.6
Nansana Education Centre	13.48
Grace High School Bulamu	13
St Andrew's College Ssanda	12.94
Kisubi High School Kampala	12.7
St Kizito High School Namugongo	12.5
Merryland High School Katabi	12.45
Mount of Olives College Kakiri	12.26
Cityland College Matugga	12
Wakiso Muslim Secondary School	12
Nibras Islamic Secondary School Manyangwa Gayaza	11.9
Ubuntu Hill School Namulonge	11.8
Nkumba Secondary School Entebbe	11.59
Irma Pfeiffer Bweya High School Kisubi	11.27
Vision College Kikajjo	11
Uganda Martyrs Vocational Secondary School Nabweru	10.7
St Francis Secondary School Nansana	10.64
33.Bright Trust Secondary School Kyengera	10
Kabanyolo High School Kla	10
Makerere Secondary School Kla	10
Wakiso Hill Secondary School	10
St Paul Secondary School Nakyessanja	9.84
St Edward's College Galamba	9.83
Bankhill College Kampala	9.7
Kinaawa High School Kasangati	9.57
Trust High School Kabubbu	9.56
St Mary's Vocational Secondary School Kavumba	9.09

MIDDLE PERFORMING SCHOOLS	% DIVISION I SCORES
Our Lady Consolata Secondary School Kireka	8.86
Good Samaritan High School Nansana	8.85
Madinah Islamic Secondary School Nsangi	8.76
Pere Grandmaison Memorial Secondary School	8.7
God Cares High School Wakiso	8.69
St John's Wakiso Secondary School	8.45
St Henry's School Kyengera	8.42
Divine Secondary School Kitala	8.3
St Mary's High School Migadde	8.24
K. Garden Groove College Buddo	8.16
St George High School Wakiso	8.14
Majorine Colege, Mulawa	8.1
Zana Christian High School	8
Masajja Secondary School	7.89
Top Times High School	7.89
Entebbe Girls' Secondary School	7.69
Muwanguzi High School Kla	7.69
9.Alliance High School Nansana	7.6
23.Bilal Islamic Institute, Kla	7.6
26.Boston High School Mpala	7.6
St Mary's High School Katale Bunamwaya	7.56
Tender Talents Magnet School	7.41
Mandela College School Bweyogerere	7.27
Olympio High School Kampala	7.04
St Catherine Secondary School Nabbingo	7.02
Sumayya Girls High School Nsangi	7
Lugoba Muslim Vocational Secondary School	6.98
Kkan High School Bunamwaya	6.76
Joy High School Entebbe	6.67
Gayaza Cambridge College Kasangati	6.59
Highland High School Nabweru	6.45
Menlik Secondary School Matugga	6.45
Kirinya Church of Uganda	6.3

Secondary School Kireka	
Excel High School Kawempe	6.17
Bridges College Zana	6.1
Light Secondary and Vocational School Bulenga	6.05
Valley View High School	6
Katikamu Secondary School Gayaza	5.97
Onwards and Upwards Secondary School Buloba	5.92
Good Shepherd High School Bweyogerere	5.9
Bussi Seed Secondary School Entebbe	5.88
Buganda College Wakiso	5.8
Iqra High School Kla	5.8
St Mary's College Namugongo	5.75
Kakiri Secondary School	5.56
St Charles Lwanga Secondary School Kibiri	5.49
St Mbaaga's College Naddangira	5.48
Mugongo Secondary School Kyengera	5.26
Nkoowe High School	5.21
Eden High School Kasangati	5.2
Henry Kasule Mem. Col. Kakiri	5.2
Africa Secondary School Kampala	5.1
Ibun Masood High School Makindye	5
Zana Mixed Secondary School	5
Goodwill College School Kampala	4.76
Kazo Secondary School Kampala	4.76
Answar Muslim High School Kampala	4.7
Hawa Secondary School Kampala	4.65
Kawempe Royal College	4.64
Ndiwulira Memorial College Mbalwa	4.55
Spire High School Gayaza	4.49
St Jonah High School Namugongo	4.41
Ebenezer Christian Secondary School Entebbe	4.4
Kampala Islamic Secondary School Kampala	4.4
Nansana Secondary School	4.35

Buloba Secondary School	4.3
Iqra High School Nansana	4.29
Emirates College School Kakiri	4.2
Prosper High School Kla	4.17
St James Secondary School Bulaga	4.17
Divine College Wakiso	4.1
St Josephat Secondary School Kabaga	4
St Barnabas College Migadde	3.92
Buddo College	3.9
Mwererwe Secondary School Bombo	3.81
Buwambo Seed Secondary School Bombo	3.8
Kitagobwa High School Kampala	3.8
Sam Iga Memorial College	3.73
Light For All High School Nsangi	3.7
St Peter's Lwadda Secondary School	3.7
St Joseph's Secondary School Namugongo	3.66
St Pius Secondary School Kiziba	3.65
Matuga Mixed Secondary School	3.59
Aidan College, Kampala	3.5
Kikkandwa Community School	3.45
City Secondary School Kayunga Wakiso	3.4
Continental Whiteland College Kampala	3.4
Standard College Secondary School Nsangi	3.36
Balibaseka Secondary School Kakiri	3.3
Caring Heart Secondary School	3.3
Mmanze Secondary School Matugga	3.26
Bahati HS Lweza	3.2
Entebbe Comprehensive Secondary School	3.2
Lubugumu Jamia High School	3.2
Kyengera Central College	3.08
Entebbe Parents Secondary School	3
Kakungulu High School Bombo	3
Wakiso Secondary School	3
Global Harvest Secondary School Kampala	2.98
Kasule High School Kampala	2.98
Kawuku Secondary School Kisubi	2.97

New High Tech Secondary School Kajjansi	2.94
Salvation College Kajjansi	2.89
St Paul's Secondary School Lweza	2.76
Entebbe Central School	2.7
Naggulu Seed School	2.61
Martin Luther King College	2.56
Lukwanga Secondary School Kampala	2.54
Brethren Memorial School Matugga	2.4
Bweyogerere High School Kireka	2.4
Nampunge Community High School	2.36
Africana High School, Kibiri	2.3
Trinity High School Masajja	2.29
Cornerstone High School Nangabo	2.2
Galaxy Secondary School	2.2
Nsangi Secondary School	2.18
Mirembe Islamic Secondary School	2.17

LOW PERFORMING SCHOOLS	% DIVISION I SCORES
St Mary's Secondary School Mutungo	2.17
Entebbe Hall Secondary School	2.15
London High School Nansana	2.12
Mugezi Secondary School Kisubi	2.12
Mende Kalema Memorial Secondary School	2.05
Aggrey Memorial Secondary School	2
Gayaza Church of Uganda Secondary School Nangabo	2
Kigoogwa Mixed High School Kampala	2
Airforce Secondary School Entebbe	1.98
Greenlight High School Kla	1.96
Masuliita Secondary School	1.94
Bright Future Bwebajja Secondary School	1.9
Kawempe Public Secondary School	1.89
Buloba Royal College, Wakiso	1.85
Nabitulo Secondary School Namulonge	1.81
Rahmah Muslim High School Makindye	1.81
St Anthony HS Ggangu	1.81
Victoria High School Nansana	1.7

Stafford High School Kagoma	1.69
Kawempe Royal College Bulaga	1.59
Revival Grammar Secondary School Matugga	1.59
Victorian High School Entebbe	1.58
Nsangi High School	1.56
Busiro Modern Academy Kampala	1.5
St John's High School Kawempe	1.43
Crested Secondary School Kazo	1.4
32.Bright Future Vocational Secondary School Kawempe	1.3
Kira Secondary School Namugongo	1.16
Matuga High School	1.15
Mt Vernon School Maya	1.14
Light High School Seguku	1.06
Clive College Kireka	1.04
Kikaaya College School Bulenga	1.03
Entebbe King's Secondary School	1.02
Lake View Kitinda Church of Uganda High School	1.01
Happy Times Secondary School, Masajja, Kibuye	1
May Christian College Nkumba Entebbe	0.8
Jjungo Secondary School Kampala	0.79
Kampala City School Nansana	0.73
Kasengejje Secondary School	0.63
Kitala Secondary School Kisubi	0.43
Comprehensive College Kitetikka	0.08
	% DIVISION II SCORES
Amity Secondary School Nansana-Gganda	31
Angel High School Lweza	24.6
Stafford Secondary School Kampala	20.5
Majet Secondary School Nansana	20
Anwar Muslim Secondary School Gayaza	19.2
Summit High School Kampala	18.18
Airfield High School Kajjansi	17.4
Nyonyintono High School Kajjansi	16.7
Sunset High School Lugo Wandegaya	16
Kitetikka High School	15.71
15.Awegys Christian Comp.	15.4

Secondary School Kampala	
53.Cambridge Secondary School Kyengera	15
Extreme High School Namayumba	15
Peace High School Matugga	15
Seeta-Kasangati Secondary School	14.3
Blessed Hill High School Wakiso	14
Entebbe Lake View Secondary School	13.6
Bilasio Kikonde Memorial Secondary School Mengo	13.46
Buwagga Secondary School Kasangati	13.1
St Peter's Secondary School Seguku	11.69
Younan-Bulamu Secondary School Gayaza	11.62
Holy Family Secondary School Namayumba	11.54
Excel Millenium High School Kla	11.11
Seguku Hill College	10.53
Bethel High School Kampala	10.52
Hope Secondary School Kampala	10.3
Lutembe Boarding School Kampala	10
Namulonge Secondary School Namulonge	10
Masooli Secondary School Kasangati	9.52
Emirates High School	9.09
Good Shepherd High School Nansana	9.09
St Thereza Secondary School Buloba	8.96
St Kizito Secondary School Kasanje	8.69
Bright Future Academy Bulaga	8.5
Royal College Naalya Gayaza	8.47
Devine High School Mpererwe	8.1
Kajjansi High School	7.57
Highway College Makerere	7.5
Bandwe Secondary School Nateete	7.3
Munyonyo High School	6.94
Mashariki High School	6.45
St James High School Kirinya	6.45
Ali Mazrui Memorial Vocational Secondary School Kampala	6.1
Temple High School Kampala	5.88
Mutesa II Royal College	5.56
Premier High School Masajja	5.56
Hilltop Academy Kampala	5.5

St John Gayaza Town College	5.48
West Herts College Kikandwa	5.45
Agrolinks Academy Kampala	5.2
Bishop Sisto Mazzoldi Secondary School Lweza	5.2
Namalere Girls' Secondary School	5
Gayaza Islamic Secondary School	3.8
Kasanje High School, Wakiso	3.57
Bukalango Secondary School	3.5
Gganda Secondary School Nansana	3.42
Brixton Secondary School Wattuba	3.3
Marvel Secondary School Wakiso	3.3
Nambula High School Nakasajja	3.23
Kirinya High School Kla	3.03
Kawanda Muslim School	2.94
Meridian College Namasuba	2.63
St Franncis College Buloba	2.63
Nanziga Parents' Secondary School	2.6
Life College School, Kitagobwa	2.33
.Buwambo Secondary School	1.78
Lugoba High School Nambweru	1.6
Bulenga Parents Secondary School	0.8
	% DIVISION III SCORES
Marisons High School	25
St Francis high Quality Secondary School Kasangati	22
Maryland High School Masajja	10.87
Lugoba Secondary School	6.8
Busukuma College School	6.25
Rubaga Mixed High School Nateete	5.56
Wakiso Secondary School for the Deaf	2.2

APPENDIX III

METHOD OF GRADING SCHOOLS AS HIGH, MIDDLE OR LOW- PERFORMING

Table 5 : Grading System from the Uganda National Examinations Board, 2016.

EXAMINATION SCORE RANGE (%)	GRADING
90- 100	Distinction 1 (D1)
80- 89	Distinction 2 (D2)
75-79	Credit 3 (C3)
70-74	Credit 4 (C4)
65-69	Credit 5 (C5)
60- 64	Credit 6 (C6)
55- 59	Pass 7 (P7)
50- 54	Pass 8 (P8)
0- 49	Failure (F9)

The grade scores that a student has obtained are summed up for all subjects done. For example, if a student sat for the following exams and scored the marks recorded then the grading would be as follows :

SUBJECT	SCORE	GRADE
Math	65	C5
English	80	D2
Physics	72	C4
Biology	50	P8
Chemistry	63	C6
Geography	89	D2
History	90	D1
C.R.E	76	C3

AGGREGATE SCORE= (5+ 2+ 4+ 8+ 6+ 2+ 1+ 3)= 31

Table 6: GRADING OF AGGREGATE SCORES ACCORDING TO DIVISION FROM UNEB, 2016.

AGGREGATE SCORE	DIVISION
8 – 32	I
33 – 45	II
46 – 58	III
59- 69	IV
70+	X

Therefore, the above student , with 31 aggregates, will be placed in Division I.

The UNEB report on UCE results, 2016 provided information about the subject scores for each student and the Division which the student had merited as a result. The report also gave the total division scores for each school, stating how many students merited Division I, II, III, IV, or X.

The researcher obtained the total number of Division scores for each school and summed and calculated them as a percentage of the total number of candidates that the school had presented.

For example, if school A had 20 students with Division I, out of a total of 300 candidates, then that school had 6.7% Division I.

$$\frac{20}{300} \times 100 = 6.7 \%$$

All the sample schools were then arranged in descending order according to the percentage of Division I students they had. Schools that had no Division I students were arranged according to their Division II scores, and those that had neither Division I nor II were arranged according to their Division III scores.

The sample was then divided into three. The top third was named: “High- performing” Schools, the next, “Middle- Performing”, and the last “Low- performing”.

APPENDIX IV

SAMPLE LIST : SCHOOLS AND THEIR MISSION STATEMENTS

HIGH PERFORMING SCHOOLS	
SCHOOL	MISSION STATEMENT
1.Turkish Light Academy	We are committed to delivering morally upright, socially responsible and academically competent individuals to the society.
2.London College of St. Lawrence	The fundamental mission of St. Lawrence Academy, Schools and Colleges is the advancement and dissemination of knowledge its understanding and appreciation.
3. Trinity College Nabbingo	To produce upright academically sound, socially balanced and physically capable women to serve God and their country.
4. Merryland High School	To provide a Holistic Education that will develop students' physical , intellectual, moral and social abilities in preparation for service to mankind.
5.Namirembe Hillside School	The school is dedicated to nurturing its students by improving their intellectual competence by facilitating conducive learning environment, social responsibility and moral sense
6.Our Lady of Good Counsel Kasangati	To provide quality, affordable and holistic education
7. St Henry's Girls Secondary School Buyege	We focus on building the future lady wholly in all disciplines through 'Educating the girl child!'
8. Kings Way School	To provide quality education that equips learners with skills and knowledge to enhance personal and national development
9.Mbogo High School	To provide all round education that empowers the girl child to meet global challenges, be productive and self - reliant.
10. Buddo Secondary School	To disseminate knowledge to students on an all-round education basis.
11. St Mark's College Namagoma	To build a holistic person developed by embracing academic progress, building of character, self-determination, leadership, life skills, and development of individual talents
12.Kinaawa High School Mugongo	To import knowledge, skills, positive values and attitudes to the learners and empower them to meet community challenges.

13. St Juliana Secondary School	To equip young people with valuable life-long skills to enable them survive in the dynamic world, To be partners with government in fostering development through the provision of quality education, To help students discover and develop their talents and academics, sports and other extra co-curricular activities
14. Mbogo Mixed Secondary School	Building a strong school that will promote excellence in education in an environment that treasures and challenges each individual.
15. Kisubi Mapeera Secondary School Kisubi	To form young people, who are morally, spiritually, academically sound, ready to serve God and Society
16. World Ahead Senior Secondary School	By the end of your course at World Ahead, the student will be transformed. Our culture trains you to be: S - Self Confident, M -Morally Upright, A -Academically Charged, R -Ready for Change, T -Time conscious
17. Hana Mixed Secondary School	Dedicated to improving the educational experiences of young adolescents by providing vision, knowledge and resources to all who study in order to develop productive and ethical citizens.
18. Wellstar Bright Secondary School	To provide holistic, quality and affordable education.
19. Exodus College School Mende	To provide quality education in a conducive environment that nurture students into responsible citizens.
20. King's College Buddo	To provide all round quality education through teamwork to address global trends.
21. Kinaawa High School Mugongo	To import knowledge, skills, positive values and attitudes to the learners and empower them to meet community challenges
22. Luigi Giussani High School Kampala	To help students to discover themselves and to bring out what is already in them (talents, desires, values...). Knowledge, skills and notions are also very important but as tools to introduce the learners to the totality and meaning of reality.
23. Lubiri High School	To educate the young generation by imparting discipline, morals and being sensitive to cultural values.
MIDDLE PERFORMING SCHOOLS	
SCHOOL	MISSION STATEMENT
1. God Cares High School Wakiso	To provide quality, affordable education to students based on strong Christian values.
2. K. Garden Groove College Buddo	Producing useful and well-behaved intellectuals serving God and our country.

3. Zana Christian High School	To pursue excellence in education, physical development and social interaction with the Bible as the foundation.
4. St Mary's High School Katala	To provide quality secondary education through skills and knowledge
5. St Catherine Secondary School Nabbingo	To provide quality education to less privileged children in a God-centred environment.
6. Bilal Islamic Institute	To propagate Islam and promote Islamic culture through training, documentation, research, and informal exchange
7. Nkoowe High School	To be a model school, committed to augmenting students' values through academic excellence, outside competences and discipline.
8. Ebenezer Christian Secondary School	To impart faith and learning to develop the student as a whole person centred in Christ with a healthy self-image, genuine love and respect for others, and knowledge that God has a special plan for his/her life.
9. Ibun Masood High School	To offer a holistic education within a caring and secure Islamic environment enriched with values of discipline, tolerance, mutual care and respect which extends beyond the school into the wider community.
10. Hawa Secondary School	To produce morally-upright self-reliant and resourceful citizens by providing a balanced education in a conducive environment.
11. Goodwill College School Kampala	To increase discipline and moral values in our students as well as provide a conducive environment for their effective learning and foster best quality learning in our school and the country at large.
12. Ndiwulira Memorial College Mbalwa	To offer a complete education to young boys and girls which places equal emphasis on academic, social, and spiritual development of a person.
13. Buloba Secondary School	To provide students with active, reflective and creative education that will prepare them for real life experiences.
14. Sam Iga Memorial College	To provide education for life, productive transformation, disciplined and complete individual useful to himself and the nation.
15. Mwererwe Secondary School Bombo	To provide training that will lead to self-reliant and God-fearing individuals.
16. Sumayya Girls High School	To provide education that develops the body and mind of the girl child.
17. Madinah Islamic Institute	To produce God-fearing future Muslim preachers.
18. St James Secondary School	To produce God-fearing citizens who are productive and resourceful, ready to serve their country.

19. Kawempe Royal College	Academic excellence, sports, and discipline
20. Kasule High School Kampala	To disseminate knowledge to students on an all-round education basis.
21. Onwards and Upwards High School	To expand access to sustainably-delivered quality secondary education across Africa.
22. Bweyogerere High School Kireka	To excel in moulding the child into a morally and spiritually upright, resourceful and self-reliant citizen.
23. Light Secondary and Vocational School	Education for self-reliance
LOW PERFORMING SCHOOLS	
SCHOOL	MISSION STATEMENT
1.Buloba Chritian High School	To equip learners with basic skills of self-reliance, creativity, and willingness to work.
2. Bright Future Bwebajja	To: provide a balanced curriculum, Encourage creative, independent learners, Equip children with knowledge, skills and strategies for a healthy and fulfilling lifestyle, Teamwork, mutual support, and conflict resolution, Awareness of environmental responsibilities
3.Nsangi Secondary School	To provide quality education and to produce God-fearing people through self-reliance and teamwork.
4. Crested Secondary School	To provide an all-round education that empowers students to meet global challenges, be productive, and self-reliant.
5. Bright Future Vocational Kawempe	To enhance good morals, discipline, knowledge and skills towards self-reliance, job-creation rather than job-seeking.
6. Nsangi Secondary School	To produce quality education and to produce God-fearing people through self-reliance and team-work.
7.Lake View Kitinda Church of Uganda High School	To achieve high levels of knowledge with action for better citizenship.
8.Kasengejje Secondary School	To mould God-fearing , disciplined, knowledgeable, hard-working and self-respecting citizens.
9. Amity Secondary School	To produce well-balanced individuals who can meaningfully contribute to society.
10. Kitetikka High School	To provide a balanced secondary education physically, spiritually, and mentally to both boys and girls.
11. Buwagga Secondary School	To provide quality and all round education to students.

12. Bulenga Parents Secondary School	To be a model of moral and academic excellence
13. Excel Millenium High School Kampala	To provide education that empowers and sustains individuals in a dynamic competitive world.
14. Kikaaya College School	To offer vocational and academic education.
19. Bright Future Academy	To provide academic excellence that is aiming in know what, know how as well as human resource capacity building, not falling prey to elitists' culture and molding students into responsible citizens through emphasis of appropriate and socially acceptable attitudes, morals, values and ethics.
16. St Francis College	To provide an interactive education that provides ethical, social, and intellectual development as the basis of global and productive citizens.
17. Mashariki High School	To provide quality education within the realm of quality human development.
18. St Thereza Secondary School Buloba	To be the most sought-out school with all-round education that covers the body, mind and soul in the most affordable and appropriate form.
19. Bishop Sisto Mazzoldi Secondary School	Affordable education.
20. Bukalango Secondary School	To eradicate illiteracy and equip students with basic skills and knowledge for self-development.
21. Divine Secondary School Mpererwe	To mentor young people who are morally, spiritually and academically equipped to serve God and society.
22. Bulenga Parents Secondary School	Success. To be a good model of moral and academic excellence.
23. Lugoba Secondary School	To provide affordable quality education to the youth.

APPENDIX V
CODING OF THEMES

KEY:

V- values, A.E.- Academic Excellence, H.E.- Holistic Education, L- Leadership, S- Self-reliance , R- Religion, S.R.- Social Responsibility, K.S.- Knowledge and Skills, AFF. ED.- Affordable Education, P.D.- Physical Development, CH- Challenge, TW- Teamwork, ENV- Environment

High- performing Schools

MISSION STATEMENT	V	A.E.	H.E.	LP	S	R	S.R.	K.S.	AFF. ED.	P.D.	CH	TW	ENV
We are committed to delivering morally upright, socially responsible and academically competent individuals to the society.	1	1	0	0	0	0	1	0	0	0	0	0	0
The fundamental mission of St. Lawrence Academy, Schools and Colleges is the advancement and dissemination of knowledge its understanding and appreciation.	0	0	0	0	0	0	0	1	0	0	0	0	0
To produce upright academically sound, socially balanced and physically capable women to serve God and their country.	1	1	0	0	0	0	1	0	0	1	0	0	0
To provide a Holistic Education that will develop students' physical , intellectual, moral and social abilities in preparation for service to mankind.	1	1	1	0	0	0	1	0	0	1	0	0	0
The school is dedicated to nurturing its students by improving their intellectual competence by facilitating conducive learning environment, social responsibility and moral sense	1	1	0	0	0	0	1	0	0	1	0	0	0
To provide quality, affordable and holistic education	0	0	1	0	0	0	0	0	1	0	0	0	0

We focus on building the future lady wholly in all disciplines through ‘Educating the girl child!’	0	0	1	0	0	0	0	0	0	0	0	0	0
To provide quality education that equips learners with skills and knowledge to enhance personal and national development	0	0	1	0	1	0	1	0	0	0	0	0	0
To provide all round education that empowers the girl child to meet global challenges, be productive and self reliant.	0	0	1	0	1	0	0	1	0	0	0	0	0
To disseminate knowledge to students on an all-round education basis.	0	0	1	0	0	0	0	1	0	0	0	0	0
To build a holistic person developed by embracing academic progress, building of character, self-determination, leadership, life skills, and development of individual talents	1	1	0	1	1	0	0	0	0	0	0	0	0
To import knowledge, skills, positive values and attitudes to the learners and empower them to meet community challenges.	1	0	0	0	1	0	1	1	0	0	0	0	0
To equip young people with valuable life-long skills to enable them survive in the dynamic world, To be partners with government in fostering development through the provision of quality education, To help students discover and develop their talents and academics, sports and other extra co-curricular activities	0	0	1	0	1	1	0	0	1	0	0	0	0
Building a strong school that will promote excellence in education in an environment that treasures and challenges each individual.	0	1	0	0	0	0	0	0	0	0	1	0	0

To form young people, who are morally, spiritually, academically sound, ready to serve God and Society	1	1	0	0	0	1	1	0	0	0	0	0	0
By the end of your course at World Ahead, the student will be transformed. Our culture trains you to be: S - Self Confident, M - Morally Upright, A - Academically Charged, R - Ready for Change, T - Time conscious	1	1	0	0	0	0	1	0	0	0	0	0	0
dedicated to improving the educational experiences of young adolescents by providing vision, knowledge and resources to all who study in order to develop productive and ethical citizens.	0	0	0	0	0	0	1	1	0	0	0	0	0
To provide holistic, quality and affordable education.	0	0	1	0	0	0	0	1	0	0	0	0	0
To provide quality education in a conducive environment that nurture students into responsible citizens.	0	0	1	0	0	0	1	0	0	0	0	0	0
To provide all round quality education through teamwork to address global trends.	0	0	1	0	0	0	1	0	0	0	0	0	0
To import knowledge, skills, positive values and attitudes to the learners and empower them to meet community challenges	1	0	0	0	1	0	1	1	0	0	0	0	0
To help students to discover themselves and to bring out what is already in them (talents, desires, values...). Knowledge, skills and notions are also very important but as tools to introduce the learners to the totality and meaning of reality.	1	0	0	0	1	0	1	0	0	1	0	0	0
To educate the young generation by imparting discipline, morals and being sensitive to cultural values.	1	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	11	8	10	1	7	2	13	7	2	4	1	0	0

Middle-performing Schools

MISSION STATEMENT	V	A.E.	H.E.	LP	S	R	S.R.	K/S.	AFF. ED.	P.D.	CH	TW	ENV
To provide quality, affordable education to students based on strong Christian values.	0	0	1	0	0	1	0	0	1	0	0	0	0
Producing useful and well-behaved intellectuals serving God and our country.	1	1	0	0	0	1	1	0	0	0	0	0	0
To pursue excellence in education, physical development and social interaction with the Bible as the foundation.	0	1	0	0	0	1	0	0	0	1	0	0	0
To provide quality secondary education through skills and knowledge	0	0	1	0	0	1	0		0	0	0	0	0
To provide quality education to less privileged children in a God-centered environment.	0	0	1	0	0	1	0	0	0	0	0	0	0
To propagate Islam and promote Islamic culture through training, documentation, research, and informal exchange	0	0	0	0	0	1	0	1	0	0	0	0	0
To be a model school, committed to augmenting students' values through academic excellence, outside competences and discipline.	1	1	0	0	0	0	0	1	0	0	0	0	0

To impart faith and learning to develop the student as a whole person centered in Christ with a healthy self-image, genuine love and respect for others, and knowledge that God has a special plan for his/her life.	0	0	1	0	0	1	0	0	0	0	0	0	0
To offer a holistic education within a caring and secure Islamic environment enriched with values of discipline, tolerance, mutual care and respect which extends beyond the school into the wider community.	0	0	1	0	0	1	1	0	0	0	0	0	0
To produce morally-upright self-reliant and resourceful citizens by providing a balanced education in a conducive environment.	1	0	1	0	1	0	1	0	0	0	0	0	0
To increase discipline and moral values in our students as well as provide a conducive environment for their effective learning and foster best quality learning in our school and the country at large.	1	0	1	0	0	0	0	0	0	0	0	0	0
To offer a complete education to young boys and girls which places equal emphasis on academic, social, and spiritual development of a person.	0	0	1	0	0	1	0	0	0	0	0	0	0

To provide students with active, reflective and creative education that will prepare them for real life experiences.	0	0	1	0	0	0	0	0	0	0	0	0	0
To provide education for life, productive transformation, disciplined and complete individual useful to himself and the nation.	1	0	1	0	1	0	1	0	0	0	0	0	0
To provide training that will lead to self-reliant and God-fearing individuals.	0	0	0	0	1	1	0	0	0	0	0	0	0
To provide education that develops the body and mind of the girl child.	0	0	1	0	0	0	0	0	0	0	0	0	0
To produce God-fearing future Muslim preachers.	0	0	0	0	0	1	0	0	0	0	0	0	0
To produce God-fearing citizens who are productive and resourceful, ready to serve their country.	0	0	0	0	0	1	1	0	0	0	0	0	0
Academic excellence, sports, and discipline	1	1	0	0	0	0	0	0	0	1	0	0	0
To disseminate knowledge to students on an all-round education basis.	0	0	1	0	0	0	0	1	0	0	0	0	0
To expand access to sustainably-delivered quality secondary education across Africa.	0	0	1	0	0	0	0	0	0	0	0	0	0
To excel in moulding the child into a morally and spiritually upright, resourceful and self-reliant citizen.	1	0	0	0	0	1	0	1	0	0	0	0	0
Education for self-reliance	0	0	0	0	1	0	0	0	0	0	0	0	0
TOTAL	7	4	13	0	4	13	5	4	1	2	0	0	0

Low- performing Schools

MISSION STATEMENT	V	A.E.	H.E.	LP	S	R	S.R.	K/S.	AFF. ED.	P.D.	CH	TW	ENV
To equip learners with basic skills of self-reliance, creativity, and willingness to work.	0	0	0	0	1	0	0	0	0	0	0	0	0
To: provide a balanced curriculum, Encourage creative, independent learners, Equip children with knowledge, skills and strategies for a healthy and fulfilling lifestyle, Teamwork, mutual support, and conflict resolution, Awareness of environmental responsibilities	0	0	1	0	0	0	0	1	0	0	0	1	1
To provide quality education and to produce God-fearing people through self-reliance and teamwork.	0	0	1	0	1	1	0	0	0	0	0	1	0
To provide an all-round education that empowers students to meet global challenges, be productive, and self-reliant.	0	0	1	0	1	0	1	0	0	0	0	0	0
To enhance good morals, discipline, knowledge and skills towards self-reliance, job-creation rather than job-seeking.	1	0	0	0	1	0	0	1	0	0	0	0	0
To produce quality education and to produce God-fearing people through self-reliance and team-work.	0	0	1	0	1	1	0	0	0	0	0	1	0
To achieve high levels of knowledge with action for better citizenship.	0	0	0	0	1	1	0	0	0	0	0	0	0

To mould God-fearing , disciplined, knowledgeable, hard-working and self-respecting citizens.	1	0	0	0	0	1	0	0	0	0	0	0	0
To produce well-balanced individuals who can meaningfully contribute to society.	0	0	1	0	0	0	1	0	0	0	0	0	0
To provide a balanced secondary education physically, spiritually, and mentally to both boys and girls.	0	1	1	0	0	1	0	0	0	1	0	0	0
To provide quality and all round education to students.	0	0	1	0	0	0	0	0	0	0	0	0	0
To be a model of moral and academic excellence	1	1	0	0	0	0	0	0	0	0	0	0	0
To provide education that empowers and sustains individuals in a dynamic competitive world.	0	0	0	0	1	0	0	0	0	0	0	0	0
To offer vocational and academic education.	0	0	1	0	0	0	0	1	0	0	0	0	0
To provide academic excellence that is aiming in know what, know how as well as human resource capacity building, not falling prey to elitists' culture and molding students into responsible citizens through emphasis of appropriate and socially acceptable attitudes, morals, values and ethics.	1	1	0	0	0	1	0	0	0	0	0	0	0
To provide an interactive education that provides ethical, social, and intellectual development as the basis of global and productive citizens.	1	0	1	0	1	0	0	0	0	0	0	0	0

To provide quality education within the realm of quality human development.	0	0	1	0	0	0	0	0	0	0	0	0	0
To be the most sought-out school with all-round education that covers the body, mind and soul in the most affordable and appropriate form.	0	0	1	0	1	0	0	1	1	0	0	0	0
Affordable education.	0	0	0	0	0	0	0	0	1	0	0	0	0
To eradicate illiteracy and equip students with basic skills and knowledge for self-development.	0	0	1	0	0	1	0	0	0	0	0	0	0
To mentor young people who are morally, spiritually and academically equipped to serve God and society.	1	0	1	0	1	1	0	0	0	0	0	0	0
Success. To be a good model of moral and academic excellence.	1	1	0	0	0	0	0	0	0	0	0	0	0
To provide affordable quality education to the youth.	0	0	1	0	0	0	0	1	1	0	0	0	0
TOTAL	7	4	14	0	10	8	2	5	3	1	0	3	1

APPENDIX VI

OBSERVATION STUDY SCORES

3- Highly evident

2- partially evident

1- not evident

Table 7: Observation Checklist and Average Scores of 9 Sample Schools from the Three Categories.

CATEGORY	HIGH PERFORMING				MIDDLE PERFORMING				LOW PERFORMING			
	1 ST SCHOOL	2 ND SCHOOL	3 RD SCHOOL	AVERAGE	1 ST SCHOOL	2 ND SCHOOL	3 RD SCHOOL	AVERAGE	1 ST SCHOOL	2 ND SCHOOL	3 RD SCHOOL	AVERAGE
FUSED CURRICULUM	2	2	2	2	1	3	3	2.3	1	3	2	2
SCHOOL INFRASTRUCTURE	2	3	3	2.7	1	3	2	2	2	2	3	2.3
CO-CURRICULAR ACTIVITIES	3	3	3	3	3	3	2	2.7	3	3	2	2.7
CENTRAL DISPLAY OF SMS	2	3	3	2.7	1	1	1	1	1	1	1	1
PLACARDS AND SIGNS	3	3	2	2.7	1	1	2	1.3	2	1	1	1.3
CLASSROOM ENVIRONMENT	1	2	1	1.3	1	3	1	1.7	3	1	2	2

APPENDIX VII

LETTER OF INTRODUCTION

30th June, 2017



P.O. Box 56875, 00200 Nairobi, Kenya
+254 721 932050, +254 734 400694
enquiries@pacuniversity.ac.ke,
admissions@pacuniversity.ac.ke
www.pacuniversity.ac.ke

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: BARASA MERCY CHEMUTAI REG. NO. MAL/0684/15

Greetings! This is an introduction letter for the above named person a final year student in Pan Africa Christian University (PAC University), pursuing Master of Arts in Leadership.

She is at the final stage of the programme and she is preparing to collect data to enable her finalise on her thesis. The thesis title is **"The Impact of Mission Statements on Student Academic Performance of Secondary Schools in Wakiso District, Uganda"**.

We therefore kindly request that you allow her conduct research in your organization.

Warm Regards,

Dr. Lilian Yikiru
Registrar Academics

30th June, 2017

Where Leaders are made

APPENDIX VIII

PERMISSION LETTER

HOPE SENIOR SCHOOL, BBIRA
P.O. BOX 26366 WAKISO,
UGANDA

To Whom It May Concern,

BARASA MERCY CHEMUTAI: RESEARCH STUDY

The above-mentioned individual sought to conduct a research study by interview and observation at our school on 17th July, 2017. Permission was duly granted to her. She was able to interview the Deputy Head teacher.

Sincerely,


.....
MUKASA SOLOMON
HOPE SENIOR SCHOOL, BBIRA
P.O. BOX 26366 WAKISO, KAMPALA
DEPUTY HEADTEACHER

HOPE SENIOR SCHOOL, BBIRA

APPENDIX IX

CERTIFICATE OF CORRECTION



Pan Africa Christian University
P.O Box 56875-00200
Nairobi, Kenya
Tel: +254 721-932050/734-400694
Website: www.pacuniversity.ac.ke

CERTIFICATION OF CORRECTION OF THESIS PROPOSAL

PART I: RELEVANT DETAILS OF THE THESIS

Department: Leadership Degree Title: M.A in Leadership
Candidates' Name: BARASA MERCY CHEMUTAI Registration No.: WAL10684115 Signature: [Signature]
Date of Oral Defense: _____
Title of Thesis: THE IMPACT OF MISSION STATEMENTS ON STUDENT ACADEMIC PERFORMANCE OF SECONDARY SCHOOLS IN WAKISO DISTRICT, UGANDA.

PART II: DECLARATION BY SUPERVISOR(S) AND THE REVIEWER(S)

I / we, the undersigned do hereby confirm that I / we have closely looked at the corrections as instructed by the Post Graduate Defense Committee and I / we do hereby certify that ALL the corrections have been effected as agreed.

NAME: DR. EDWARD K. NZINGA SIGN: [Signature] DATE: 29/6/2017
(SUPERVISOR)

NAME: Dr. L. VIKIRU SIGN: [Signature] DATE: 29/6/2017
(SUPERVISOR)

NAME: P. KOHLS SIGN: [Signature] DATE: 27/06/17
(REVIEWER)

PART III: CONFIRMATION BY GRADUATE SCHOOL

Confirmed that the Supervisor and Reviewer appointed to oversee the corrections have done so as per the Instructions of the Post Graduate Committee

NAME: DR. D. KIANARI SIGN: [Signature] DATE & STAMP: 30/6/2017
Dean, Graduate School

The Leadership University of Choice